

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS  
CHARTER SCHOOL RENEWAL HEARINGS

December 11, 2023

1:15 p.m.

Mabry Hall, Jerry Apodaca Education Building

300 Don Gaspar

Santa Fe, New Mexico

AND

Via Zoom Webinar

C. San Diego Riverside Charter School

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

Bean & Associates, Inc.

Professional Court Reporting Service

201 Third Street, NW, Suite 1630

Albuquerque, New Mexico 87102

JOB NO.: 8952N (CC)

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1 APPEARANCES

2 COMMISSIONERS:

3 ALAN BRAUER, Chair

4 REBEKKA BURT, Vice Chair

5 TIMOTHY BECK, Member

6 STEVEN J. CARRILLO, Member

7 SHARON CLAHCHISCHILLIAGE, Member

8 PATRICIA GIPSON, Member

9 STEWART INGHAM, Member

10 K.T. MANIS, Member

11 MICHAEL TAYLOR, Member

12

13 PED STAFF:

14

15 CORINA CHAVEZ Director

16 Charter School/Options for

17 Parents and Families Division

18

19 DR. BRIGETTE RUSSELL Deputy Director

20 Charter School/Options for

21 Parents and Families Division

22

23 LUCY VALENZUELA Technical Assistance and

24 Training Specialist

25 Charter School/Options for Parents

and Families Division

MISSY BROWN Technical Assistance and Support and

Training Administrator

Charter School/Options for

Parents and Families Division

MARTICA DAVIS Authorizing Practices Administrator

SHARYN PEREA PED Liaison to the PEC

COUNSEL TO THE PEC:

JULIA HOSFORD BARNES, ESQ.

Barnes Mediation and Law, PC

200 W. DeVargas Street, Suite 7

Santa Fe, New Mexico 87501

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1 THE CHAIR: All right. Well, good

2 afternoon, everyone. I hope the Commission had a

3 good lunch break.

4 It is 1:15, and we're going to reconvene

5 for our next school renewal hearing, which is

6 San Diego Riverside Charter School.

7 Thank you so much, everyone, for being

8 here. I'm not sure how many buses you brought with

9 you, but you had to bring at least one.

10 And so similar to what we did with all of

11 our other schools so far, we're going to start out

12 with the PED's evaluation. Then, because this

13 school is on tribal lands, we will have opportunity

14 for tribal consultation with tribal leadership.

15 And then we're -- yeah -- then we're going

16 to go into school comments for 30 minutes, public

17 comment for about 10 minutes, but if we have

18 additional people here, both online and here in --

19 in the room, we'll make sure that everyone has a

20 chance to share their piece.

21 Then we'll have PEC questions, which there

22 won't be a time limit on, but we'll have

23 opportunities to ask our questions to the San Diego

24 Riverside team.

25 Then we'll do a final vote.

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13 1. List of Attendees

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1 THE CHAIR: Commissioner Gipson.

2 COMMISSIONER GIPSON: I want to ask a

3 question. I apologize because I should have asked

4 this first thing this morning. But I have a concern

5 with how some schools were able to put additional

6 information into an application after the

7 application was accepted.

8 So that's -- you know, it's concerning to

9 me, 'cause I thought we had made it clear that when

10 an application is submitted, that's the end of the

11 application cycle.

12 But it appears that applications changed,

13 responses changed in applications. And I have a

14 concern. Number one, it's hard to keep track of

15 that. But, number two, it's an unlevel playing

16 field when applications are able to be changed.

17 So I -- it's just a question.

18 THE CHAIR: Commissioner Carrillo.

19 COMMISSIONER CARRILLO: I would want to

20 echo that concern, because it seems this time around

21 that there are a number of schools where, long after

22 the application deadline, we were constantly getting

23 updates with new material and new information. And

24 I know that with new schools, you have the

25 application date, and anything that's not in the

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1 application by that date is not considered as part  
 2 of the application. And even if people do want to  
 3 come with new material, even if they come and speak  
 4 in person relative to new material, that's material  
 5 that cannot be considered. It's strictly the  
 6 application.  
 7 So because we got so many updates from so  
 8 many different schools, this is something we need to  
 9 get a handle on, because it's not okay. There needs  
 10 to be -- the deadline is the deadline or it's not.  
 11 And if it's not, then let's own that it's  
 12 not and let any school come in at any time and add  
 13 additional material, even on presentation day, which  
 14 I don't think is a good idea.  
 15 But I would echo the concerns that  
 16 Commissioner Gipson stated.  
 17 THE CHAIR: Commissioner Manis, I saw your  
 18 hand raised.  
 19 COMMISSIONER MANIS: Thank you, Chair  
 20 Brauer.  
 21 I would also like to echo the concerns and  
 22 also raise an additional point -- or whenever  
 23 reviewing some of the material, there were  
 24 significant changes between the preliminary analysis  
 25 and the final recommendation. And so I think that

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1 that comes to play in -- in this situation as well.  
 2 But just wanted to bring that up.  
 3 THE CHAIR: Thank you for raising those  
 4 concerns. I'm not sure what the response is right  
 5 now to us. I mean, I think we -- to your point,  
 6 Commissioner Carrillo, I think it was very clear as  
 7 day, with a new application in statute, when things  
 8 are due.  
 9 Renewals aren't as clear, and you can push  
 10 back on me on that. I don't think there is -- the  
 11 process that we've had in place, I don't think there  
 12 is, like, language that says, "We will not accept  
 13 anything else." I know that there are things that  
 14 we can insinuate, for sure.  
 15 But I think that's something that we  
 16 probably need to, like, do some more work around. I  
 17 don't know if there was something else you all  
 18 wanted at this stage or any action that you want  
 19 to -- go ahead, Commissioner Carrillo.  
 20 COMMISSIONER CARRILLO: Not necessarily  
 21 suggesting this for today, but definitely for a work  
 22 session coming up, this has to be addressed, so that  
 23 everybody, renewal applicants as well as -- as well  
 24 as the public, as well as all the Commissioners,  
 25 we're -- that there's a crystal-clear procedure and

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1 decision.  
 2 I'm not going to suggest this for today.  
 3 But I would tend to say that anything that was  
 4 submitted to us after such-and-such a date cannot be  
 5 considered in the renewal for today.  
 6 And, I mean, maybe that's draconian,  
 7 because maybe an applicant -- applicants, because  
 8 it's throughout the week -- were able to put in new  
 9 information, and it's, like, for them, maybe it's  
 10 changing the rules in the middle of the game. For  
 11 me, it's just saying no, that was the deadline.  
 12 THE CHAIR: Director Chavez, do you know  
 13 offhand, or your team, how many schools did provide  
 14 additional information beyond the October 1st  
 15 timeline?  
 16 DIRECTOR CORINA CHAVEZ: Chair Brauer,  
 17 Commissioners, I don't know, off the top of my head,  
 18 the number. That's a great question. I can get  
 19 back with you about how many schools sent corrected  
 20 or provided additional information.  
 21 I would also -- I would like to say a  
 22 couple of things. One is thank you, Commissioners,  
 23 for the feedback and for voicing your concern. I  
 24 hear you.  
 25 I can recognize that -- how difficult it

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1 is to keep up with the many versions and the  
 2 multiple sets of data. That is our challenge as  
 3 well.  
 4 But I hear you on that. And moving into  
 5 this next year, where we're going to have more than  
 6 double the number of renewals, we'll want to --  
 7 we'll want to streamline a few things.  
 8 The other thing I would like to say is if  
 9 we look at the description of how the renewal  
 10 process takes place, it does open us up for the  
 11 possibility of seeking clarification and asking the  
 12 schools during site visits. And we have found that  
 13 that site visit, which occurs after the application  
 14 is due, but prior to the preliminary  
 15 recommendations, that we get information on site in  
 16 that face-to-face.  
 17 Perhaps what we could do moving forward is  
 18 add another step that is prior to the schools  
 19 submitting their applications, where we're just --  
 20 maybe we have a checklist of did you do this, that,  
 21 the other, blah, blah, blah, blah, blah. There's  
 22 always room for improvement.  
 23 I will own that I hear you on the feedback  
 24 and how Commissioners have voiced their concerns  
 25 about it.

10	<p>1 COMMISSIONER GIPSON: I fully acknowledge                  2 that some of the data points change, because                  3 information, test scores came in late or something                  4 like that. I -- that clarification, I'm less                  5 concerned about. And probably most of the time                  6 that's in the favor of the school as well, that                  7 that's cleared up.                  8 But I'm specifically addressing the                  9 application itself, in that the application, it's                  10 clear that the date that it's submitted. And that                  11 if a school doesn't respond to something in the                  12 application, it shouldn't be allowed after the fact.                  13 And the preliminary analysis, I -- you                  14 know, we've recognized that, you know, schools have                  15 an opportunity to respond back. But that's outside                  16 of the applic- -- within the, you know, the walls of                  17 the application itself.                  18 And that's what we've clearly identified,                  19 that schools don't get to just submit something and                  20 then say, "Oh, we can clear that all up later. We                  21 don't really have to do our best job at this time."                  22 And that's my concern, that things -- that                  23 information got populated into the application                  24 itself that wasn't there when -- when it was                  25 submitted.</p>	12	<p>1 been uploaded with the proper table. So if you have                  2 a hard copy and want to follow me, I'll read through                  3 what those figures actually are.                  4 For year one, student attendance -- and,                  5 again, the target is 95 percent -- it is, in fact --                  6 it was, in fact, 98 percent.                  7 For year two, it was 96.                  8 For year three, 94.                  9 And year four, 96.                  10 So you see that all except one year that                  11 the school met the target -- the PEC target of                  12 95 percent attendance.                  13 Looking at the next column, student                  14 retention, the target is 70 percent. And the                  15 corrected amounts -- well, 92 percent for year one                  16 is correct.                  17 93 percent for year two is correct.                  18 We are unsure about year three.                  19 And year four is, in fact, 95 percent.                  20 For student recurrent enrollment, the                  21 target is 80. The school met 84 in their first                  22 year; 87 in year two; year three, 100 percent; in                  23 year four, 72 percent.                  24 So I apologize for that mistake. I                  25 discovered it just in preparing for today, which</p>
11	<p>1 THE CHAIR: Thank you. Commission, are we                  2 ready to move on?                  3 All right. Director Chavez, you can go                  4 ahead and proceed with San Diego Riverside's                  5 evaluation from the PED.                  6 DIRECTOR CORINA CHAVEZ: Thank you, Chair                  7 Brauer, Commissioners. Welcome, San Diego Riverside                  8 community. Boy, you showed up en masse. Good to                  9 see you.                  10 Unfortunately, I'm going to start with                  11 some information that might cause some heartburn.                  12 But I wanted to let you know that, in preparing for                  13 today and in looking at Part A, which was the part                  14 that the Charter Schools Division prepares, I was                  15 looking at the table on the top of Page 8 which                  16 talks about student attendance, retention, and                  17 recurrent enrollment.                  18 And I was wondering -- so if you have a                  19 hard copy, it says, for example, that student                  20 attendance in Year 3 and 4 was zero percent.                  21 I knew that that was not the case. And so                  22 we have revised that table, and your documents have                  23 been uploaded both in the Google Drive and on the                  24 PEC's webpage. It will be uploaded onto the webpage                  25 in the next few minutes or so. But your drive has</p>	13	<p>1 sometimes preparing for the day means just before                  2 the meeting.                  3 But I do feel --                  4 THE CHAIR: Director Chavez, real quick,                  5 can you direct me where that information is -- can                  6 you tell me where?                  7 DIRECTOR CORINA CHAVEZ: Sure. That is in                  8 Part A, which is the part that the Charter School                  9 Division prepares for the school. So this is Page 8                  10 of Part A.                  11 THE CHAIR: Is that on -- was that posted                  12 on the site as well?                  13 DIRECTOR CORINA CHAVEZ: It's currently                  14 posted in the Google Drive. And, Lucy, do you want                  15 to give an update of the website posting?                  16 MS. LUCY VALENZUELA: I will get it up in                  17 five minutes.                  18 THE CHAIR: Thank you.                  19 DIRECTOR CORINA CHAVEZ: Okay. So -- so                  20 it's student attendance, retention, and recurrent                  21 enrollment. And Mr. -- Commissioner Ingham says                  22 that the version that he's looking at doesn't align                  23 with that. It has the old numbers.                  24 Okay. So I know that Lucy is looking at                  25 that right now, Commissioners. And I apologize for</p>

<p style="text-align: right;">14</p> <p>1 that mistake.</p> <p>2 May I go on?</p> <p>3 Okay. Thank you.</p> <p>4 So good afternoon, again, Chair Brauer,</p> <p>5 members of the Commission. I'm here to provide the</p> <p>6 PED evaluation for San Diego Riverside, which is</p> <p>7 located on the Jemez Pueblo.</p> <p>8 Part A, on the top of Page 8, will be</p> <p>9 corrected with more accurate information that comes</p> <p>10 from our S.T.A.R.S. system.</p> <p>11 The school first applied for a charter in</p> <p>12 1999, with Jemez Valley Public School district.</p> <p>13 It opened in the fall of 1999. Back then</p> <p>14 they did not have a year of implementation to</p> <p>15 prepare to be open.</p> <p>16 They opened in a school building that had</p> <p>17 been on the pueblo as a parochial school. The</p> <p>18 school was approved to be a K-through-8 school with</p> <p>19 a cap of 136 students.</p> <p>20 That cap has not changed.</p> <p>21 In 2019, the school had 96 students; in</p> <p>22 2020, 88; in '21, 82; in 2022, when the pandemic</p> <p>23 hit, the number went down to 55; and in 2023, it</p> <p>24 shot back up to 59. So the number of students in</p> <p>25 attendance is growing.</p>	<p style="text-align: right;">16</p> <p>1 tables eating a home-cooked meal. They have a</p> <p>2 cafeteria where they get home-cooked breakfast and</p> <p>3 lunch. And the head administrator, who has been in</p> <p>4 place for maybe three months at the time, he was</p> <p>5 sitting at the table.</p> <p>6 I knew Mr. Tompson from another school. I</p> <p>7 was very curious how it would be at San Diego</p> <p>8 Riverside. And I saw a very relaxed individual</p> <p>9 sitting and casually talking with the students. I</p> <p>10 saw other adults sitting and interacting with the</p> <p>11 students in a very relaxed atmosphere.</p> <p>12 There was student artwork posted on the</p> <p>13 walls of the cafeteria and other staff interacting</p> <p>14 with the students in both Towa and English. It felt</p> <p>15 like a very warm and engaging way to start the day.</p> <p>16 We also conducted classroom observations.</p> <p>17 As a former kindergarten teacher, I went straight</p> <p>18 into the kindergarten classroom and observed a</p> <p>19 classroom that I thought I would send my child to.</p> <p>20 It was engaging. Kids were interacting with the</p> <p>21 adults and with each other. There was a low</p> <p>22 student-adult ratio.</p> <p>23 I also visited some of the other</p> <p>24 classrooms. That ratio maintained throughout the</p> <p>25 school.</p>
<p style="text-align: right;">15</p> <p>1 The school has consistently been</p> <p>2 authorized by Jemez Valley Public Schools. And this</p> <p>3 is the first time that the school has sought renewal</p> <p>4 through the Public Education Commission.</p> <p>5 New Mexico is unique in that charter</p> <p>6 schools can switch authorizer at renewal. And,</p> <p>7 certainly, we know that authorizers across the state</p> <p>8 can be very different in the way that they operate.</p> <p>9 We conducted the school site visit on</p> <p>10 Monday, October 16th, 2023. The team was me, Lucy</p> <p>11 Valenzuela, Brigitte Russell, and Cheryl Rowe.</p> <p>12 The team and I were very impressed with</p> <p>13 what we saw when we visited the school, which is</p> <p>14 located in the middle of the Jemez Pueblo. I'll be</p> <p>15 honest. I wasn't originally in the school site</p> <p>16 visit, but I wanted to go because I was concerned.</p> <p>17 I was concerned. I went into the school</p> <p>18 visit asking myself, I know there's some deficits</p> <p>19 and room for improvement, and I need to see for</p> <p>20 myself if there really is a place still in the</p> <p>21 community for this school.</p> <p>22 So I wasn't sure what to expect. But when</p> <p>23 I got there before the rest of the team members who</p> <p>24 were traveling in the State van, I walked into the</p> <p>25 cafeteria. And students were sitting around the</p>	<p style="text-align: right;">17</p> <p>1 I saw rigor. I saw kids being challenged.</p> <p>2 And we had some really good conversation,</p> <p>3 also, with both the adults and the students</p> <p>4 throughout the day.</p> <p>5 We saw culture and language integration.</p> <p>6 We saw students speaking Towa with the adults and</p> <p>7 the adults speaking Towa with the students, as they</p> <p>8 engaged in an activity that day that we weren't</p> <p>9 expecting, and that was that one of the classroom</p> <p>10 activities was for students to prepare fry bread.</p> <p>11 So they built a fire outside. We saw them</p> <p>12 working with the masa and frying the bread, and we</p> <p>13 got to partake in that. It was really beautiful.</p> <p>14 We saw a lot of love that day.</p> <p>15 Students reported in the focus group that</p> <p>16 they experienced no bullying. And this is students</p> <p>17 in grades five through eight, where we know that</p> <p>18 bullying occurs in many schools.</p> <p>19 The school gives a lot of one-on-one</p> <p>20 support to students. It has an Ed Fellows program</p> <p>21 that supports EAs in becoming teachers. The parents</p> <p>22 in the community have seven generations at the</p> <p>23 school.</p> <p>24 The school's mission is -- is that the</p> <p>25 school is committed to strengthening and sustaining</p>

<p style="text-align: right;">18</p> <p>1 pride in the unique cultural identity of the 2 students. As a community-based charter school, 3 San Diego Riverside encourages involvement of the 4 entire community in developing a quality education 5 for students by connecting learning with community 6 values and traditions.</p> <p>7 Through the commitment, the school aims to 8 help students be academically and socially prepared 9 for high school.</p> <p>10 The Charter School Division spent a lot of 11 time talking about the recommendations. They were 12 varied across the schools, but consistent across 13 certain factors of the schools.</p> <p>14 So it was not a light decision for us to 15 make the recommendations that we did. You can see 16 the recommendations on Page 2 of the final 17 evaluation and recommendation. And it could have 18 changed from the preliminary, because we got more 19 information as time went on.</p> <p>20 So our conditions for San Diego Riverside: 21 Well, we recommend that the school be 22 renewed for at least three years. And that was a 23 tough decision to make on my part, because, as I've 24 mentioned before, it means that you will have less 25 data with a three-year renewal.</p>	<p style="text-align: right;">20</p> <p>1 Condition two: Due to issues related to 2 internal controls and audit findings, San Diego 3 Riverside has failed to meet generally accepted 4 standards of fiscal management through the audit 5 findings; therefore, the governing body must 6 maintain both the finance and audit committees. In 7 addition the school leadership and the governing 8 board will review and revise internal control 9 policies and procedures.</p> <p>10 Condition three: San Diego Riverside will 11 complete a transition year checklist by June 30th, 12 2024. This is a checklist designed to ensure 13 compliance with NMAC and New Mexico Standards 14 (verbatim) Annotated, and to promote effective 15 academic, financial, and organizational operations 16 of the school. Included in the checklist will be 17 any items that came out of the Jemez Valley Public 18 School Corrective Action Plan that might need to be 19 addressed.</p> <p>20 And so -- and we provided -- in the 21 appendix of the final recommendation, we provided 22 the table that came out of the one time during its 23 charter term that Jemez Valley Public Schools 24 visited San Diego Riverside and sent several 25 questions to the school about CTE compliance issues.</p>
<p style="text-align: right;">19</p> <p>1 It was important, therefore, that we put 2 in the conditions that we recommend data from the 3 current year, this year, 2023-'24, be considered as 4 part of the renewal data at that point; otherwise, 5 you will be looking at one year's worth of data for 6 a three-year renewal.</p> <p>7 With that part of the condition, you'll 8 have two years' worth of data.</p> <p>9 We also bulleted out three conditions: 10 1. By not consistently having the 11 required number of governing board members 12 completing the required training hours, San Diego 13 Riverside violated the provisions of law from which 14 the charter school was not specifically exempted. 15 Therefore, San Diego Riverside will continuously 16 have five or more board members serving on the 17 governing body throughout the charter term. The 18 school will follow the PEC's governing board 19 notification change protocol without exception. By 20 the end of each fiscal year of the charter term, all 21 board members will have completed all training 22 hours.</p> <p>23 The school's bylaws say between five and 24 seven members. So that is consistent with what the 25 school has in their bylaws.</p>	<p style="text-align: right;">21</p> <p>1 If you are looking at this appendix and noting that 2 on the far right -- on the far left is what was 3 raised by Jemez Valley Public Schools.</p> <p>4 On the far right is our evaluation of what 5 they sent and what the school has put into place. 6 And anything that has red font is what still needs 7 to be addressed by the school.</p> <p>8 The Charter Schools Division found that, 9 by and large, San Diego Riverside addressed most of 10 the concerns and/or we did not find that it was 11 relevant for the authorizer to ask the school.</p> <p>12 There are a few pending things, such as 13 the math DASH Plan and the student needs assessment 14 per Indian Education Act. Again, you may hear from 15 the school that they have put some of these things 16 in place since we were last there.</p> <p>17 And also, the revising the internal 18 control policies and procedures and ensure that the 19 governing board has finance and audit committees 20 were the pending items that had been somewhat 21 addressed by Jemez Valley Public Schools.</p> <p>22 This recommendation is based, first, on 23 what we could glean about the record of the school's 24 performance over the course of the contract term, 25 keeping in mind that the school had no signed</p>

<p style="text-align: right;">22</p> <p>1 contract, and the one site visit.</p> <p>2 Second, the school's renewal application,</p> <p>3 which needed additional information as first</p> <p>4 submitted to us; it was incomplete. And using the</p> <p>5 ratings that were part of the rubric of the charter</p> <p>6 school's renewal application.</p> <p>7 And, third, the adult reaction -- the</p> <p>8 adult actions to improve outcomes, as verified by</p> <p>9 CSD at the site visit and subsequent to the visit.</p> <p>10 The updated Vistas data and action that</p> <p>11 the school had taken since we had started working</p> <p>12 with the school were significant. We have found</p> <p>13 that the school leaders are responsive to requests</p> <p>14 for additional information, open to feedback,</p> <p>15 interested in learning, and being accountable to a</p> <p>16 more rigorous authorizer.</p> <p>17 I'm going to summarize the record of</p> <p>18 performance over the charter term.</p> <p>19 In terms of academics, San Diego Riverside</p> <p>20 has proficiencies below State average, no doubt.</p> <p>21 The most recent designation is traditional.</p> <p>22 The overall Vistas score more than doubled</p> <p>23 between '21-'22, where it was 17, to '22-'23, where</p> <p>24 it increased to 36.</p> <p>25 The proficiencies -- the proficiency rates</p>	<p style="text-align: right;">24</p> <p>1 27 percent in reading and 21 percent in math. Year</p> <p>2 three, the school exceeded in reading with</p> <p>3 26 percent in reading and 31 percent in math. And</p> <p>4 year four, the school exceeded both in reading and</p> <p>5 math with 39 and 46 percent meeting the goal of at</p> <p>6 least a 5 percent individual student growth.</p> <p>7 We are concerned about the finances of the</p> <p>8 school and the financial performance. As indicated</p> <p>9 in the Jemez Valley Public Schools audit, the school</p> <p>10 has been a component unit. And in analyzing the</p> <p>11 audits, we noted that the school had received three</p> <p>12 to four audits per year. And, in its last year,</p> <p>13 there was a significant deficiency.</p> <p>14 Therefore, that is why we had singled out</p> <p>15 financial performance as one of the conditions.</p> <p>16 Commissioners, you do not have the roll-up</p> <p>17 of red, yellow, green, for their performance because</p> <p>18 they were not operating under your performance</p> <p>19 framework, so we have no snapshot.</p> <p>20 The school had never been communicated to</p> <p>21 about your performance framework; nor would it be</p> <p>22 appropriate to expect for them to meet all of the</p> <p>23 conditions that are part of -- all indicators that</p> <p>24 are part of your performance framework.</p> <p>25 However, we did look at the questions and</p>
<p style="text-align: right;">23</p> <p>1 for reading is slightly above the local district.</p> <p>2 San Diego Riverside has 18 versus 17 at Jemez Valley</p> <p>3 Public Schools; on par in math, at 6 percent; and</p> <p>4 above the district in science. They were 15 versus</p> <p>5 12.</p> <p>6 In terms of growth, the school has showed</p> <p>7 tremendous progress, surpassing both the district</p> <p>8 and the State average growth with 9 percent growth</p> <p>9 in ELA and 6 percent in math.</p> <p>10 Our renewal application asks for schools</p> <p>11 to -- to provide information on mission-specific</p> <p>12 goals. This was tricky, because we did not have a</p> <p>13 contract where mission-specific goals were laid out.</p> <p>14 However, the school presented a lot of information.</p> <p>15 Although we did not provide this level of</p> <p>16 analysis in our preliminary analysis, I looked at</p> <p>17 the 40-plus pages of data that the school submitted</p> <p>18 in regards to the mission-specific goals, which</p> <p>19 asked for at least a 5 percent individual student</p> <p>20 growth in reading and math on NWEA MAPs with an aim</p> <p>21 of 20 percent to exceed and 10 to 20 percent to meet</p> <p>22 the goal.</p> <p>23 And for year one, the school exceeded with</p> <p>24 21 percent in reading, and met with 13 percent in</p> <p>25 math. In year two, the school exceeded with</p>	<p style="text-align: right;">25</p> <p>1 the school's responses. Pages 7 through 9 of the</p> <p>2 final recommendation, again, is the questions that</p> <p>3 were posed by Jemez Valley Public Schools and the</p> <p>4 responses by the school.</p> <p>5 And, again, as I mentioned earlier, we</p> <p>6 found a few items, the math DASH, internal controls,</p> <p>7 finance and audit committees.</p> <p>8 In terms of progress report and how we</p> <p>9 rated the school as Demonstrating Substantial</p> <p>10 Progress, again, that's language that is part of the</p> <p>11 renewal application, or meeting the standards, the</p> <p>12 school has demonstrated substantial progress. We</p> <p>13 wish there was a category called "demonstrate</p> <p>14 progress." But the word "substantial" is in the</p> <p>15 rubric, so -- for academic performance, for</p> <p>16 governance and financial, school meets the standards</p> <p>17 for educational program, equity/identity, and for</p> <p>18 tribal consultation.</p> <p>19 Because this is a transition school -- and</p> <p>20 I know the Commission believes in accountability.</p> <p>21 The Charter Schools Division does as well. We are</p> <p>22 leaders at the PED for how to do this well.</p> <p>23 With your value of high rigor, support,</p> <p>24 and consistent monitoring and feedback, we model</p> <p>25 this with our processes at the Charter Schools</p>

<p style="text-align: right;">26</p> <p>1 Division.</p> <p>2 The idea of having a transition year</p> <p>3 checklist superseded this school and this renewal</p> <p>4 cycle. But it is a representation of your values.</p> <p>5 Just last month, the Commission discussed</p> <p>6 transparency, consistency, respect, being</p> <p>7 student-centered, and utilizing equity.</p> <p>8 We believe that the condition that</p> <p>9 prepares schools to be ready for PEC authorization</p> <p>10 creates more structure and more support to help the</p> <p>11 schools be successful. Thank you.</p> <p>12 THE CHAIR: Thank you, Director Chavez.</p> <p>13 Commissioners, members of the audience,</p> <p>14 we're going to move into Item No. 2, which is tribal</p> <p>15 consultation, including members and families of</p> <p>16 students attending the charter school, pursuant to</p> <p>17 NMSA 22-1B-12.2C and D.</p> <p>18 This will be similar to public comment as</p> <p>19 well. But we really wanted to make sure that if</p> <p>20 there was a tribal leader, tribal education leader,</p> <p>21 that there was opportunities for them to share.</p> <p>22 I did want to share that I did reach out</p> <p>23 to Kevin Shendo, who is tribal education director at</p> <p>24 Jemez Pueblo, a couple of weeks ago. And I did get</p> <p>25 a message back from him on Friday that there may be</p>	<p style="text-align: right;">28</p> <p>1 Benny and their mother, I believe, were part of the</p> <p>2 people that first started San Diego Riverside and</p> <p>3 helped it become one of the first charter schools in</p> <p>4 the state.</p> <p>5 So I know Kevin. I had a much less formal</p> <p>6 conversation with Mr. Shendo in regards to this</p> <p>7 matter. I did want to let him know that San Diego</p> <p>8 Riverside was seeking renewal with the PEC. We had</p> <p>9 a phone conversation. And we have since sent a few</p> <p>10 text messages. And I certainly e-mailed him the</p> <p>11 details of this hearing and said that there was a</p> <p>12 place in the agenda, for the first time, I think,</p> <p>13 that the PEC has had its renewal hearing agenda add</p> <p>14 the tribal consultation section.</p> <p>15 So with that, I'll just say that -- hi,</p> <p>16 Kevin. Glad that you're here.</p> <p>17 THE CHAIR: And there are questions</p> <p>18 specific to when the PEC or other authorizers are</p> <p>19 contemplating a renewal for a school or a potential</p> <p>20 closure of a school through renewal that we need to</p> <p>21 address.</p> <p>22 So I know Ms. Barnes has been working on</p> <p>23 that, to answer those questions through her work</p> <p>24 with us as our legal counsel.</p> <p>25 And with that, Mr. Shendo, the floor is</p>
<p style="text-align: right;">27</p> <p>1 somebody from the Pueblo here. Is there somebody</p> <p>2 here?</p> <p>3 MS. MELISSA BROWN: Mr. Shendo is here.</p> <p>4 THE CHAIR: Okay. Great.</p> <p>5 Before we provide him the floor, I wanted</p> <p>6 to have Director Chavez share the -- what type of --</p> <p>7 and we use tribal consultation very differently than</p> <p>8 what tribal consultation is when it's</p> <p>9 government-to-government related. But this is an</p> <p>10 opportunity for us, whenever there is a school on</p> <p>11 tribal land serving predominantly indigenous</p> <p>12 students, that we must reach out when contemplating</p> <p>13 a potential closure of a school.</p> <p>14 And so I did that with Mr. Shendo. I</p> <p>15 believe, Director Chavez, you reached out also. And</p> <p>16 so I'd love for you to share a little bit. And then</p> <p>17 we'll pass the floor to Mr. Shendo.</p> <p>18 DIRECTOR CORINA CHAVEZ: Thank you, Chair</p> <p>19 Brauer, Commissioners.</p> <p>20 Mr. Shendo was on the charter school's</p> <p>21 advisory committee when I first started in this</p> <p>22 position. And so I know Mr. Shendo from that and</p> <p>23 from other times when our paths have crossed.</p> <p>24 So I went to school with his older</p> <p>25 brother, Benny. And so -- and I know that Kevin and</p>	<p style="text-align: right;">29</p> <p>1 yours to share your -- share your thoughts related</p> <p>2 to tribal leadership.</p> <p>3 MR. KEVIN SHENDO: Thank you very much.</p> <p>4 (Native language spoken.)</p> <p>5 Good afternoon, members of the Commission,</p> <p>6 community members that are in the audience, and</p> <p>7 Ms. Corina Chavez and all the Charter Schools</p> <p>8 Bureau/Division.</p> <p>9 Thank you for this opportunity to share a</p> <p>10 little bit on behalf of the Pueblo of Jemez</p> <p>11 Department of Education, I will say. Unfortunately,</p> <p>12 our leadership cannot be present. They are hosting</p> <p>13 a tribal council meeting today as well. So we were</p> <p>14 also on the agenda for a couple of items, so we</p> <p>15 weren't able to be there physically to be able to</p> <p>16 speak and share.</p> <p>17 But as Corina shared, we have been in</p> <p>18 conversation with the Charter Schools Division and</p> <p>19 with Alan as well with what has been shared with the</p> <p>20 Commission and with the application for renewal for</p> <p>21 Riverside through the Public Education Commission.</p> <p>22 For the Pueblo of Jemez, from the</p> <p>23 Governor's Office, there's not a formal stance on</p> <p>24 the renewal, as there was no formal consultation</p> <p>25 with the governing board and the governors.</p>



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1 I have followed up after conversation  
 2 e-mails from Corina with the Public Education  
 3 Commission to confirm. As you know, through the  
 4 Department of Education, both districts and schools,  
 5 communicate through our department with the  
 6 leadership. But we had not received a formal  
 7 request for a consultation on the renewal by the  
 8 governing board from Riverside. So I did follow up  
 9 with the tribal administrators and the governors to  
 10 make sure that they did not go directly to them for  
 11 that purpose.  
 12 But from the Department of Education,  
 13 which I can speak to, we do support the  
 14 reauthorization of San Diego Riverside Charter  
 15 School under the Public Education Commission.  
 16 Riverside was the first charter school, as  
 17 Ms. Chavez mentioned, that was authorized under the  
 18 new charter school law back in 1999 and the first to  
 19 exist on tribal lands. And so San Diego Riverside  
 20 was supported initially through tribal council  
 21 resolution to exist as a public charter school on  
 22 tribal trust lands.  
 23 We fully support the integration of  
 24 language and culture-based programming, and our  
 25 department is here to support and provide that as we

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1 are able to -- to not only Riverside but all the  
 2 other schools that look to support our students in  
 3 providing language and culture-based education.  
 4 The piece that -- in terms of bulleted  
 5 funding, the reauthorization through the Public  
 6 Education Commission actually was -- 2016? -- was,  
 7 through a tribal council resolution, supported. But  
 8 at that time, the San Diego Riverside Charter School  
 9 was still under the authorization of the district,  
 10 and it wasn't up for renewal.  
 11 And in 2016, Walatowa High Charter School,  
 12 which is a State charter school, was up for renewal.  
 13 And the tribe, through the tribal council, in  
 14 consultation with both schools and governing boards,  
 15 had elected to try and merge the schools into one  
 16 charter school system from K through 12.  
 17 And that was supported through resolution.  
 18 But, again, it was not possible, because they were  
 19 both under different chartering authorities. So  
 20 Riverside was under the Jemez Valley Public Schools,  
 21 and Walatowa was under Public Education Commission.  
 22 So for that to become a reality, the authorization  
 23 for San Diego Riverside needed to change.  
 24 So we are fully supportive of that because  
 25 we also believe in creating seamless systems of

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1 education, where we can more align and engage our  
 2 school systems that serve our young people and be  
 3 able to align the curriculum and instruction, the  
 4 programming, and all the integration that is  
 5 involved in the support systems in place, support  
 6 our young people to be successful when they reach  
 7 the high-school level to be college and  
 8 career-ready. But that preparation starts in the  
 9 elementary years.  
 10 And so that, we fully support in terms of  
 11 the reauthorization of the school.  
 12 We do have concerns with the inconsistency  
 13 in the governing board membership and non-compliance  
 14 with the trainings that are required and the audit  
 15 and -- audit findings. Those are areas that we have  
 16 red flags that were put up, and we are concerned  
 17 with. Just understanding that we do have a lot of  
 18 grants and other programs that we manage, federal,  
 19 state, and private, we know that the compliance  
 20 issues, especially finance, are critical. And even  
 21 if we have the best academic and educational  
 22 program, sometimes the financial audits and  
 23 non-compliance may be the bases for discontinuing a  
 24 program. And we definitely don't want that to  
 25 happen in this case.

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1 So from the Pueblo of Jemez Department of  
 2 Education, we fully support the reauthorization of  
 3 San Diego Riverside under the Public Education  
 4 Commission. But we do -- did want to make one  
 5 recommendation, that based on the two bulleted  
 6 findings dealing with the governing board and the  
 7 financial audits, that there be some formal  
 8 connection be placed with the Department of  
 9 Education or through tribal council so that there's  
 10 more engagement, and we can also support locally  
 11 here the governing board and the school more  
 12 directly with issues of governance and compliance  
 13 and the financial audit findings, because having  
 14 substantial audit findings over multiple years is  
 15 not good.  
 16 So in order to be able to adequately  
 17 address that from our Department of Education, we  
 18 would recommend that as part of a reauthorization,  
 19 that the Commission put a mechanism in place for us  
 20 to have greater engagement or involvement through  
 21 the governing board and also the leadership and  
 22 administration at Riverside.  
 23 So with that, I thank you again for the  
 24 opportunity to speak. Again, I'm speaking on behalf  
 25 of the Department of Education, as our leadership

<p style="text-align: right;">34</p> <p>1 did not make a formal stance. But they always have 2 been supportive of all our schools, but they weren't 3 able to be able to be engaged in more direct 4 consultation directly with the governing board 5 leadership. 6 Again, they are tied up in a tribal 7 council meeting today, so they send their regards. 8 But, again, we expect -- we thank you for 9 your time, for giving us the opportunity to speak, 10 and we look forward to the outcome that we desire. 11 Thank you. 12 THE CHAIR: Thank you, Mr. Shendo. Thank 13 you for finding time to join us today, for sure. 14 So there are other -- there's going to be 15 another opportunity for public comment. But during 16 this time as well, for members of Jemez, if you are 17 a student or a community member, you can either 18 speak now during this time of this -- of the agenda 19 or we can wait until public comment as well. 20 And so if there is anyone who would like 21 to speak now, feel free to throw your hand up, and 22 we can come up and get you in front of a microphone, 23 or online as well. Or we can wait until the public 24 comment as well after the school comments. 25 Come on up, sir. If you don't mind -- oh,</p>	<p style="text-align: right;">36</p> <p>1 Riverside, still going in the long future. 2 So thank you. 3 THE CHAIR: Thank you. If you don't 4 mind -- 5 MR. ARLAN SANDO: I know it's mentioned 6 that there's no leadership representation. But I am 7 here as chief of Jemez Pueblo. So thank you. 8 THE CHAIR: Thank you, Chief. If you 9 don't mind, could you spell your name, your first 10 and last as well? 11 MR. ARLAN SANDO: A-r-l-a-n, middle 12 initial J. Sando, S-a-n-d-o. 13 THE CHAIR: Thank you, Chief. Appreciate 14 you. Yes, sir. Come on up. 15 MR. TONY ARCHULETA: Good afternoon. I've 16 dealt with many of you in the past through several 17 charter schools. I've been affiliated with seven 18 charter schools in my career. But I'm proud to be 19 here representing San Diego Riverside. 20 I have been the head administrator there, 21 '11 through '13. I was a teacher in '15. I 22 returned as the head administrator in '18 and '19. 23 And I returned last year. 24 San Diego Riverside is a very special 25 place. Very important. Charter schools are not the</p>
<p style="text-align: right;">35</p> <p>1 I think you dropped your glasses. Okay. If you 2 don't mind stating your name, and if you don't mind 3 spelling it for our court reporter as well, and then 4 you can share your comments. 5 UNIDENTIFIED SPEAKER: Yes. My name is 6 Arlan Sando. I am the head cacique, the chief of 7 Pueblo of Jemez. I am here in support of San Diego 8 Riverside Charter School. And also I'm glad that 9 there are students here in support and in favor of. 10 And I don't want them to be taken away from our 11 school. 12 And these children are the ones that 13 attend every day. And they're the ones that know 14 what's in the school and -- you know. 15 But on behalf of the tribe, I'm here in 16 support of San Diego Riverside Charter School. If 17 anything else, I'm -- I'll be here. And also if you 18 can consider that our children are here in support, 19 and, you know, I mean, where will they be? Where 20 will they go? 21 And I'm pretty sure you-all, with your 22 visitation, you saw that. It's a unique school, 23 unique in every other way. And that's why we're 24 here. We're still here. And, hopefully, we will 25 continue, to continue to have charter, San Diego</p>	<p style="text-align: right;">37</p> <p>1 sole pendency of education, but they provide a space 2 for kids that do not function effectively in 3 traditional settings. 4 I thank you for the support. It's a 5 terribly important school. It's the oldest charter 6 school in the state of New Mexico, if not the 7 oldest. And, again, thank you for allowing me the 8 opportunity to share my -- those words with you 9 today. Have a great day. Thank you so much. 10 THE CHAIR: Mr. Archuleta, can you go 11 ahead and spell your name and say who you are as 12 well. 13 MR. TONY ARCHULETA: My name is Tony 14 Archuleta. T-o-n-y. Archuleta, A-r-c-h-u-l-e-t-a. 15 THE CHAIR: Thank you, sir. Appreciate 16 you. 17 If you don't mind starting with stating 18 your name and spelling it. 19 MR. PETER MADALENA: Peter Madalena, first 20 Lieutenant Governor for the Pueblo of Jemez. 21 (Native language spoken.) 22 Good afternoon again. Peter Madalena, 23 First Lieutenant Governor for the Pueblo of Jemez. 24 I just want to say that I'm happy that 25 you're having this hearing this afternoon, and I'm</p>

<p style="text-align: right;">38</p> <p>1 glad to be here. And I'm here on behalf of my kids 2 here.</p> <p>3 So that's what I wanted to say. So I just 4 wanted to -- you know, do the best that you can, and 5 I guess we move on from here. So I just wanted 6 to -- like I say, I'm here for my people and my kids 7 and my community. So thank you.</p> <p>8 THE CHAIR: Thank you, First Lieutenant. 9 If you don't mind starting with your name, 10 and if you don't mind spelling it for us.</p> <p>11 MR. DAVID TOLEDO: Sure. I'm David 12 Toledo. D-a-v-i-d. Toledo, like Ohio, T-o-l-e-d-o. 13 First of all, I want to thank the 14 Commissioners. Director Chavez, thank you for your 15 visit to the Pueblo of Jemez, and thank you to all 16 my people.</p> <p>17 I am here in the capacity of -- I'm on the 18 board at Riverside. I'm also -- I have served three 19 terms as a governor of the Pueblo of Jemez. And if 20 you finish your term as a governor, then you become 21 a lifetime council member. So I am a lifetime 22 council member.</p> <p>23 I was -- as the Lieutenant said, I was at 24 a council meeting this morning. I was there at 8:00 25 to sit with the governors and the council. And I</p>	<p style="text-align: right;">40</p> <p>1 heart of the village. I participate a lot of 2 times -- although I don't have a really great 3 singing voice, I still go out there and put my 4 finger up when I want them to sing louder.</p> <p>5 But, you know, our -- as you can see, this 6 is only a portion of our kids. They're beautiful. 7 They're beautiful kids. And this is how they dress 8 when there's ceremony and stuff, because they have 9 pride. They have pride in our -- our language, our 10 ceremony, and our prayers.</p> <p>11 Tomorrow is a special day in Jemez. We 12 have Guadalupe Day. And the guys are preparing 13 their outfits tomorrow to perform in the Plaza. If 14 you guys get a chance, come by and visit, and I'll 15 be in the shrine myself to pray and stuff.</p> <p>16 But as to -- you guys may know this, 17 Commissioners. But when Jemez has fiestas or 18 whatever, there's prayers out there. And the 19 prayers aren't only for the village. It's for you 20 guys, too, and it's for everybody, just offering -- 21 as you guys know, this world is crazy right now. 22 It's so crazy.</p> <p>23 And our poor kids, not only our kids, but 24 all the kids around the nation, it's crazy out 25 there. You see on the tube all the Middle East</p>
<p style="text-align: right;">39</p> <p>1 rushed, excused myself in order to come up here and 2 show my support.</p> <p>3 Riverside is a special place. I live 4 about 100 yards away. These little kids back here, 5 they see me down there all the time. They call me 6 "Grandpa" or "Papa." So that's my little fan club 7 back there.</p> <p>8 When you're governor -- you know, I thank 9 Mr. Sando. He's the highest, highest. He has the 10 highest position in the whole village, over the 11 governors. He's the one that makes the governors 12 and chooses over all the males in the village.</p> <p>13 So we are all lucky to be in his presence, 14 too, as well.</p> <p>15 Anyway, as a governor, all the children 16 and all the people in the village, they are -- are 17 placed in your hands. And, you know, it's like 18 carrying treasure all year long. You protect them 19 the best way you can. You have no 8:00 to 5:00 20 hours. You have the whole year as your job 21 description. Good or bad, you know, these are your 22 children.</p> <p>23 And, you know, even after you're done with 24 your term as governor and as a councilman, you still 25 serve in that same capacity. So I live right in the</p>	<p style="text-align: right;">41</p> <p>1 crisis. And they know. These kids know there's 2 thousands of kids that have been killed out there.</p> <p>3 For what? Nobody wins in a war. Nobody. 4 But they're still out there bombing like crazy.</p> <p>5 And our poor kids are affected. And we 6 wonder why our grades are going up and down, up and 7 down. You see the tube every day. They carry cell 8 phones. They see all that stuff, all the hurt, all 9 the -- the things that happens because of 10 politicians' decisions. These kids are innocent.</p> <p>11 And I went through school down there, too, 12 at Riverside. Back then it was a Catholic school. 13 Yes, we may have a little bit of deficiencies. But 14 our school's over 100 years old. Not one child in 15 there, over here, will complain about the school's 16 condition.</p> <p>17 I go down there. I have lunch with the 18 kids. I sit with the kids.</p> <p>19 And, yes, we have dreams. We have dreams 20 of new playgrounds. We have dreams of a new school. 21 And we look forward to working with the PEC, PED. 22 And I was there to visit with Ms. Chavez and her -- 23 her -- her group.</p> <p>24 And we had never seen each other before. 25 But I'll tell you one secret. Once you break fry</p>

42	<p>1 bread with the kids, you have that connection for 2 life.</p> <p>3 So it was a special day when you came, you 4 know. There was so much happiness on campus. And 5 that's just a portion of the Jemez community.</p> <p>6 And as a councilman, you know, I guarantee 7 you, everybody, that I will not leave my children 8 behind.</p> <p>9 Thank you.</p> <p>10 THE CHAIR: Thank you, Councilman.</p> <p>11 Thank you, all, very much for sharing. We 12 will have opportunities to share again in public 13 comment, too, if you haven't had a chance.</p> <p>14 And, Missy, just real quick, anyone online 15 other than Mr. Shendo?</p> <p>16 MS. MISSY BROWN: Not that's raised their 17 hand, not that I can tell. There's a person online 18 who signed up for public comment.</p> <p>19 THE CHAIR: Got it. Great. We'll just 20 wait until public comment.</p> <p>21 Those of you online, if you're hearing, 22 you will have a chance to share in public comment as 23 well.</p> <p>24 So we're going to move on to Item No. 4 25 within our agenda. This is the -- I'm sorry -- Item</p>	44	<p>1 P. If that's not leadership, I don't know what is. 2 The first speaker on our end of the night, and it's 3 a sixth-grade student. Thank you for your 4 leadership, P. Thank you for doing that for us.</p> <p>5 I am Kelly Reynosa. I am a kinder/first 6 grade teacher. And I taught second and third grade 7 last year. And every morning, of course, we do the 8 norm, the Pledge Allegiance. And a couple of weeks 9 into school last year, I had a student take the lead 10 and say, "You know, Ms. Reynosa, I can do the Pledge 11 in Towa, in our language."</p> <p>12 And I said, "Wow. Can you get up and show 13 us?"</p> <p>14 And after a little hesitation, she finally 15 took the reins, got up, was proud, stood in front of 16 the class. That's C. She's holding our 17 United States flag there. And she sang that song 18 for us in Towa, no problem.</p> <p>19 The other student took the leadership 20 role. "Ms. Reynosa, we need to be saluting to the 21 New Mexico flag. That's why it's up there."</p> <p>22 And I'm a teacher, yes. Students tell me 23 and, of course, they're absolutely right. And so C. 24 led us in saluting the New Mexico flag.</p> <p>25 And, you know, after a lot of hearing them</p>
43	<p>1 No. 3. I apologize.</p> <p>2 This is the school's opportunity. And so 3 you'll have 30 minutes to provide us any information 4 from your -- from your view.</p> <p>5 I don't know if you had any multimedia 6 that you wanted to share as well. But, if you do, 7 Missy can help us get that squared away. And if you 8 don't, that's okay. But the floor is yours.</p> <p>9 MR. CLIFF TOMPSON: Thank you, Chairman 10 Brauer.</p> <p>11 We need to move quickly, boys and girls. 12 We're on the clock. 13 (Children gather at the front of the room.)</p> <p>14 MS. KELLY REYNOSA: Thank you for your 15 patience, ladies and gentlemen.</p> <p>16 Boys and girls, if you can turn this way. 17 P., come on up. I'm going to turn it over to our 18 student, P.</p> <p>19 OLDER STUDENT: Good afternoon. My name 20 is P.S. I am in sixth grade at our San Diego 21 Riverside Charter School. I am here to introduce 22 our kinder and first grade, second, third grade to 23 honor our flags. They will also sing in our Towa 24 language.</p> <p>25 MS. KELLY REYNOSA: Thank you. Thank you,</p>	45	<p>1 over and over with great joy, I would say, "Amen." 2 That was just my saying. So you'll probably hear 3 that in there as well.</p> <p>4 But without further ado, I would like to 5 turn it over to our Mustangs. All right. While 6 we're waiting for C. Thank you, C. And when you're 7 ready, C., take it on.</p> <p>8 You can all stand up. 9 (Student presentation.)</p> <p>10 MS. KELLY REYNOSA: All right. Let's hear 11 it for our students. Good job, boys and girls.</p> <p>12 MR. CLIFF TOMPSON: Thanks, boys and 13 girls. You may be seated.</p> <p>14 Good afternoon, members of the Commission, 15 Commissioner Brauer. We stand before you today 16 remembering when we first came together as a faculty 17 in August, the four days of school before the 18 children came, deciding what did we want to look 19 like for ourselves. What did we want our reflection 20 to look like. What did we want our vision to be.</p> <p>21 We worked hard, and we came up with our 22 vision statement, which we put to the school board 23 who sagaciously voted it in that we're a family of 24 learners. And we're developing leaders one child at 25 a time, the heart and future of Walatowa.</p>

<p style="text-align: right;">46</p> <p>1 That means a lot to us. We know now 2 exactly what we're looking -- wanting to look like. 3 And in the future, we'll be working on our mission 4 statement to bring it to -- to bring that to come to 5 pass. 6 I brought -- we brought several speakers 7 here, half a dozen, to share with you why we ought 8 to be reauthorized. 9 On the 16th of October, when Corina 10 referenced the visit, and then the last hour of the 11 breakout, the comment that touched our hearts was, 12 "We think your school has the just-right combination 13 of academics, language, and culture." 14 So we vowed to you that we would seek to 15 persuade you that that is, in fact, the case. 16 So Bernadette Garcia, our 16-year veteran, 17 will be our first speaker. Then she'll be followed 18 by Mr. Appell, former head cross country coach at 19 the University of Utah. John Fitzgerald Toya, who 20 came into this earth the same day that the 35th 21 president left. We believe some of his magic 22 carries on with us. Ada Melton, an alumni, to talk 23 about our culture and what it's meant to her in her 24 life. And then on our language, we have our 25 language instructor, Dominick Towa. And Kira</p>	<p style="text-align: right;">48</p> <p>1 Because of the increases, we will continue 2 utilizing Istation Literacy and Renaissance 3 Learning, Accelerated Reader, and myON as targeted 4 interventions. 5 The last two columns are math. For 6 example, kindergarten increased by 11 points. Third 7 grade increased by six points. And sixth grade 8 increased by eight points. 9 We will continue utilizing Istation math 10 and MATHia as targeted interventions. 11 So you can see why we feel like we have 12 had a huge success from beginning of the year to 13 middle of year. 14 San Diego Riverside Charter School 15 continues to thrive through the generations. 16 San Diego Riverside Charter School serves students 17 from the Jemez Pueblo and surrounding areas with 18 individualized instruction with an eight-to-one 19 student-teacher ratio. 20 Along with a fully staffed school, 21 kindergarten through fifth-grade classrooms all are 22 lucky enough to have a Towa speaker as an 23 instructional assistant in their classroom. 24 This is a unique school model which 25 focuses on academics, language, and culture.</p>
<p style="text-align: right;">47</p> <p>1 Loretto will talk to you about how the Leader In Me 2 is working for us in Towa. 3 MS. BERNADETTE GARCIA: Good afternoon. 4 My name is Bernadette Garcia, and I am the testing 5 coordinator. 6 I would like to highlight some of our most 7 current successes at San Diego Riverside. 8 The short-cycle assessment we have been 9 using is the MAPs NWEA. Students in grades 10 kindergarten through eighth grade are assessed three 11 times per year in reading and math. 12 Students in third through eighth are 13 assessed three times a year in science. 14 The middle-of-year assessments were 15 completed last week. 16 The chart on the screen exhibits each 17 grade level, beginning of year compared to middle of 18 year, mean RIT scores in reading and math. 19 The first column is the grade level. The 20 second two columns are reading. For example, first 21 grade improved by seven points, and fifth grade 22 improved by five points. 23 Eight out of nine grades improved by two 24 or more points. And one grade level remained the 25 same.</p>	<p style="text-align: right;">49</p> <p>1 Thank you for your time. 2 MR. BRIAN APPELL: Yes. Hello. My name 3 is Brian Appell. I teach language arts and social 4 studies at San Diego Riverside Charter School. 5 Great presentation by Ms. Bernadette showing how our 6 students have improved over this first semester. 7 I attribute our successes to the plan that 8 we've integrated across the curriculum using 9 interdisciplinary units to help our students 10 achieve. That helps in their reinforcing their 11 vocabulary, their comprehension of informational 12 text, improving their reading and writing, and 13 allows a broader scope and depth of the material. 14 We also work with our tribal members and 15 organizations to have a true community practice. 16 And so I think that's vital for our kids' success. 17 We have also successfully applied 18 scaffolding of learning from grade to grade. We 19 coordinate with the younger curriculums so that the 20 prior knowledge can be built upon more effectively. 21 Another major advantage, as Bernadette 22 mentioned, was the eight-to-one student-to-teacher 23 ratio. And that helps us because we can 24 differentiate the instruction for each and every 25 student. And we've seen those growth (verbatim).</p>

<p style="text-align: right;">50</p> <p>1 And I look forward to continuing to 2 implement our curriculum, and, hopefully, we can 3 continue to be reauthorized and continue in our 4 progress. 5 Thank you. 6 MR. JOHN FITZGERALD TOYA: (Native 7 language spoken.) 8 Good afternoon. My name is John 9 Fitzgerald Toya, and I am the art instructor there 10 at the Riverside Charter School. And this 11 afternoon, the -- part of our presentation, I would 12 like to acknowledge Ada Pecos Melton. She is also 13 the -- a member of our community, and she is an 14 entrepreneur and business owner. 15 MS. ADA PECOS MELTON: (Native language 16 spoken.) 17 Good afternoon. I am Ada Pecos Melton. 18 And I am born, raised in Jemez, and I went to school 19 when it was a parochial school, San Diego Mission 20 School. And I really want to encourage and really 21 talk about some of the cultural aspects. Our 22 comments will be a lot about why the school is such 23 a wonderful place where culture is part of the 24 resource teaching tool. 25 The school provides something that we want</p>	<p style="text-align: right;">52</p> <p>1 so proud to see that these children, the way I did, 2 they're able to be taught by people who they -- who 3 look like them. 4 They -- the school is in our image. And 5 the people that they brought in. Principals and 6 teachers that are not us that are from other 7 communities, they also value what culture is to us. 8 And so we really want to convey that, how 9 important that is. And to do that, I'm going to 10 give this back to John so he can give some examples 11 of how they've incorporated culture as a resource 12 teaching tool. 13 MR. JOHN FITZGERALD TOYA: Okay. That's 14 my formal introduction, and so I would like to 15 translate some of that to you. 16 From where we live in our community, 17 Walatowa, under the governing body and spirit of our 18 honorable cacique, spiritual war chief, and their 19 fellow leaders, also acknowledging our creator, the 20 giver of life. Since long before our time, when man 21 was created, he was given a body. Limbs were added 22 to use for motility, such as to walk and run to 23 school, as well as prehensile, grasping as much 24 education as possible. 25 The head was given to store our brain to</p>
<p style="text-align: right;">51</p> <p>1 in rural and remote areas in our state. It provides 2 a choice for education, a really high quality, 3 culturally relevant choice for our people. 4 And I grew up in that. I felt safe in it. 5 You heard -- you saw no bullying. I grew up in a 6 very safe environment. And it's continued that 7 principle. 8 But one of the most important things that 9 it's done is that it's really embraced our culture 10 as a way to learn. And you can see by the people 11 that are here, it's full of people that look like 12 me. We are familiar with that, and it's 13 comfortable. 14 When you're in a -- going to a school 15 that's like that, it's easy to learn. We -- you 16 have heard also that we have had to make adjustments 17 in our lives because of who was in charge of our 18 country. 19 We're good at blending. We blend our 20 governments. You heard our cacique. You heard our 21 past governor, our councilman. They represent what 22 it means to accommodate and learn how they also went 23 to this school to learn how to work in a -- in a 24 world that's politically different from ours. 25 We're communally-driven people. And I'm</p>	<p style="text-align: right;">53</p> <p>1 control our thoughts, memory, emotions, and motor 2 skills, to just name a few. 3 The heart then was placed to feel the love 4 and compassion of the importance of receiving one's 5 education. 6 Once a child has been placed on this earth 7 into the loving arms of his or her parents, they 8 will then decide how to nurture mind, body, and 9 soul, not only through nutritious food, but by 10 nurturing with oral traditions, hands-on and 11 experimental learning: example, pottery making, 12 traditional bread-making, painting, et cetera, 13 speaking Towa fluently and practicing traditional 14 activities such as storytelling, showing dance 15 movements, and drumming, just to name a few. With 16 the importance of translating Towa into English back 17 and forth strengthens understanding in all areas of 18 teaching required curriculum and value of our 19 traditional importance, modeling our students each 20 and every day. 21 MS. ADA PECOS MELTON: So you can see that 22 these are really good examples of ways that we have 23 been able to blend our culture and to use both the 24 written ways of learning and our oral traditions, 25 and, again, in a safe place children can learn. And</p>

<p style="text-align: right;">54</p> <p>1 it sticks with them.</p> <p>2 We are really happy that it's</p> <p>3 culturally -- it engages the community. It -- you</p> <p>4 went to our school, and you enjoyed a meal cooked by</p> <p>5 our own people. And that love -- that love that</p> <p>6 goes into that food every day, it translates into</p> <p>7 the body being able to learn. And it's familiar</p> <p>8 foods, not foods that are processed. And so we're</p> <p>9 really happy about that.</p> <p>10 And I think that's the real beauty of</p> <p>11 charter schools, to be able to do those kinds of</p> <p>12 things in different communities.</p> <p>13 One of the things that's really important</p> <p>14 is that by blending, culture becomes a really</p> <p>15 important tool for having good identities of who we</p> <p>16 are as individuals. So it's really impressed upon</p> <p>17 children that, "Be proud of your culture. Use your</p> <p>18 culture to live your life."</p> <p>19 One of the things that's really important</p> <p>20 about this school is that it teaches community</p> <p>21 principles. One of the things I learned, and I know</p> <p>22 that anyone that's ever gone past high school and</p> <p>23 gone to college, we were all going with the same</p> <p>24 message. "Go get that paper."</p> <p>25 When I went, my mother said, "Get that</p>	<p style="text-align: right;">56</p> <p>1 I encourage you to provide that renewal again. The</p> <p>2 things that were identified as weaknesses can be</p> <p>3 taken care of.</p> <p>4 The legacy of what we have in the Pueblo</p> <p>5 of Jemez to provide my people a choice and these</p> <p>6 children a chance to grow up and be proud and to</p> <p>7 give back, it's on our shoulders to do that. And I</p> <p>8 know that these children are going to step up and do</p> <p>9 their job when they -- when they get to be adults.</p> <p>10 MR. JOHN FITZGERALD TOYA: Thank you, Ada.</p> <p>11 Culturally responsive education approaches do</p> <p>12 matter. And the -- the cultural-based outcomes</p> <p>13 culturally inform local teachers and staff, support</p> <p>14 community engagement, instills the pueblo community</p> <p>15 principles of living together, shared leadership,</p> <p>16 and shared responsibilities with students, parents,</p> <p>17 the Pueblo, and the school.</p> <p>18 Cultural-based teaching is a value-added</p> <p>19 approach instilling Jemez core values with students,</p> <p>20 faculty, teachers, and staff.</p> <p>21 Youth learn to use culture as a resource</p> <p>22 and add it into their learning toolbox. The school</p> <p>23 is growing future Jemez leaders to strengthen</p> <p>24 cultural resources.</p> <p>25 Thank you so much for your time.</p>
<p style="text-align: right;">55</p> <p>1 paper." She couldn't tell me how to do it. But she</p> <p>2 told me, "Get that paper."</p> <p>3 She was talking about a degree. I got my</p> <p>4 degrees, both, at the University of New Mexico --</p> <p>5 everybody is a Lobo. Woof Woof.</p> <p>6 And -- but it -- I know what it means to</p> <p>7 be homegrown, because I went to a homegrown school,</p> <p>8 and I went to homegrown colleges in our state. And</p> <p>9 as a result, I've been able to give back to my</p> <p>10 community in a lot of ways that are, one, just to be</p> <p>11 present and to be able to help -- I learned how to</p> <p>12 speak English early on as a kindergartener. It</p> <p>13 wasn't my first language. Still isn't. But I</p> <p>14 learned to use English to get things that we need in</p> <p>15 our community.</p> <p>16 And one of the things that our school is</p> <p>17 able to do is that it's growing our kids and</p> <p>18 teaching them that culture is a resource. And with</p> <p>19 that, we want to go ahead and pass back on to John</p> <p>20 and then my comments are done. But, please, thank</p> <p>21 you for recommending a renewal, if you will be able</p> <p>22 to do that.</p> <p>23 Sorry. We --</p> <p>24 THE CHAIR: For our transcriber so --</p> <p>25 MS. ADA PECOS MELTON: Thank you so much.</p>	<p style="text-align: right;">57</p> <p>1 Did you need our names?</p> <p>2 THE CHAIR: I think we have -- if you</p> <p>3 don't mind sharing your name.</p> <p>4 MS. ADA PECOS MELTON: Ada is A-d-a.</p> <p>5 Pecos, P-e-c-o-s. Melton, M-e-l-t-o-n.</p> <p>6 MR. DOMINIC TOYA: (Native language</p> <p>7 spoken.) Good afternoon. My name is Dominic Toya.</p> <p>8 I'm from the Pueblo of Jemez. I'm the teacher for</p> <p>9 Towa language. As you can see on my --</p> <p>10 THE CHAIR: Dominic, real quick, put the</p> <p>11 microphone up a little bit. I know it's a bit of a</p> <p>12 pain, but we have people online and have to</p> <p>13 transcribe this at some point.</p> <p>14 MR. DOMINIC TOYA: Thank you. As you can</p> <p>15 see on our slide, Towa language is a very important</p> <p>16 aspect in our everyday lives within our community.</p> <p>17 This language is unique to the Jemez Pueblo. And it</p> <p>18 is very important that we continue to learn, speak,</p> <p>19 and teach it to our children.</p> <p>20 As you can see on the pictures, I teach</p> <p>21 Towa -- or we teach Towa. I have a -- some Towa</p> <p>22 speakers here as well, too, to help me.</p> <p>23 As you can see, we teach it through song,</p> <p>24 dance, through visuals, and also hands-on. Also we</p> <p>25 go out and do, like, walking field trips outside the</p>

<p style="text-align: right;">58</p> <p>1 classroom.</p> <p>2 So I went to school here as a -- when it</p> <p>3 was a mission -- a Catholic school. So -- and then</p> <p>4 it turned into a charter school in '99, I believe.</p> <p>5 So I've been there quite a few years now.</p> <p>6 Thank you for your time. And I will turn</p> <p>7 it over to Kira.</p> <p>8 MS. KIRA LORETTO: Good afternoon. My</p> <p>9 name is Kira Loretto, spelled K-i-r-a; Loretto,</p> <p>10 L-o-r-e-t-t-o.</p> <p>11 I am one of the Ed Fellow -- I am -- I</p> <p>12 take part in the Ed Fellowship program at the</p> <p>13 school, very blessed to take part in this program.</p> <p>14 Right now I am assisting Mr. Toya teaching</p> <p>15 leadership. As Mr. Tompson mentioned we are a</p> <p>16 Leader In Me school.</p> <p>17 The Seven Habits of Highly Effective</p> <p>18 People is one of the key frameworks of the Leader In</p> <p>19 Me process. The Seven Habits help students learn</p> <p>20 and apply communication, collaboration, critical</p> <p>21 thinking, creativity, and social-emotional skills.</p> <p>22 The Seven Habits give students, family,</p> <p>23 and staff members a common language and are</p> <p>24 essential in building a strong leadership culture at</p> <p>25 our school.</p>	<p style="text-align: right;">60</p> <p>1 And so this past -- this past week, we had a</p> <p>2 basketball game. And it was very intense. I was</p> <p>3 coaching. The boys were playing. There was a --</p> <p>4 there was a second that everything just was very</p> <p>5 tense.</p> <p>6 And one of my students comes up to me and</p> <p>7 reminded me, "Ms. Loretto, we need to be proactive</p> <p>8 right now. We are being reactive."</p> <p>9 So I just wanted to share that example,</p> <p>10 because they are engaging and taking all this in.</p> <p>11 Leader In Me is a very good program. And I am</p> <p>12 assisting in any way to help teach this, because due</p> <p>13 to me getting a higher education and going out of</p> <p>14 the reservation leadership is really important, and</p> <p>15 I really want to stress that on the children.</p> <p>16 MR. CLIFF TOMPSON: Everybody come up here</p> <p>17 real quick. Real quick. This is unscripted. But</p> <p>18 before we turn it over to Margie Creel, governing</p> <p>19 board council, for our concluding remarks, when Kira</p> <p>20 told about "We must be proactive" in time out, that</p> <p>21 had to have been T.</p> <p>22 T., are you enjoying Leader In Me?</p> <p>23 FROM THE FLOOR: Yeah.</p> <p>24 MR. CLIFF TOMPSON: Tell them about your</p> <p>25 academic skills, growth.</p>
<p style="text-align: right;">59</p> <p>1 With that mentioned, teaming up with</p> <p>2 Mr. Toya and being able to merge the Toya language</p> <p>3 has helped the understanding of Leader In Me</p> <p>4 tremendously. Here's a quick clip of one of our</p> <p>5 classes being taught Leader In Me in Towa and</p> <p>6 English. And there should be a Play button on</p> <p>7 there.</p> <p>8 MS. MISSY BROWN: We're having technical</p> <p>9 difficulties sharing the sound. Hold on, please.</p> <p>10 I have paused the timer while I'm figuring</p> <p>11 this out. Any other teachers who didn't sign in,</p> <p>12 come please sign in so I have your names.</p> <p>13 Bernadette, we've got you. I don't know who the man</p> <p>14 is in the bolo tie there.</p> <p>15 MS. KIRA LORETTO: Okay. So while they</p> <p>16 try to bring up the sound, I'll briefly explain my</p> <p>17 video.</p> <p>18 When I go in and assist Mr. Dominic in</p> <p>19 leadership, I go ahead and explain our lessons in</p> <p>20 English, and Dominic will take the turn teaching it</p> <p>21 in Towa, so that these children fully understand the</p> <p>22 Leader In Me process, because I believe Leader In Me</p> <p>23 is very important.</p> <p>24 For example, there's a certain language in</p> <p>25 this Leader In Me. I am also a basketball coach.</p>	<p style="text-align: right;">61</p> <p>1 FROM THE FLOOR: Well, I just focus more.</p> <p>2 And when I focus more, I improved, like, 16 on my</p> <p>3 math and reading and 2 on my science.</p> <p>4 MR. CLIFF TOMPSON: Thanks. You're great.</p> <p>5 You can go sit down. You know, we believe that</p> <p>6 leadership is communicating people's words so</p> <p>7 clearly that they can see it for themselves. And</p> <p>8 we're having great success with the students you</p> <p>9 just saw. Margie, would you come up and give us</p> <p>10 closing remarks?</p> <p>11 Thank you, T.</p> <p>12 MS. MARGIE CREEL: Hello. Thank you,</p> <p>13 Mr. Tompson.</p> <p>14 Good afternoon, Chair Brauer and the</p> <p>15 Commission. I appreciate you having us be here</p> <p>16 today and this afternoon to present our case for</p> <p>17 State charter renewal.</p> <p>18 My name is Margie Creel. It's</p> <p>19 M-a-r-g-i-e; last name is C-r-e-e-l. And I'm an</p> <p>20 enrolled member of the Pueblo of Jemez, also live on</p> <p>21 the Pueblo, and I am the board chairperson for the</p> <p>22 San Diego Riverside Charter School.</p> <p>23 My closing remarks, in summary, to give</p> <p>24 you the past, present, and future of our school.</p> <p>25 And just like Director Chavez had</p>



1 mentioned before, as the past, as a Catholic mission  
2 school, the school was enacted on the Pueblo of  
3 Jemez in approximately 1906 to meet the educational  
4 needs of our pueblo students.

5 The school has been serving our community  
6 for almost seven generations, I guess.

7 And the school now, as a charter school,  
8 just to let you know that the San Diego Riverside  
9 Charter School was the first Native charter school  
10 approved in 1998 under the new charter school law  
11 enacted that summer.

12 Founding members of this charter school  
13 were Idalee Vogel, Benny Shendo, Jr. -- that's Kevin  
14 Shendo's brother -- and Sister Barbara from the  
15 Catholic mission school. Idalee Vogel was our  
16 director of development, and Benny Shendo -- now,  
17 you know, he's a New Mexico State legislator, but  
18 he's somewhere in Colorado as provost at a  
19 university.

20 So he went to that school also. And  
21 Sister Barbara, rest her soul, she has passed away.

22 But many schools in New Mexico claim to be  
23 the first charter school in New Mexico, but  
24 San Diego Riverside Charter School was, in fact, the  
25 first charter school in New Mexico that was approved

1 Also, about the finances and funding that  
2 the board has oversight with, there are a few audit  
3 findings, like you said, that, you know, I was  
4 ignorant to. And now I assure you that, moving  
5 forward, if given this approval for a State charter,  
6 that with surety, I'll make sure that the board  
7 members are present, and with the finance and audit  
8 committees, and also attending all the trainings,  
9 and anything that the Commission thinks that we need  
10 to do.

11 We did receive a statement from Chairman  
12 Brauer and the Commission with the different  
13 conditions; like you said, the three conditions.  
14 And we will go ahead and, you know, move forward in  
15 making sure that all those conditions are met, like  
16 you said, by June 2024.

17 So with that, I would just like to ask for  
18 your mercy to give us the State charter renewal that  
19 we are seeking, and I appreciate you having us here  
20 today. Thank you.

21 MR. CLIFF TOMPSON: Thank you, Ms. Creel.  
22 And thank you, students, for staying.

23 At this time, Commissioner Brauer, begging  
24 your approval to let our students dismiss and head  
25 back to Jemez Pueblo.

1 under the 1998 New Mexico Charter School Act. And  
2 since that time, it has -- has spent much time,  
3 effort, money, and other resources that have been  
4 poured into our school under the district charter  
5 school for the past 24 years.

6 And now, as going forward to become a  
7 State charter school, I don't want this Commission  
8 to fault these students for anything that the board  
9 might have been ignorant to.

10 I, personally, as the board president,  
11 have made sure that I have attended all the board  
12 trainings every year, with the exception of the  
13 2020-2021 year, the pandemic year, when I didn't  
14 realize that they had board training online.

15 So in May of 2021, they said -- the PEC  
16 said, "You didn't fulfill your duties under training  
17 for all your board members." And that was in May,  
18 and it was too late for us to do it.

19 So for the most part, I have made sure  
20 that we -- our board members have been on -- in  
21 trainings and all. And we just recently went to the  
22 Public Charter School Commission training, all five  
23 of us did this past November 30th and December 1st,  
24 last week. And so all board members have been  
25 trained for this year.

1 VICE CHAIR BURT: I just wanted to say  
2 thank you for all the students. And I want to give  
3 a special shout-out to those middle school students  
4 back there. I was a middle school teacher. I see  
5 you. Thank you, guys, too, for being awesome.

6 THE CHAIR: Let's just take a quick  
7 five-minute so the students can head out, and then  
8 we'll come back and move into public comment.  
9 (Brief recess held.)

10 THE CHAIR: All right. Commissioners,  
11 we're going to come back in. It's now time for our  
12 public comment.

13 Missy, let's start with people online who  
14 have public comment.

15 MS. MISSY BROWN: Commissioner Brauer,  
16 Commissioners, we had one person online who signed  
17 up for public comment but had to leave for an  
18 appointment. But she left her comment in the chat,  
19 which is -- her name is Valerie, V-a-l-e-r-i-e;  
20 Shaw, S-h-a-w.

21 And her comment is, "It is easy to love  
22 San Diego Riverside. It is a place where love  
23 abounds. I left for a number of reasons pertaining  
24 to my career and retirement timeline. But I carry  
25 San Diego Riverside Charter School in my heart and

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1 always will.

2 "There is only one thing I want to

3 emphasize today. San Diego Riverside is needed in

4 Jemez pueblo. San Diego Riverside Charter School is

5 the only elementary school in the Jemez Valley that

6 provides an equitable bilingual curriculum in both

7 English and Towa, the heritage language of the

8 tribe.

9 "Additionally, the school's curriculum is

10 built on cultural and linguistic integration with a

11 focus on developing agricultural knowledge and

12 supporting and maintaining the traditions of the

13 Jemez Pueblo.

14 "As a member of the faculty of Walatowa

15 High Charter School, I hope to be able to continue

16 working with San Diego Riverside Charter School to

17 develop a strong academic and collaborative

18 relationship centered on a vertically aligned

19 curriculum that works to carry on the traditions of

20 the community that depends on us. Thank you."

21 And that's all we have.

22 THE CHAIR: Thank you. Then members that

23 are in the hall?

24 MS. MISSY BROWN: Dr. Arrow Wilkinson also

25 has his hand up.

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1 THE CHAIR: Okay.

2 MS. MISSY BROWN: You're on,

3 Dr. Wilkinson.

4 FROM THE PUBLIC: This is Dr. Arrow

5 Wilkinson with the Walatowa High Charter School.

6 Walatowa is in full support of San Diego

7 Riverside. You know, Riverside has served as our

8 primary feeder school. Both schools provide support

9 for students that, even though they persist from

10 Riverside to our school, it goes beyond that. The

11 teachers and the staff and -- were able to provide

12 counseling well beyond high school. So both places

13 are very unique and special institutions.

14 But we are in full support of the renewal

15 of San Diego Riverside.

16 THE CHAIR: Thank you. And, Missy, anyone

17 in the -- here in person that signed up.

18 MS. MISSY BROWN: We had two people here

19 in person who both have already spoken. So they're

20 board members, David Toledo and Margie Creel.

21 THE CHAIR: Okay. Thank you. Wonderful.

22 I don't see any other hands. If there is

23 anyone else, we would make room for you if you did

24 not already speak.

25 (No response.)

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1 THE CHAIR: Great. Thank you. All right.

2 So now, Commissioners, we're going to move

3 into the next part of our agenda, which is PEC

4 questions.

5 Commissioner Beck.

6 COMMISSIONER BECK: I just appreciate -- I

7 appreciated Mr. Toledo. I love that name, because

8 I'm from Cleveland.

9 But I appreciated Mr. Toledo and Ms. Creel

10 visiting us at the conference a week and a half ago

11 to explain, in a kind of a one-on-one situation,

12 what it means to you as a community, as loving your

13 people, being with your people. I saw it was very

14 emotional for you, and it was a little emotional for

15 us, I think, listening to that and hearing that.

16 That was -- it was able to put something

17 besides data together in terms of what it means to

18 your community. So I appreciate that. That's

19 great.

20 I do have a few questions, though, going

21 on finance again here and some other things.

22 Number one, I think in the letter, we

23 requested a kind of a -- or that you would be able

24 to respond to the idea of a relatively low teacher

25 retention rate, where, in years one to two, it was

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1 60 percent; years two to three, it was 100 percent;

2 but in years three to four, it went down to

3 46 percent.

4 So I was wondering what the situation

5 might be with that -- that situation. So --

6 MR. CLIFF TOMPSON: Sir, there's no place

7 to live. In the back, we have Christine Baines.

8 She drives in from Rio Rancho. So her commute is

9 40 -- 40 to 45 minutes.

10 Jensen (incomprehensible), our IT

11 specialist, I make special provision for him to come

12 in late so he can see his daughter to the bus. He

13 makes up his time in the evening.

14 Our math teacher -- who left in July, came

15 back in September -- she has a special provision

16 where she leaves at 3:00 p.m. to beat the

17 Albuquerque rush traffic so she can get back to her

18 dwelling near the airport, the Sunport, and beat the

19 madness of the rush hour. And then she works a half

20 an hour in the evenings at night and submits a

21 report.

22 So those are some creative solutions to

23 solve a truculent problem that's impacted me.

24 There's just no place to live.

25 COMMISSIONER BECK: I appreciate that

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1 information. That puts an understanding to those  
 2 numbers. So I appreciate that.  
 3 The other thing that kind of stood out to  
 4 me is I noticed, from fiscal year '21 to '22, the  
 5 school administration monies went from \$74,500 to  
 6 \$178,800. Central services went from \$66,000 to  
 7 \$103,000. But the direct instructional monies went  
 8 from \$573,000 to \$510,000.  
 9 I'm wondering why the administrative  
 10 monies increased pretty significantly, and then the  
 11 direct instruction -- I don't know if it's a -- you  
 12 know, accounting change or whatever. I would --  
 13 just noticed that on the finances.  
 14 MR. CLIFF TOMPSON: Thank you. To limit  
 15 our administrative costs, we have moved from two  
 16 administrators; in the prior year, Mr. Archuleta,  
 17 who spoke to you earlier, and then Valerie Shaw, who  
 18 we heard from a few moments ago. And then I  
 19 replaced them.  
 20 I'd like to tell you, Commissioner Beck,  
 21 that what I have found is the months that have  
 22 passed since I began my duties in the first of July  
 23 is that the need to build administrative capacity to  
 24 get the work done exists beyond just me.  
 25 And I think I have found a creative way to

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1 do it, by offering a small stipend to people to  
 2 carry out jobs. And I think we'll see more of that  
 3 in the coming semester. I hope to, because we sure  
 4 are getting a lot of bang for our buck in that, in  
 5 limiting costs. As you said, an important factor  
 6 for us to watch, Commissioner Beck.  
 7 COMMISSIONER BECK: Okay. Thank you. And  
 8 then, lastly, more of a comment. I'm glad you have  
 9 a test administrator. I like seeing those numbers  
 10 from the beginning of the year to the middle of the  
 11 year. That's great. That's the way we like to see  
 12 that happen.  
 13 But we really want to see significant  
 14 uptick in the proficiencies, for sure. That's  
 15 obviously concerning. I'm sure other Commissioners  
 16 will speak to that as well.  
 17 But it looks like you're tracking  
 18 correctly in your growth and in your -- what do you  
 19 call it? What am I trying to say? The short cycle  
 20 assessment; that's what I'm trying to say. But  
 21 there needs to be significant improvement in that,  
 22 for sure.  
 23 MR. CLIFF TOMPSON: Would like to agree  
 24 with you. And if I could speak to that,  
 25 Commissioner Beck? Thank you.

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1 You're absolutely right. When the numbers  
 2 are as abysmally low as our data is, it's a  
 3 reflection on us that teachers -- the teaching  
 4 portion, not the students. And I learned that at  
 5 Carlos Vigil Middle School in Española as the  
 6 principal there. We improved our math proficiency  
 7 from 12 percent proficient in math for the  
 8 eighth-graders to 38; and the seventh graders from  
 9 7 percent proficient to 32 percent proficient by  
 10 focusing on teaching and learning. And this was  
 11 during the COVID when we didn't have students for  
 12 in school instruction.  
 13 We hope very much that when the data comes  
 14 out in May that Bernadette will be trumpeting we're  
 15 at least in the 20s this year; and then next year --  
 16 we're in the 30s next year. We just can't be in  
 17 this sewer where we're at at present, sir.  
 18 THE CHAIR: Vice Chair Burt. I'm sorry,  
 19 Commissioner Gipson. I just saw this thing, and I  
 20 didn't see you commit.  
 21 COMMISSIONER GIPSON: I'm doing the royal  
 22 wave to you.  
 23 So, first off, thank everyone for coming.  
 24 I truly do appreciate and understand the place that  
 25 the school holds within the community. I do. And I

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1 don't think anyone would argue that. But I do  
 2 have -- I do have, honestly, some concerns about  
 3 capacity, you know.  
 4 Schools need to be that safe place for  
 5 children; acknowledged. But they also have to be a  
 6 place where they're safe and learning.  
 7 So I had some concerns.  
 8 My first concern, I sort of addressed at  
 9 the beginning of the meeting. In the application  
 10 itself, there were significant pieces that weren't  
 11 responded to.  
 12 We talked about back in November maybe  
 13 whether it really was an application, because there  
 14 were so many areas that were not filled in.  
 15 So that's concerning to me, that any  
 16 applicant that wants to be considered would submit  
 17 an application that was missing so much.  
 18 And then let me just piggyback on that a  
 19 little bit. We, then, in November, sent a letter  
 20 addressing areas that we wanted the area to  
 21 hopefully speak to.  
 22 And Commissioner Beck mentioned the  
 23 financial. But there's significant pieces in that  
 24 letter that weren't -- that have gone unanswered at  
 25 this point in time as well.

<p style="text-align: right;">74</p> <p>1           So I'm hoping you can tell me a little 2 more about that. 3           MR. CLIFF TOMPSON: Sure. So it's a 4 two-part question. 5           Let me field the first part regarding the 6 application. And then I'll need some help regarding 7 the financial part. 8           So if someone sitting behind me thinks 9 they can chime in for Commissioner Gipson, you have 10 that opportunity. 11           So the first part about the application. 12 In the last of September and the first of October, 13 was e-mailing our liaison, Mr. -- Dr. Tamez, who 14 helped us put the application together several 15 times. And there, right before the second, we had 16 six or seven versions going back and forth. 17           Dr. Tamez and -- would make a suggestion 18 for an improvement, and I would update the document, 19 title it again, and send it back to him. 20           And then we -- I submitted, on the 2nd of 21 October -- that was the deadline -- and was pretty 22 well pleased with the application. 23           And then about ten days later, maybe two 24 weeks, Bernadette had gotten a comment from Valerie 25 Shaw, "Hey, have you seen the application that's</p>	<p style="text-align: right;">76</p> <p>1           that one day turned to two, and then two to three. 2 And I think it was the first of November before we 3 sent it to Cheryl, that we did make changes -- I'm 4 not going to say substantial changes -- but changes 5 to the document that you guys have now. 6           So that's a little bit of the oral history 7 of what happened. We took it seriously. But I'm 8 sorry for my role. 9           And I think you Commissioners are on the 10 right track with your remarks to each other, that 11 the deadline needs to be the deadline; although, it 12 would have sunk us in this case. 13           Regarding the second part of your 14 question, it was about finances. 15           COMMISSIONER GIPSON: My question wasn't 16 about the finances. Commissioner Beck raised about 17 the question about the finances that was in the 18 letter. 19           My question was about the entirety of the 20 letter, that much of that was not -- has not been 21 addressed yet. So that's my concern. Finances was 22 in there. But there were -- you know, it was how 23 many pages, the letter? -- four pages of concerns 24 that were -- that the Commission asked to be 25 addressed.</p>
<p style="text-align: right;">75</p> <p>1           posted online? And there's sections incomplete." 2           And my response to Bernadette was, "No. 3 There was just one section on Page 34 that I wasn't 4 happy with. But it's complete." 5           Then about the next day or so, I heard 6 from the Commission, and that's when I looked. And 7 I was aghast that the document was empty largely in 8 key spots. 9           So I thought, "Well, this is a quick fix." 10           And I went back to the documents that we 11 had worked on up until submission. And I had found 12 corrupted files that I wasn't able to simply send 13 the last version. And I should just step back and 14 tell the Commissioners, this is my practice. I've 15 done it again since then. 16           Margie -- I'll tell that story now before 17 I come back to this one. Margie can confirm a 18 letter to the parents that was sent out last week, 19 that I wrote a letter to the parents, and I sent it 20 to Margie for editing. And she made some 21 improvements. And then when we sent it out, it was 22 not the right version. 23           So I think I confess to having poorly 24 executed on delivering the required information, 25 having rushed. And I'll also need to be upfront</p>	<p style="text-align: right;">77</p> <p>1           And I didn't -- I haven't heard much of 2 that. So that's my -- the -- you know, ties in with 3 the concern about a lack of attention, I guess, to 4 detail. 5           MR. CLIFF TOMPSON: Sure. Would this be a 6 question for our partners at K12 Accounting? 7           COMMISSIONER GIPSON: No, it's not a 8 financial question. There were financial concerns 9 that were addressed in that letter. But that letter 10 was dated November 9th. 11           We had a work session, and Commissioners 12 verbalized -- correct -- and the expectation was 13 that at least most, or a substantial amount of those 14 concerns would be addressed by the school through 15 the presentation. At least that was my 16 understanding. 17           So there's a lot of areas that to me have 18 not gone addressed at this point in time. 19           MR. CLIFF TOMPSON: Commissioner Gipson, 20 there's a second-to-the-last -- on Page 4, "Did the 21 district withhold the 2 percent of charter funds to 22 support the school? If so, how was the 2 percent 23 spent in support of the school?" 24           Like, that type of information? 25           COMMISSIONER GIPSON: Or did the school</p>

<p style="text-align: right;">78</p> <p>1 receive special education -- right? -- Title I? Did 2 the district withhold the 2 percent? Was the school 3 able to obtain support from...? Yes. The 4 deficiencies in the operation of the board. Talked 5 some about that. Information about student 6 attendance that was reported in S.T.A.R.S., does not 7 appear it's been reported. The reduction in the 8 small-school-size adjustment. Haven't really heard 9 a full plan about the educational program overall 10 during -- if you were renewed, which kind of ties 11 into an additional question.</p> <p>12 I don't know if you want to respond to 13 that or -- you know, there's -- there's a lot that 14 was asked that I don't know whether at this point in 15 time you're really ready, able, and willing to 16 respond to.</p> <p>17 MR. CLIFF TOMPSON: I can tell you where 18 our attention is focused -- beginning tomorrow -- is 19 this transition school checklist that Corina put 20 together for us. And Bernadette and I have started 21 working on it so that we can address everything to 22 everyone's satisfaction. So I don't know, 23 Ms. Chavez, if you want to speak to that.</p> <p>24 COMMISSIONER GIPSON: I've seen that. But 25 that's after any vote gets taken.</p>	<p style="text-align: right;">80</p> <p>1 was -- I made a notation that there was -- students 2 grew two or more points.</p> <p>3 Was that an average that was created for 4 the two or more points? Because we're looking at -- 5 so this is -- this is my view of this, that each 6 student gets a target towards, you know, how many 7 points they are -- they need to grow this year, 8 growth toward proficiency.</p> <p>9 And I'm not focusing on proficiency. I 10 would love to be able to have that conversation. 11 But we're not -- the State is not in a -- in a 12 position of talking about -- you have to be 13 proficient.</p> <p>14 But a student, for instance, that is only 15 making one year's growth, and they're five years 16 behind, they're -- you know, you're on a treadmill, 17 and you're going nowhere.</p> <p>18 So I pause when I hear that, "Oh, you 19 know, students grew two or more points." That 20 doesn't really fully identify for me how students 21 are really -- because if that's an average, how many 22 students didn't grow two or more points? And is 23 that two or more points really getting them -- was 24 their -- was their target five, and they only grew 25 two?</p>
<p style="text-align: right;">79</p> <p>1 But these questions were to be addressed 2 so that we could make a vote. So that's -- you 3 know, saying, "We're going to address these starting 4 tomorrow" doesn't help me, because I need to know 5 now how these were going to be addressed so that I 6 can make a qualified vote.</p> <p>7 So that's why this letter went out. 8 Because we had the Vistas data and the State, and 9 that was addressed in the early part of the letter. 10 But then in the second part of the letter are those 11 additional concerns that Commissioners as a whole 12 brought up at that meeting. And the expectation was 13 that -- and I think it even says that in the letter, 14 does it not?</p> <p>15 MR. CLIFF TOMPSON: On Page 4?</p> <p>16 COMMISSIONER GIPSON: So, you know, that's 17 my concern. But, yeah. Yeah. And I -- you know, I 18 didn't -- I haven't seen most of those addressed, 19 honestly. And that's -- you know, to me that speaks 20 to the -- the incompleteness of the application as 21 well, which, to me, goes to capacity. And that 22 worries me, honestly.</p> <p>23 But can we talk a little bit about the 24 middle of the year -- is that middle of the year 25 that -- the short-cycle assessments? Because there</p>	<p style="text-align: right;">81</p> <p>1 And I know this is the middle of the year. 2 But, still, I -- I don't see -- that information 3 isn't sufficient enough for me to get the full 4 picture of growth in the school.</p> <p>5 MR. CLIFF TOMPSON: Understood, 6 Commissioner Gipson.</p> <p>7 We have Bernadette Garcia, our program 8 test coordinator. And she can speak to that.</p> <p>9 MS. BERNADETTE GARCIA: So, yes, 10 Commissioner. To answer your question, it was that 11 two points that was the mean RIT score. So, yes, it 12 is an average. So I do understand your concerns.</p> <p>13 We're addressing a lot of issues that we 14 know we've had in the school. And we're trying to 15 change our -- also, our testing situation a little 16 bit, and see -- you know, hopefully, that will help.</p> <p>17 But I do want to raise one -- one issue 18 that I have observed in the 16 years I've been 19 there. And test-taking, it's -- we're up against a 20 huge obstacle because of our English Language 21 Learners. The language on the tests is a huge -- a 22 huge issue for us.</p> <p>23 And so the teachers are now addressing 24 that, and also teaching the testing language, 25 because sometimes, for our students, that's the</p>

<p style="text-align: right;">82</p> <p>1 hardest part of answering the question. Because 2 they are English Language Learners. And if they can 3 start learning a lot of the testing language and 4 terms that are used, then they can understand what 5 they're being asked. 6 Sometimes they don't know what they're 7 even being asked. And so I think that would be a 8 huge -- a huge benefit for our kids. And I do 9 believe that it would change the outcomes of a lot 10 of the tests that they take. 11 COMMISSIONER GIPSON: I appreciate that. 12 And I fully acknowledge a lot of cultural bias in 13 the tests. I do. We have a lot of schools under 14 our portfolio that have significant English Language 15 Learner populations. So it's not unique. I guess 16 my -- you know, my concern continues to persist 17 that, you know, on one hand, the school talks about 18 its historical importance and how long it's been. 19 But we're coming here today and saying, 20 "Oh, now we've figured out that we've got an issue." 21 So I'm concerned that this hasn't been 22 identified earlier. And I think that's what we 23 wanted, in part, addressed in the letter, that 24 it's -- you know, I recognize -- and I applaud 25 schools that come and say, "You know, we tried this,</p>	<p style="text-align: right;">84</p> <p>1 today. T. was the boy who came up to the front. 2 T. had improved 16 points in his ELA exam and 3 16 points in his math and only 3 in his science. 4 He was giving us a lot of problems. 5 Cursing the teachers. That was the truth; he was 6 doing that. And I had severe frustration from my 7 faculty. Severe. 8 So we put T. in my office. And that was 9 the 1st of November. And Brian would come in every 10 day, and stole Thea (ph). And he had his 11 Chromebook, and he just got to work. 12 And he took it seriously. And he improved 13 leaps and bounds. And now his behavior is coming 14 around, as Kira told you, on the basketball court: 15 "Let's be proactive." 16 So he's one of our 60 students. He's one 17 that's gone from being one of the lowest-performing, 18 worst-behaved students, rapidly in one semester, to 19 a very high, high-achieving. 20 So there's one success story we need to 21 mull over. 22 COMMISSIONER GIPSON: And I will. But 23 you've got 63 other students in that building. So, 24 you know, I'm not -- I wasn't looking for just an 25 aside about -- you know, I was looking for the --</p>
<p style="text-align: right;">83</p> <p>1 and we thought it was really going to work, and it 2 didn't. And we pivoted, and now we're doing this." 3 I'm not even hearing -- I would have been 4 happy to hear that and say, "Okay." Because that 5 shows capacity of the adults, that they recognized 6 what wasn't working, and they made efforts to try. 7 I think in the -- in the letter, it even 8 says, "We're asking schools to simply respond to us. 9 What did you do? How much did you do? And is 10 anyone better off as a result of it?" 11 And schools come to us and say, "We did 12 this, and we worked really hard, but we thought it 13 was -- it was going to work, and it didn't." 14 But now I'm hearing, "We're now -- we're 15 now going to work on this, and we see this." 16 And I don't think the issues in 17 test-taking are new and/or unique. So, you know, 18 that's -- that's where I struggle at this moment in 19 time. It's not with the children and how -- how 20 they feel about the school; but it's truly -- it's 21 capacity. 22 MR. CLIFF TOMPSON: May I, Commissioner? 23 May I? 24 COMMISSIONER GIPSON: Sure. 25 MR. CLIFF TOMPSON: You met T. earlier</p>	<p style="text-align: right;">85</p> <p>1 you know, what we've done, what our plan is moving 2 forward, and that's why we specifically addressed 3 it, A, in the letter, in the application. And 4 that's -- you know, I -- 5 MR. CLIFF TOMPSON: If I can have one more 6 moment before I turn the time over to Kelly. 7 Commissioner, we had our visitor, Kristi Shinn, come 8 from the Leader In Me, the Franklin Covey program. 9 And we've set up our three committees for language, 10 for leadership, for academics. And we found chairs 11 for them. 12 This is a new program that we're doing 13 this year, as I talked about: The Seven Habits of 14 Highly Effective People. 15 We're only in the foundation, but we're 16 working there and getting it started. And we're 17 seeing the fruits of our work. 18 If you'll permit me, please, Commissioner 19 Gipson, I'd like to turn the time over to Kelly. 20 Kelly, where did you go? I asked you to sit right 21 here. 22 THE CHAIR: Can you say that over again 23 real quick? 24 MS. KELLY REYNOSA: (Off mic.) Kelly 25 Reynosa. I'm the kinder and the first-grade</p>

86	<p>1 teacher.</p> <p>2 I believe that the students' foundation</p> <p>3 starts from infancy. But most importantly in the</p> <p>4 elementary education, it starts from kindergarten.</p> <p>5 And so I wish I had my scores here. I don't know if</p> <p>6 Ms. Garcia has that.</p> <p>7 But my kids excelled in this testing.</p> <p>8 Some had 16 percent; some had 14 points; some had 5;</p> <p>9 some had 4. One kid stayed the same. So it is</p> <p>10 happening. This is kinder and first grade both.</p> <p>11 So I ask you to just please consider that.</p> <p>12 We have new things coming up. I'm a new</p> <p>13 kinder/first-grade teacher. I've taught it before,</p> <p>14 but I'm new at this school. I'm going to build that</p> <p>15 bridge. I'm going to strengthen that foundation for</p> <p>16 these kids, which we have already seen this year,</p> <p>17 and we will continue to grow those numbers. And</p> <p>18 that, I do stand by.</p> <p>19 COMMISSIONER GIPSON: And I appreciate</p> <p>20 that, and I applaud that.</p> <p>21 The problem is that was not put into any</p> <p>22 part of the presentation and the application.</p> <p>23 That's -- that's what -- you know, that's what we</p> <p>24 were -- you know, that's what we wanted, not just</p> <p>25 anecdotes that come after -- after the fact, you</p>	88	<p>1 But I don't think it was written into the</p> <p>2 application that we were making those kind of</p> <p>3 strides, looking for different faculty to fill in</p> <p>4 those gaps.</p> <p>5 THE CHAIR: Commissioner -- or Vice Chair</p> <p>6 Burt, and then Commissioner Carrillo.</p> <p>7 VICE CHAIR BURT: Thanks. I also --</p> <p>8 I'm -- all of the pathos present today is certainly</p> <p>9 very heart-warming, and I do appreciate it, because,</p> <p>10 actually, like the heart of your community does come</p> <p>11 out in your kids and in the adults here. Saying</p> <p>12 that, I'm going to focus on adults, because that's</p> <p>13 where my mind is going.</p> <p>14 Because I don't believe any of this has</p> <p>15 anything to do with your kids. I know you-all</p> <p>16 believe in your kids; I believe in your kids. So</p> <p>17 that means it's an adult issue. So that's where I'm</p> <p>18 going to focus on.</p> <p>19 First of all, did you win that basketball</p> <p>20 game? All right. Congrats.</p> <p>21 Okay. Next thing is, who is the</p> <p>22 instructional leader at your school?</p> <p>23 MR. CLIFF TOMPSON: I am.</p> <p>24 VICE CHAIR BURT: Okay. How is</p> <p>25 professional development provided to teachers?</p>
87	<p>1 know. That's -- that's the struggle. It truly is.</p> <p>2 MR. BRIAN APPELL: Yes. Hello. My name</p> <p>3 is Brian Appell. I'm the English Language Arts</p> <p>4 instructor for middle school. Cliff Tompson is new,</p> <p>5 and I'm new the first year here.</p> <p>6 I was recruited by Tony Archuleta. I was</p> <p>7 the ELA instructor and Spanish teacher at Los Alamos</p> <p>8 Middle School, where we had a 96 percent success</p> <p>9 rate at grade level.</p> <p>10 And so Tony actually recruited me for</p> <p>11 coming in to San Diego Riverside to help. And we</p> <p>12 moved from, at the middle-school level, to</p> <p>13 24 students. We moved from four at grade level to I</p> <p>14 believe there's seven at grade level right now in</p> <p>15 this first semester.</p> <p>16 And so I am -- I think we're making the</p> <p>17 right progress. It wasn't described in the</p> <p>18 application, I guess. But there are things being</p> <p>19 taken into consideration in the past, like my</p> <p>20 recruitment, to come in. I taught for Tony at</p> <p>21 Walatowa High Charter School back in the early</p> <p>22 2000s. And then I went to Los Alamos Middle School.</p> <p>23 But then he called me back and said, "Hey,</p> <p>24 I have a need here."</p> <p>25 I know I was recruited in that capacity.</p>	89	<p>1 MR. CLIFF TOMPSON: Every Friday afternoon</p> <p>2 at 1:00, we have a faculty meeting. We go over the</p> <p>3 news of the day. Then we work on one element of</p> <p>4 Leader In Me that we're striving for for the coming</p> <p>5 week. And, typically, about 2- -- about 1:45, we</p> <p>6 wrap up and we move into our PLCs.</p> <p>7 Our -- we have three PLCs. Our elementary</p> <p>8 teachers, they work together, and they discuss</p> <p>9 what's working in teaching and learning for our</p> <p>10 kids. The middle school PLC, because Brian, he has</p> <p>11 the ELAs, he said, and Pia -- she's not here today,</p> <p>12 she's our math teacher -- and Patricia, our science</p> <p>13 teacher, they meet and they discuss the progress of</p> <p>14 each student, because they all have each student.</p> <p>15 So the way those two PLCs function, it's</p> <p>16 different in kind. The third PLC, we call</p> <p>17 "Riverside," and that has to do with buoying up our</p> <p>18 culture and spirit in school. And they take on</p> <p>19 important initiatives, such as the recent Turkey</p> <p>20 Trot Run that we had. We brought members of the</p> <p>21 community out.</p> <p>22 December the 19th, we're bringing members</p> <p>23 of the community in to sell wares to celebrate the</p> <p>24 holiday season, teacher support, spirit, et cetera.</p> <p>25 That's the Riverside PLCs.</p>

<p style="text-align: right;">90</p> <p>1 And those meetings, they run from about 2 1:45 until around 3:00, at which time, we reconvene 3 to discuss what we shared and learned during the day 4 and (incomprehensible) at the bottom of the hour. 5 So that Friday afternoon schedule, we 6 really enjoy. And we commend Margie Creel and 7 members of the board who created it for us, because 8 it gives us time to work together and identify 9 problems, work together collegially to solve them. 10 VICE CHAIR BURT: Okay. How is 11 professional development -- I guess it's that 12 45 minutes -- how is that -- what's being targeted 13 during that time? How is that being identified as 14 what needing? Because I heard there's an emphasis 15 on teaching and learning. What does that mean in 16 your school? 17 MR. CLIFF TOMPSON: Sure. So we start 18 with the understanding that all kids can learn and 19 the expectation. So we always start our meetings 20 with a success story. One that was shared recently 21 came from -- let's see. We had our last meeting. 22 We had some really good success stories. But I'm 23 kind of nervous now, and I can't think. 24 VICE CHAIR BURT: All right. Yeah. You 25 have to be -- because it's, like, recorded and</p>	<p style="text-align: right;">92</p> <p>1 learning development done as professional 2 development for the teachers? 3 MR. CLIFF TOMPSON: Sure. So every 4 Tuesday and Thursday and every Monday and Wednesday, 5 Ms. Baines coaches teachers for about five minutes 6 to perhaps eight at the beginning of the 30-minute 7 block. We're able to do that because this is the 8 time when she would customarily have taught 9 mathematics. However, when we were successful in 10 rehiring Ms. Minns (ph), we recognized that her 11 schedule today had lots of open period. So we had 12 her teach fourth- and fifth-grade math. 13 She's an excellent teacher, as you saw on 14 her scores. And Christine is an excellent 15 TESOL-endorsed instructor. So she spends time with 16 all of the teachers Tuesday and Thursday, Monday and 17 Wednesday, as per her schedule. 18 And then with the kids, she stays for 19 30 minutes and -- talk about success that you've 20 seen, Christine, in TESOL. 21 VICE CHAIR BURT: Actually, I don't think 22 I want to get into anecdotes. Just in time, because 23 I know I'm only the -- I'm one of the first ones to 24 speak. So just in time, I'm getting just right to 25 the point; so if you don't mind.</p>
<p style="text-align: right;">91</p> <p>1 transcribed, you have to. 2 I guess I'm -- before I let you go -- I'm 3 so sorry. So the thing -- I'm asking very 4 specifically how are teachers, your teachers, given 5 professional development in that 45 minutes? Who's 6 giving it? Why are they being given what they're 7 given? Like, how is that developed week over week, 8 very specifically to your teachers? 9 MR. CLIFF TOMPSON: We have -- 10 VICE CHAIR BURT: Where are there other 11 professional development opportunities outside of 12 that 45 minutes a week? 13 MR. CLIFF TOMPSON: Go ahead. 14 MS. CHRISTINE BAINES: My name is 15 Christine Baines. I'm a Level 1 teacher, but I'm 16 also doing the level-up program. I'm halfway 17 through that. Several of us are also doing the 18 LETRS training and so benefit a lot from that. And 19 I'm doing TESOL at our school. So it's been a 20 wonderful training. And I've also done the 21 bilingual certification. 22 But I -- we put a lot into that, too, to 23 help us. And I'm committed to improving my 24 students' reading scores. 25 VICE CHAIR BURT: How often is English</p>	<p style="text-align: right;">93</p> <p>1 Is data reviewed from your -- how do you 2 review data with your staff? 3 MR. CLIFF TOMPSON: I attend various 4 PLC -- I attend PLC meetings in and out. Like, when 5 the middle school kids' teachers met last Friday 6 they were setting cut scores for the students in 7 mathematics and for ELA, what they wanted them to 8 achieve. 9 We've told a couple of stories -- I know 10 you don't want to hear anecdotes -- about how 11 important it is to have a goal that you're striving 12 for. And we had intense conversations back and 13 forth. "Is this too high? Too low?" For each of 14 the 12 students in the middle school. 15 So that was a very informative meeting, I 16 thought, Commissioner Burt. 17 VICE CHAIR BURT: Okay. And one of the -- 18 this is -- I am -- I do -- I guess I just have -- my 19 concern, when I hear, is we have the emphasis. But 20 what my worry is is that it's person-based. And I 21 think it's great, great leadership, to go recruit 22 good people; right? Like, let's go pull a new 23 kinder teacher. Let's go get him from Los Alamos. 24 Like, great schools, especially charters should be 25 doing that. Let's go grab all the great people.</p>



<p style="text-align: right;">94</p> <p>1 Let's bring them in and do it.</p> <p>2 My concern is because of the teacher</p> <p>3 retention rate at the school being -- wavering, my</p> <p>4 concern is if it's person-based, not systems-based</p> <p>5 at the school, you might get progress this year.</p> <p>6 But if, you know, someone leaves, where does that</p> <p>7 progress go?</p> <p>8 And so what my concern is is I hear a lot</p> <p>9 of words about, "This is the priority, this is the</p> <p>10 values," but it doesn't feel like there's a lot of</p> <p>11 systems in place underneath it.</p> <p>12 MR. CLIFF TOMPSON: I can speak to that,</p> <p>13 sure. Our governing board president, Ms. Creel, was</p> <p>14 recently at a training, coincidentally, in Raleigh,</p> <p>15 North Carolina, which is home to the first Leader In</p> <p>16 Me school. We are proud to be one of 6,000</p> <p>17 nationwide. We're seeing proof of our academic</p> <p>18 growth through our membership. We've sought to</p> <p>19 impart that for your understanding today, and,</p> <p>20 frankly, probably feel a little disappointed I</p> <p>21 haven't done a better job of that.</p> <p>22 But that is our system. We will -- we are</p> <p>23 seeing growth, and we're just now having our -- our</p> <p>24 second visit, Christine, from Leader In Me</p> <p>25 personnel? Right.</p>	<p style="text-align: right;">96</p> <p>1 don't want them to just go to UNM. I want them to</p> <p>2 be ready for Harvard. I want them to be ready</p> <p>3 for -- when you have low proficiencies starting in</p> <p>4 kinder going up to eighth grade, it's going to be</p> <p>5 really difficult for them to kick it up into high</p> <p>6 gear at Walatowa and get them ready in that four</p> <p>7 years. So as a system, you guys have to get it from</p> <p>8 the beginning.</p> <p>9 That being said, 64 percent of your</p> <p>10 students are English Learners. So I do expect lower</p> <p>11 proficiencies earlier on. A lot of times when</p> <p>12 there's -- bilingual schools typically have lower</p> <p>13 proficiencies early. But then once it gets to</p> <p>14 third, fourth, fifth, sixth grade, those kids are</p> <p>15 usually excelling, because bilingualism activates a</p> <p>16 part of the brain that many Americans don't have the</p> <p>17 privilege of having dual language; right?</p> <p>18 So I understand, like, testing and</p> <p>19 different parts being not exactly the whole story</p> <p>20 for your school in large part. But at the same</p> <p>21 time, you are preparing your students for outside of</p> <p>22 this school system; right? Like, they need to be</p> <p>23 ready to go off and do those big dreams. Like,</p> <p>24 you're getting them ready for big dreams. But if</p> <p>25 you send them off and they go to remediation at UNM,</p>
<p style="text-align: right;">95</p> <p>1 So this is our first year. So we're on</p> <p>2 the right track even if it doesn't feel like we've</p> <p>3 gone very far.</p> <p>4 VICE CHAIR BURT: Yeah. I guess I'm,</p> <p>5 like, just -- I feel like when you're in a school</p> <p>6 that's really in need of turnaround system --</p> <p>7 right? -- like, what's been happening over the</p> <p>8 course of the last five years isn't necessarily -- I</p> <p>9 think, culturally, you-all are a shining example of</p> <p>10 integrating culture into the education of your</p> <p>11 students. And I think that that's beautiful, and I</p> <p>12 think it's a highlight that a lot of people can</p> <p>13 learn from, from your community and from your school</p> <p>14 and how you do that.</p> <p>15 I think there's another part of it</p> <p>16 where -- and I heard from the teachers today --</p> <p>17 right? -- that you have these desires as a community</p> <p>18 to have your kids go off, get a degree, learn,</p> <p>19 better themselves, and then come back and serve your</p> <p>20 community; right?</p> <p>21 That's part of what you believe as a</p> <p>22 community that you need. Like, "Go do it, come</p> <p>23 back. Like, let's make us better"; right?</p> <p>24 I don't want your students to just be</p> <p>25 ready to graduate from Walatowa High School. I</p>	<p style="text-align: right;">97</p> <p>1 what are we doing for them; right?</p> <p>2 So I think that's where my concern about</p> <p>3 the low proficiencies comes from. And I don't</p> <p>4 know -- like Commissioner Gipson said, I think your</p> <p>5 school is at a place where you can't afford one</p> <p>6 year's growth; right? Your students can't do just</p> <p>7 one-year growth.</p> <p>8 And I know that as a teacher that's, like,</p> <p>9 our job; right? "I got to get them. I have them</p> <p>10 for a year; I need them to grow a year."</p> <p>11 But there needs to be a fire from</p> <p>12 leadership of, "No, we can't just do one year of</p> <p>13 growth for these kids."</p> <p>14 They need to do more, and they can do</p> <p>15 more. I know you all believe that, like, they can</p> <p>16 do better. So, once again, it becomes an adult</p> <p>17 issue.</p> <p>18 But it still, like -- when I read through,</p> <p>19 and maybe, like you said, it's not fully explained</p> <p>20 in the application. But it talks a lot about, like,</p> <p>21 we're using -- about the interim assessments or</p> <p>22 about the curriculum. But how is the actual</p> <p>23 teaching? Like, how is the actual teaching of the</p> <p>24 curriculum?</p> <p>25 You know, I mean, I know we hear a lot</p>

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1 about having extra time in schools right now; right?  
 2 That's a big topic. But if we give more time to  
 3 low-performing teaching, it's not going to make a  
 4 big difference. We need a really high, rigorous bar  
 5 of teaching, and your kids deserve that. I mean,  
 6 your kids really, really deserve a really high bar  
 7 of teaching.  
 8 But I don't know if there's the supports  
 9 of teachers to make sure that they're getting the  
 10 information they need. Because it not just testing.  
 11 It's the day to day is what's important and how that  
 12 curriculum is being delivered as with a school of  
 13 predominantly English Learners, that should be  
 14 professional development that is highlighted  
 15 constantly.  
 16 I mean, teaching English Learners is a  
 17 skill. It's a skill set. It's a specialty. And it  
 18 needs to be considered, and it needs to be  
 19 prioritized. And I think that's where I was,  
 20 like -- I was really concerned with, like, "The  
 21 changes are we're doing these interim assessments,  
 22 and so we're going to continue doing these interim  
 23 assessments."  
 24 I mean, it's just not an educational  
 25 program; right? Like, it's not -- that's -- like,

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1 there should be more to it. Like, "We are doing the  
 2 Science of Teaching. We are doing..." -- like, I  
 3 mean, your kinder to third graders, the Science of  
 4 Reading; right? Like, who's teaching that to the  
 5 teachers? Who's supporting the teachers in that?  
 6 And I think that's where my -- I'm worried  
 7 that we're not going to get there, because I  
 8 don't -- I really don't feel the fire right now  
 9 about, like, "We're going to get there." Like, "We  
 10 are." It's, like, "Well, we have this curriculum,  
 11 and we have this program, and we're just going to  
 12 follow it."  
 13 That doesn't necessarily sit -- no  
 14 question. You don't have to respond. It's just --  
 15 I'm struggling with, like, not getting that, like,  
 16 burning desire of, "Let's -- let's be innovative and  
 17 do something different."  
 18 You don't have to respond yet.  
 19 I do have another question.  
 20 One of the things I noticed is that -- and  
 21 maybe it's, like, .00 percent, something like that,  
 22 to -- why it says zero. But do you have any process  
 23 of identifying potential gifted students in your  
 24 school? Because I saw it was like, zero percent  
 25 gifted. I thought, like, there's no way there's no

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1 gifted students that were here today.  
 2 MR. CLIFF TOMPSON: Yes. We have a fine  
 3 education program. You don't want to hear about  
 4 people. But she's been there for years. And she --  
 5 she works well pulling up kids as needed one at a  
 6 time.  
 7 And the two of us that we are using for  
 8 the gifted assessment that's coming up in April --  
 9 and we were mulling over between Woodcock-Johnson --  
 10 and I'm not sure which tool we're going to use. I'm  
 11 not -- however, I am sure that even though we  
 12 might -- I might not come across as Mr. Fire when it  
 13 comes to curriculum, teaching, and learning, I  
 14 already told you about the success I had at  
 15 Carlos Vigil Middle School when we went from  
 16 12 percent to 38 percent. That didn't happen by  
 17 just giving them a book and a pamphlet.  
 18 And then I spoke with your attorney,  
 19 Ms. Barnes and Commissioner Ingham about my own son  
 20 who went to school in Navajo, New Mexico, preschool,  
 21 middle school, elementary school, high school, and  
 22 is now at his first year of law school at  
 23 Northwestern University. I feel like,  
 24 longitudinally speaking, I'm a winner.  
 25 And I feel like in meeting schools to

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1 improve turnaround, even if I don't talk about it a  
 2 lot, I think I've proven success there, too. The  
 3 last point I would make is this.  
 4 We have a fairly collegial faculty. We're  
 5 pretty open one with another. We're listening and  
 6 sharing. And I believe that we have the framework  
 7 in place in teaching leadership, along with  
 8 academics and culture, to grow our students, as I'd  
 9 said to Commissioner Beck, at least 30 percent  
 10 proficient.  
 11 So at this time we've got to be in the  
 12 20s, and the year after that, the 30s. I can shout,  
 13 or I can just say it simply. But that's what we're  
 14 going to do.  
 15 VICE CHAIR BURT: That's what I would  
 16 say -- I think if I were to support a renewal, it  
 17 would be probably a three-year and wanting to see  
 18 that level of growth. In growth; right? I mean,  
 19 I -- like Commissioner Gipson said, I'm actually not  
 20 as gung-ho on proficiency. I would like to. I  
 21 would like to be in Los Alamos where we're talking  
 22 about just proficiency and getting all kids  
 23 proficient.  
 24 But I think growth is really important.  
 25 Because every student can grow; right? Every

<p style="text-align: right;">102</p> <p>1 student can grow. I do think the growth targeting 2 needs to be real high for your school at this time. 3 But I'm happy to hear you guys have a 4 system of identifying gifted, getting them tested. 5 So I just didn't know. It said 6 zero percent. I just don't know if that was 7 happening. 8 The other -- I was also wondering -- I 9 have questions about the governing board. I don't 10 know if -- you want to ask those? If you -- yeah. 11 And then that'll be governing board, if 12 she wants to -- 13 MR. BRIAN APPELL: Again, I'm Brian 14 Appell. English Language Arts. I'm really 15 data-driven. I think we're all professionals as 16 instructors. And so I like the short-term 17 assessments. It's not just about the numbers. I 18 delve into that information, and that guides my 19 teaching. And I think every teacher looks into 20 their MAPs test scores. They're looking at the 21 areas of weakness, and they use that data actually 22 to drive further instruction. 23 And I've been waiting particular- -- I 24 can't say this, that, and the other, because I've 25 only had two little data points for my students.</p>	<p style="text-align: right;">104</p> <p>1 what's so challenging about, you know, when you have 2 inconsistencies in turnover in a school, it makes it 3 really difficult. Turnover in leadership. Turnover 4 in teachers. Like, that makes it difficult to get 5 that arc up; right? And so that's where you see, 6 like, persistently low. 7 So, I mean, if all of you are committing 8 to stay here. No one's leaving. No one is allowed 9 to leave. Everyone is committing. I can do this 10 for you, too, Mr. Tompson. Every teacher here has 11 to stay. No one can leave. 12 MS. CHRISTINE BAINES: I just want to say, 13 it's worth every minute of my drive. 14 VICE CHAIR BURT: If that is something 15 that's real for the school, that there's turnover, 16 then it's important to create systems underneath the 17 people that have it to where data is always being 18 looked at. Everybody's looking at data. 19 Everybody's doing it. 20 And it's not just because you learn how to 21 do it somewhere else, and now you're at Riverside, 22 and now you're doing it here. It's because, at 23 Riverside, this is what we do. It can't be that the 24 teacher does it. It's, "San Diego Riverside, we 25 look at data. We have high expectations. We</p>
<p style="text-align: right;">103</p> <p>1 They've made progress, significant progress. And I 2 think we just need more time to see that, and we can 3 guide our teaching. 4 And we're all professionals. Like I said, 5 we delve into that information and change, adapt our 6 teaching to those weaknesses. That's why we'll 7 continue to show progress in the future and make 8 those larger gains, I believe. 9 VICE CHAIR BURT: I believe that. And, 10 actually, like I said, I think my concern is 11 actually that you are a good teacher. You are -- I 12 just don't know if the underlying system supports 13 lifting up teachers who may not have as much 14 experience as the teachers that are here, you know, 15 like, as you bring new teachers in. Because you do 16 have to know. You have to know this school has 17 turnover; right? Like, you know there's not 18 housing. You know it's a difficult space to recruit 19 and keep teachers. 20 So is it teacher-based? Or is it 21 system-based? And that's my concern is you know how 22 to do it. Great. Does a new teacher coming in, do 23 they have the supports, the system in place to pick 24 up where you left off and continue that growth? 25 That's my concern. I think that might be</p>	<p style="text-align: right;">105</p> <p>1 have..." -- you know. 2 And that's my -- I feel it from each 3 individual teacher. I just don't know if the system 4 underneath them is supporting it being linear -- or 5 longitude. 6 So that's the concern. That's my concern. 7 That would be what I would want to, like, really see 8 in a -- like, in the implementation year check, 9 like, as it goes through, and as we look at, like, 10 what an elementary school -- I would have a really 11 high standard. Because the kids deserve that. The 12 kids deserve to have a high bar for us adults. 13 So I appreciate it. And I do have -- 14 like, individually, sure, I could express a lot of 15 confidence. As a system, something is not working; 16 right? And so I know there's several new folks. 17 And maybe, like, "Okay, we could do this now." 18 But I only have the history to look at. 19 That's where I want to look at coming forward. 20 All right. Governing board. 21 MS. MARGIE CREEL: I just want to address 22 to you, too -- Margie Creel, San Diego Riverside 23 school board president. Just, Vice Chair Burt, I 24 just want to reiterate what you were stating. 25 I, too, am concerned as the board for</p>

<p style="text-align: right;">106</p> <p>1 professional development. We do have money for  2 professional development. I do want our teachers to  3 be professionally developed not just once a week on  4 a Friday afternoon, but go to classes, send them  5 off. And I am all for that.</p> <p>6 And I had raised that issue back when we  7 had our previous principal, Mr. Archuleta. And the  8 school year went by so fast, we didn't do anything.  9 Prior to that, we even had somebody set up to do  10 professional development right before the school  11 year started. That didn't come to fruition, too.</p> <p>12 So we are in -- going to engage. And I do  13 understand your concerns, and I agree with you  14 100 percent on that; so...</p> <p>15 VICE CHAIR BURT: I appreciate that. I  16 think governing board leadership, you all being step  17 in step and coordinating on what that looks like and  18 making sure it's high quality.</p> <p>19 And I -- once again, as a teacher myself,  20 I'm just going to make a pitch. Talk to your  21 teachers about what professional development they'd  22 like as well. Because I know I've had to go to  23 professional development. And I'm, like, "Are you  24 kidding me?"</p> <p>25 But if I chose it, it feels different;</p>	<p style="text-align: right;">108</p> <p>1 years, 10-plus years on the board -- I -- we did  2 have good record-keeping. We always followed the  3 rules, too, the Roberts Rule of Order, posted  4 agendas 72 hours in advance; if it wasn't posted,  5 then to postpone the meeting until it got posted  6 correctly and all. And we've kept minutes, notes  7 all the time.</p> <p>8 Now, I'm going to throw this pandemic  9 right in there, because that's when everything  10 started; right?</p> <p>11 We started meeting online. We always had,  12 when we changed our bylaws to be five to seven  13 members. We've always had five to seven members.  14 The people that I know that we went to, we all went  15 to training together, everything.</p> <p>16 And then it all happened. When we had our  17 five members, a dynamic board, one went to take  18 classes at night. One went to Florida. She had  19 personal issues; she had to go take care of her  20 family in Florida. Then we struggled to get other  21 board members.</p> <p>22 But like you said before, it was my  23 ignorance that I thought as long as we had a quorum,  24 we're okay. Our quorum and our bylaws is three. So  25 we had three from the year that our two board</p>
<p style="text-align: right;">107</p> <p>1 right? So, I mean, also, like, engage with your --  2 just as a little pitch for teachers on the side.  3 Engage with the teachers about what they need.  4 Because I know, even, like, a brand new teacher is  5 going to want something, and a teacher who's a  6 veteran is going to want -- it could be similar.</p> <p>7 MS. MARGIE CREEL: Different.</p> <p>8 VICE CHAIR BURT: It could be very similar  9 in what they want, if you could figure out where  10 everyone is at and what they need. Teachers will  11 definitely let you know, generally, and they'll let  12 you know if it's not good, too.</p> <p>13 So governing board, there's been quite a  14 few challenges. And quite a few of the questions we  15 have are about the governing board.</p> <p>16 So just in the last five years, I'm very  17 interested about -- I mean, I think we -- we can  18 talk about the -- there's a lot of lack of OMA  19 compliance, lack of record-keeping, lack of members,  20 in general.</p> <p>21 How -- what -- what happened, and where  22 are we going?</p> <p>23 MS. MARGIE CREEL: Okay. It's -- with the  24 governing board, we -- I believe that since I've  25 been on the board, which has been, like, 15-plus</p>	<p style="text-align: right;">109</p> <p>1 members dropped off. While we were seeking two  2 other board members, we had three. We still met; we  3 still followed the rules; we still posted the agenda  4 properly; we still took notes.</p> <p>5 But all of our items, like, everything  6 that we -- all of the minutes and all were hard-copy  7 minutes. They were typed up; they were put in a  8 notebook.</p> <p>9 And when we left school in March of 2020  10 and we stayed online until August of 2021, we went  11 online. And the board -- all of the meeting minutes  12 were recorded on Zoom calls.</p> <p>13 Now, from that issue, we had people, like,  14 that were supposed to type up the minutes, put them  15 in what we called "the notebook" for the board  16 meetings.</p> <p>17 And someone came in and cleaned up, you  18 know, right before the kids came back to school  19 after the pandemic. What we were talking about to  20 Mr. Tompson, he kept saying, "I don't find a  21 notebook. I don't see a notebook. I don't know  22 what you're talking about."</p> <p>23 I said, "It had every minute in it, every  24 agenda in it." It was a thick, like, six-inch  25 three-ring binder and all.</p>

<p style="text-align: right;">110</p> <p>1           So it's not an excuse, so to speak. It's 2 just, like, that's what happened. And I felt like 3 the board always has been in compliance. But during 4 that time, yes, we did drop to three members, and 5 we're back up to five now. 6           VICE CHAIR BURT: And what is your process 7 of reviewing the budget? 8           MS. MARGIE CREEL: We see the budget every 9 single month with our -- K12 Accounting is our 10 business manager. And they show us every part of 11 our budget every single month on our board meeting. 12           We go through all of the disbursements, 13 the check reconciliation, you know, the bank 14 statements, the line items. We vote on BARs if we 15 need to move money. 16           And so every single month -- it's not that 17 we look at it every quarter. We see that every 18 single month. 19           So as far as I've been seeing it, I didn't 20 see any deficiencies in what I've been seeing 21 online. Like I said, we were meeting online. 22           VICE CHAIR BURT: So it's -- K12 is 23 creating all the reports, creating everything, and 24 then providing them to you for approval? 25           MS. MARGIE CREEL: Yes. Yes.</p>	<p style="text-align: right;">112</p> <p>1           Can you talk about -- I mean, that was 2 alarming to read that -- right? -- that there's all 3 these issues not responded to. 4           MS. MARGIE CREEL: That was a shock to us. 5 Apparently, it started -- Mr. Archuleta was the 6 principal at that time. It was exactly -- probably 7 a year ago, we were called in -- I was called into 8 the office. There was several people in the office 9 with Mr. Archuleta saying, "This is the independent 10 counsel that the Jemez Valley School District hired 11 to audit the school, because it looks like Jemez 12 Valley School District does not want San Diego 13 Riverside Charter School to be chartered under their 14 district any longer. 15           "So we -- but we're going to do this 16 independent counsel to see what we think, and maybe 17 we'll take it back to the Jemez Valley School Board 18 and the school board will vote on it and see what 19 they think." 20           So after it was all said and done -- like 21 this started in December of last year. Then come 22 about May, we get those something like 57, 60 items 23 that says, "Okay. This is what we found out. After 24 talking to everyone in the schools, you know, 25 serving some teachers, some parents, some students,</p>
<p style="text-align: right;">111</p> <p>1           VICE CHAIR BURT: And what is -- how often 2 do you-all review school data? Like, the student 3 academic data? 4           MS. MARGIE CREEL: The school board, 5 probably once a year. We don't do that every 6 meeting. The school data -- well, we keep track, 7 because we ask the principal to do a principal's 8 report. And every month I ask for the number of 9 students, even though it might be the same. Like, 10 how many students in first grade? How many students 11 in second grade? 12           So I'm, like -- so he gives us a report 13 with that information on it. 14           But as far as student data or student 15 growth or testing, we see that maybe -- like, after 16 the MAPs testing, it will be presented to us at our 17 next board meeting, you know, what they saw what the 18 growth would be, or at the end of the school year 19 what they saw the growth would be. But we don't see 20 student data every single month. 21           VICE CHAIR BURT: There was also one -- 22 there was a request sent from Dr. Medrano, about 23 57 questions that were to be answered regarding 24 compliance issues, that it says there was never -- 25 no information was submitted to that.</p>	<p style="text-align: right;">113</p> <p>1           looking at your information, your books, your bylaws 2 and all of this, this is what we've come to 3 consensus with. These are your deficiencies." 4           And so we -- we actually got our lawyer, 5 Patty Matthews, involved, and we went through all of 6 those. Mr. Archuleta, I, and her met several times 7 going through each of those items. And we -- he 8 asked us, I think, to address by -- he gave us a 9 certain date. She said we need -- and it was maybe 10 a week to ten days to address all those items. 11           So she sent him a letter that said, you 12 know, "We need more time than this. Please respond 13 for more time. If..." -- the lawyer language. "If 14 I don't hear -- if you do not respond by this date, 15 then I would assume that we are given more time." 16           So we went ahead and we did address all 17 those. And I have the e-mails that had gone back 18 and forth. So if Mr. Medrano didn't get those 19 e-mails or the Jemez Valley School District didn't 20 get those e-mails or the board didn't get them, we 21 have them to show that we did address all of those 22 items, if not a majority of those items. And we 23 have them. 24           VICE CHAIR BURT: All right. And I just 25 want to make sure. I believe I heard you say that</p>

<p style="text-align: right;">114</p> <p>1 just in the last two months, all five members have 2 done all of their training.</p> <p>3 MS. MARGIE CREEL: Yes. We did it on 4 November 30th and December 1st. We were at the -- 5 yes. At PCSNM at the Tamaya, we finished our 6 training there.</p> <p>7 VICE CHAIR BURT: What would you say -- I 8 don't know if you all have met since then. But what 9 would you all say were your biggest takeaways that 10 you're going to use to implement -- to create a 11 better functioning board in the future?</p> <p>12 MS. MARGIE CREEL: There was a couple of 13 meetings that we went to in the finance department. 14 Like, we had to take three hours of finance. And so 15 we had -- we haven't met, actually, as a board 16 meeting.</p> <p>17 Our next board meeting is December 14th. 18 It's the second Thursday of every month. So we did 19 talk to each other at the -- at the training. And 20 there is, like, the finance piece that we were 21 talking about, just, like hey, we didn't know that 22 you can use Yazzie-Martinez money for this or that. 23 Our school has never even tapped into 24 Yazzie-Martinez money. That money was for us, for 25 Native Americans, and deficiencies and all of that.</p>	<p style="text-align: right;">116</p> <p>1 Where did that come from? 2 Oh, they were online all that time, you 3 know.</p> <p>4 So we need to look at that. How do we get 5 them to par. Maybe it'll take a couple of years, 6 we'll get them up to par. That one training that 7 was eye-opening said that it's going to take, like, 8 13 years to get some of these students back up to 9 par, which that makes sense, because that's K 10 through 12; that's the 13 years.</p> <p>11 So we have to really work hard on these 12 students. That's my takeaway on that part was, if 13 it's going to take us that long, then what do we do 14 with the students right now? We have to work hard 15 to help them -- to help them out, to get them the 16 tutoring that they need.</p> <p>17 Yazzie-Martinez money provides tutoring. 18 You know, those were the things we learned in that 19 training, and that was very helpful to us.</p> <p>20 VICE CHAIR BURT: Yeah. And I think -- 21 because, I mean, obviously, your students, your 22 demographic are the students that are the 23 Yazzie-Martinez students; they are them.</p> <p>24 And once again, I do think, like, the 25 integration of the culturally and linguistically</p>
<p style="text-align: right;">115</p> <p>1 We need to tap into that. We need to look into 2 that. We need to start.</p> <p>3 So right away -- we had a part-time school 4 counselor. We went back to her and talked to her 5 about that. And she said, "I didn't know we 6 could..." -- so she can use that in some tools. 7 She's actually going to a training here pretty soon. 8 She said she's going to a training.</p> <p>9 MR. CLIFF TOMPSON: She's going to 10 Los Lunas on the 14th to see their school. We had 11 some ideas we wanted to use to improve our 12 social-emotional learning.</p> <p>13 MS. MARGIE CREEL: That was the takeaway. 14 Another takeaway that we got is one of the 15 presenters in one of the sessions that we sat in, 16 that our -- Governor Toledo and I sat with in, was 17 to talk about the growth, like you were talking 18 about, how we said, oh, my gosh. There's like all 19 of these students in March of 2020. They went into 20 COVID in the fourth grade, fifth grade. Now they're 21 middle school students. So now we have all these 22 raging hormones. They're not little kids anymore. 23 They're slap-happy, you know, always cracking up 24 trying to be the center of attention in their 25 classroom. They have no social skills.</p>	<p style="text-align: right;">117</p> <p>1 responsive instruction and the integration of 2 culture in the education is not where you-all 3 struggle, I mean, which is where a lot of schools in 4 New Mexico struggle -- right? -- like, combining the 5 culture and education.</p> <p>6 But I think when we talk about the promise 7 that we want to give to families and to those 8 students of Yazzie-Martinez is that we're going to 9 integrate culture and instruction, but we're going 10 to make it rigorous, and we're going to ensure 11 you're ready for any college you want to attend or 12 any career you want to attend. Anything you want to 13 do, you're going to be ready when you graduate from 14 Walatowa High School; right?</p> <p>15 As a feeder into them -- right? -- you're 16 preparing them to excel there and then be ready at 17 18 for everything.</p> <p>18 So the idea that -- you know, these kids 19 don't have 13 years with you; right? None of them 20 do. Not a single one.</p> <p>21 MS. MARGIE CREEL: K through 8. They have 22 nine years with us.</p> <p>23 VICE CHAIR BURT: I really hope -- another 24 takeaway is you don't have time to waste; right? 25 It's today; it's right now. And it has to be more</p>

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1 than a year's growth every year. It has to be,  
 2 like -- it's an emergency. It's a cultural, it's a  
 3 state of emergency for our students, for our kids.  
 4 And it should be an emergency in your  
 5 community, because this is where -- not only should  
 6 this be a great place for the students who are  
 7 choosing you now, but the students who are in the  
 8 traditional school should be dying to come to it  
 9 your school. I mean, you should have a waitlist  
 10 out -- you know, because the traditional school  
 11 district there does not have great proficiencies.  
 12 It is not serving students in a way that should be  
 13 as well.  
 14 So they should be clamoring to get into  
 15 your school, because you're serving them so well  
 16 culturally and academically. And I think there's,  
 17 like, a -- it's just -- it's a tough false dichotomy  
 18 that we get in education a lot that if we love our  
 19 kids, that we're -- that they're going to feel loved  
 20 and cared for all the time.  
 21 But in academics, sometimes it hurts a  
 22 little bit; right? Like, it doesn't feel good for  
 23 kids to, like, be pushed and pushed and pushed. And  
 24 they struggle. And I know that's why the Leader In  
 25 Me, the Seven Habits, all those things come in play

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1 to help lift them from there.  
 2 But the bar has to be high. And if the --  
 3 if we're recognizing that the language on the  
 4 assessments is not at the level in which the  
 5 teachers are teaching, that has to be bridged;  
 6 right? Because the assessment is not going to  
 7 change. So our teaching has to change.  
 8 And I know I'll never forget having to  
 9 learn that; right? Because I remember when I was a  
 10 teacher, my students -- we talked about an ellipsis.  
 11 They learned "ellipsis" that year. And the way that  
 12 they talked about it on the test was not the way I  
 13 talked about it.  
 14 I could have sworn to you every single one  
 15 of my students knew what an ellipsis was. But  
 16 27 percent of students passed that standard. I'm,  
 17 like, what?  
 18 It's that self-reflection. Like, how did  
 19 -- why? Why? What did I do? It's not my kids.  
 20 It's me as their teacher; right?  
 21 So I do think it's important for your  
 22 board, because of where you're at academically, you  
 23 all really should be looking at it more, and you  
 24 should know those numbers as well, like, where your  
 25 students are. You have so few kids, you should

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1 know. I mean, both of you; right?  
 2 Like, you should know where every kid is  
 3 at and where they need to go by the end of the year.  
 4 You have so few kids and you have so many --  
 5 honestly, you have such a high adult-to-student  
 6 ratio, those kids should be known very intimately in  
 7 every way, including academically.  
 8 Once again, it sounds like you know them  
 9 culturally; you know them personally. But  
 10 academically needs to be up there as well.  
 11 MS. MARGIE CREEL: I know some of them  
 12 academically. And the reason -- you know, and I  
 13 agree with you 100 percent. Because the reason that  
 14 I found out is I don't teach at this school. I've  
 15 never been a teacher. I've helped to be a tutor to  
 16 students before and all.  
 17 But I was teaching a religious education  
 18 class one time. And I asked a student from the  
 19 school to read. And that's when I came back to the  
 20 school in a board meeting, and I said, "Guess what,  
 21 person? You know what? This person, they're a  
 22 fifth-grader probably reading at a second-grade  
 23 level. What do we do about it? Get the reading  
 24 teacher involved. Get the tester involved, things  
 25 of that nature."

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1 So that's where I understand that. I get  
 2 that. And I do want to, like you said, double down  
 3 and make sure they get the really hard, rigorous  
 4 learning that they need to get and take away, you  
 5 know.  
 6 VICE CHAIR BURT: And I love -- I actually  
 7 love it when board members are not educators,  
 8 because I do think it brings a different perspective  
 9 into education. Because as a teacher, we're pretty  
 10 narrow focused on standards; right? I know we need  
 11 to get them to here.  
 12 But as a business owner or as a community  
 13 member, I also need them to know these things --  
 14 right? -- like, outside of this just narrow focus  
 15 that we sometimes get as teachers.  
 16 So having extra people outside talk about  
 17 it is important. But I just know the pressure is  
 18 going to start from the board. It's going to go  
 19 down to Mr. Tompson. Mr. Tompson is going to have  
 20 to support all the teachers; right?  
 21 But this school needs a lot of adult  
 22 pressure to raise to excellence. And it starts with  
 23 you all. You all have to know what's going on, and  
 24 you have to apply the pressure and give them money  
 25 and support, you know, where it's needed.

<p style="text-align: right;">122</p> <p>1 But you have to know what's going on in 2 order to be able to target that money that you're 3 responsible for to the places it actually needs to 4 go. 5 MS. MARGIE CREEL: Right. Because it's 6 going to be very sad to feel like, oh, you didn't 7 use that money, so let's send it back. Didn't use 8 it, so you lose it. We could have used it. We 9 don't want people to say, "Oh, your school is so 10 poor. You deserve better. Your kids deserve 11 better." 12 Our school is not poor. Our school has 13 finances. We see them every month. We just need to 14 use those resources in the most valid way that we 15 can. 16 Thank you. 17 VICE CHAIR BURT: Appreciate it. Thanks 18 for bearing with me. 19 THE CHAIR: Commissioner Carrillo. 20 COMMISSIONER CARRILLO: Thank you, Chair 21 Burt. 22 Thank you very much. Thank you for 23 bringing the kids. It's always nice to see who it 24 is we're ultimately serving. 25 So a first question I have -- because this</p>	<p style="text-align: right;">124</p> <p>1 rich culturally. 2 What are we doing in terms of reading, 3 writing and math and science? What are we doing in 4 terms of social studies, you know? It's -- the 5 things that Ms. Burt brought up. There's no time, 6 okay? 7 There's -- you know, when someone is, you 8 know, reading -- is seven years old in second 9 grade -- yeah -- ten years old in fifth grade and 10 reading at a first- or second-grade level, unless 11 there's a plan for some really serious 12 interventions -- I did want to hear that. When 13 Ms. Burt was talking about professional 14 development -- like, really interventionists, those 15 kids will never catch up. It's just not going to 16 happen. There's just not enough time. 17 And so what I look at when I look at 18 schools -- and I can't help but think on a general 19 level that New Mexico in so many ways fails its 20 children. 21 So when -- when Arrow was here speaking 22 about Walatowa, he had said, you know, it's 23 challenging at their level, because they're 24 nine-twelve, or eight-twelve. And when they get 25 kids, they're getting kids -- they're nine-twelve,</p>
<p style="text-align: right;">123</p> <p>1 is more procedural than anything else. The 2 recommendation from CSD was three years with a 3 renewal. Legislatively, we -- whether something -- 4 whether three years is approved is up to you, not 5 us. 6 And if you don't want to do three years 7 and you take great exception to that and you say, 8 "No. Why are you -- like, why are you singling us 9 out? We want five like everybody else." 10 So I'm curious. Just quickly, if -- I 11 mean, I'm not saying what I'll do one way or 12 another. If the Commission were to decide three 13 years with conditions, are you and your attorney -- 14 because I'm sure she saw the recommendation -- is 15 that something agreeable to you? 16 MR. CLIFF TOMPSON: Absolutely agreeable. 17 It's what we want. 18 COMMISSIONER CARRILLO: Okay. So 19 question -- so this is blunt, but it is what it is. 20 A note that I wrote to myself right here was, "More 21 of a cultural center than a school." 22 I know that sounds harsh. And the -- and 23 that's because of the academics. And I think the 24 school's very rich culturally. And I think that a 25 lot of our schools that are on Native lands are very</p>	<p style="text-align: right;">125</p> <p>1 aren't they? Yeah. Nine-twelve. 2 Because I remember we were doing their -- 3 a year ago, like, this week, we were doing their 4 renewal. And I remember saying to Arrow -- to 5 Dr. Wilkinson -- that if I was just looking at you 6 on paper, there's no way on earth I would renew you. 7 And I remember saying that, like, word for word to 8 him. 9 And -- but then they really had this 10 incredibly dynamic plan for what they were doing. 11 And he spelled it all out, what they had been doing 12 and what they're starting to do and what their 13 expectation was. 14 I also heard that from the head 15 administrator at Hózhó. And I was just, like, so 16 impressed with that school; and then, this morning, 17 so impressed with Middle College. 18 So, I mean, the idea -- and I think it 19 exists in this building, and it certainly exists in 20 this state -- is that English Language Learners and 21 people that have, you know, cultural differences, 22 that, somehow, they can't learn as much. We're not 23 going to invest as much. 24 And I -- you know, it's ugly to say. But 25 I've been here 33 years. I see it. We're all --</p>



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1 you know. It's the investment that's needed.  
 2 I'll get off the soapbox in a minute, and  
 3 I have questions.  
 4 And it's, like, when I see -- when I look  
 5 at a school -- when I look at a district like  
 6 Gallup-McKinley, you don't exist for kids. You're  
 7 existing for yourselves, the way their policies and  
 8 the way they don't support the charters in their  
 9 county.  
 10 And it's -- it's abhorrent the way they  
 11 treat the Native populations in Gallup-McKinley  
 12 County. They should be ashamed. And if I was still  
 13 on the Santa Fe Public Schools board, knowing what I  
 14 know now, the way they treat charters and the  
 15 populations in that area, I'd bring it up in no  
 16 uncertain terms at a state school board meeting,  
 17 because it's embarrassing.  
 18 And so that was the note for myself. For  
 19 three years, I'd like to hear that.  
 20 So I see this, because it's a renewal, but  
 21 it's a new thing for us, as also an interview  
 22 process.  
 23 So my question, Mr. Tompson, to you, is --  
 24 because we had a very short history with  
 25 La Tierra -- what have you done between La Tierra

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1 and now? That's La Tierra Montessori for those  
 2 that -- so it's on the record, La Tierra Montessori  
 3 School at Ohkay Owingeh. I'm just curious. What  
 4 did you do between then and now?  
 5 Good luck with that.  
 6 That's what you did before La Tierra;  
 7 right? You stepped back.  
 8 MR. CLIFF TOMPSON: Let me tell you the  
 9 history. I retired from the Española Public  
 10 Schools, or I had intended to, June the 30th of  
 11 2022. I got my plaque, went to the dinner, headed  
 12 back to my folks in Missouri, got a phone call from  
 13 La Tierra they needed an interim head learner.  
 14 I said yes. And I never told you this  
 15 like I should have -- on an interim basis, I said.  
 16 "This will be on an interim basis for me, not to  
 17 exceed the first quarter of the year."  
 18 When I got there the second week of  
 19 school, the third week, the first week, I saw more  
 20 that needed to work. I finger-pointed, and I knew I  
 21 didn't want to pour more time into La Tierra.  
 22 And so I want to commend the Commissioners  
 23 for closing that school. I'd close it first. It  
 24 was the right thing to do.  
 25 Here the differences are vast, and I'll

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1 leave it at that.  
 2 COMMISSIONER CARRILLO: I was just  
 3 curious. That's where we first met, this time  
 4 last -- I don't know -- October of last year.  
 5 MR. CLIFF TOMPSON: Yes, sir.  
 6 COMMISSIONER CARRILLO: So I'm curious  
 7 about the evolution of why one wants to leave one  
 8 district and come to us.  
 9 When did that happen? How did that  
 10 happen? Did it come first from the board, the idea  
 11 saying, "We don't want to be with Jemez Valley  
 12 Schools any longer?"  
 13 Did Jemez Valley Schools kind of indicate  
 14 to you there's no chance of your being renewed?  
 15 So what was the evolution of that first  
 16 inkling, huh, maybe we should go -- maybe we should  
 17 be at the PEC instead of here? How did that -- tell  
 18 me about how all that happened.  
 19 MR. CLIFF TOMPSON: I'll give you the  
 20 Cliff Notes version. Then if we have one of our  
 21 veteran personnel from the school that would like to  
 22 speak to that, please do.  
 23 We know that the district did not provide  
 24 proper oversight to San Diego Riverside. We know  
 25 that there are no reports filed for four years. So

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1 last year, they made a catch-up attempt and said  
 2 that -- so the not wanting to be part of came from  
 3 Jemez Valley Public Schools, Commissioner Carrillo,  
 4 more so than it came from San Diego Riverside  
 5 Charter School, unless someone is going to stand and  
 6 correct me on that.  
 7 San Diego Riverside Charter School, we  
 8 looked at several possibilities, knowing that our  
 9 time with Jemez Valley was coming to an end on June  
 10 the 30th. And one of them, we sat down with  
 11 Dr. Medrano, who was here earlier -- he was the  
 12 superintendent -- about becoming a member of their  
 13 district, becoming their school on the Pueblo.  
 14 We talked about it, just talked.  
 15 We talked with Arrow about merging with  
 16 Walatowa. There's been a history. You're not the  
 17 first guy to think of that.  
 18 The appeal to come (inaudible) started  
 19 with my predecessor, Tony Archuleta, who began work  
 20 on our charter renewal.  
 21 COMMISSIONER GIPSON: Did you attempt --  
 22 I'm thinking about this, because I think this is the  
 23 way districts could save themselves. Did you  
 24 attempt to like, be a magnet? To be a magnet  
 25 school? I mean, if you felt like maybe that the

<p style="text-align: right;">130</p> <p>1 relationship, like, in some way was going to sour 2 and they were not going to renew, that being a 3 magnet could have been an option for you to maintain 4 your autonomy, but at the same time obviously 5 administratively still be attached to them? 6 MR. CLIFF TOMPSON: It's interesting that 7 you bring that up, because that's how Leader In Me 8 got started is this school in Raleigh, 9 North Carolina, E.B. Combs Elementary (verbatim), 10 they were set up for a whole 800 kids. The 11 enrollment dwindled down to 300. The superintendent 12 said, "You're going to have to come up with a new 13 magnet theme, or we're going to close your doors." 14 The principal, Muriel Summers, had just 15 been to see Stephen R. Covey speak, a two-day 16 workshop, Seven Habits of Highly Effective People. 17 So kicking it around with her faculty, 18 they brought up this leadership. Everybody was on 19 board, and they found a great success that comes 20 when we teach kids to be leaders to see their full 21 potential in themselves. 22 So that's what we're doing. That's our 23 magnet theme, if you will, Commissioner Carrillo. 24 That's all I could speak to that. 25 COMMISSIONER CARRILLO: Probably --</p>	<p style="text-align: right;">132</p> <p>1 like, merging with them, being a magnet school with 2 them. 3 COMMISSIONER CARRILLO: I see. Thank you. 4 Okay. 5 I know that I share many of the concerns 6 that Ms. -- that Commissioner Gipson had in terms of 7 the number of things that were asked to be addressed 8 that weren't addressed by today's meeting. 9 And my feeling is there's plenty of time 10 to do so, and that it would have been very judicious 11 of you to do that, to come prepared to really 12 address all of the bullet points in the Jemez Valley 13 Corrective Action Plan and also all of the CSD 14 comments as well. 15 So very concerned about that. I don't 16 believe that the professional development question 17 was ever really fully answered. There are things 18 that you do on Fridays and different things you do, 19 you know, with the learning -- the PLCs -- I'm 20 forgetting what the "P" stands for -- 21 (Off-mic response.) 22 COMMISSIONER CARRILLO: There. Thank you. 23 There's so many acronyms, I just can't keep up with 24 the acronyms. 25 And I didn't feel like that was</p>
<p style="text-align: right;">131</p> <p>1 MS. MARGIE CREEL: I'll speak to that. 2 When I hear magnet, I'm thinking about maybe merge 3 with Jemez Valley School District. Instead of being 4 chartered with them, if that's what you're thinking 5 of, that was brought to our attention. Like, say, 6 hey, they don't want to be -- and I believe, like to 7 your first question was did they not want to be your 8 district authorizer anymore? I believe that was 9 yes. I believe they took a vote in their board 10 meeting one time, and it was voted that they didn't 11 want to be our authorizer anymore. 12 And to go back to the question that I 13 think Commissioner Gipson had asked is, like, do 14 they take a percentage of everything that they did? 15 They took 2 percent of everything, every penny that 16 went through that district. So we were actually, 17 like, some funding for them. 18 We were, like, why don't they want to be 19 our authorizer? We're actually helping them out. 20 But we decided that it would be best, 21 because we didn't want to be an us-versus-them kind 22 of situation, that we say, "Okay, we'll take the 23 recommendations that you give us" with their 24 independent council report, and we'll go from there. 25 And that's when we decided on State charter versus,</p>	<p style="text-align: right;">133</p> <p>1 sufficiently answered or addressed. And while there 2 might be funding for professional development, 3 that's coming up, you know, next year or whatever. 4 The challenge I have is the school's been 5 in existence for a really long time. And even 6 though Jemez Valley clearly was derelict in their 7 duty to provide oversight, you can't blame them. 8 It's you guys. You're the guys running the school. 9 You, right now, Cliff, and whoever your predecessor 10 was and before that. 11 I think that a school principal or a head 12 administrator in any school, you know, even if maybe 13 the super is not on top of it or the board, like, in 14 a district setting, if they're not on top of it, the 15 principal surely knows what needs to be done. 16 That's why they're supposedly the principal or the 17 head administrator. 18 And so there has been, I think, a lack of 19 academic achievement for so long that I think almost 20 that's become systemic or institutionalized. And 21 I'm sorry if that sounds harsh. That's my thought, 22 not just on this school. 23 But I see that -- I don't know if you guys 24 read the thing from Arsenio Romero over the weekend 25 that the PED released in starting to hold districts</p>

<p style="text-align: right;">134</p> <p>1 more -- because I think charters and PEC, I think 2 we're great at school accountability, backing off 3 until there needs to be oversight for some reason. 4 And, boy, the districts are -- they're not 5 happy about -- and the unions aren't happy, and the 6 New Mexico school board is not happy. So you know 7 you're doing something right if all those people 8 aren't happy all of a sudden because you're calling 9 them to task. 10 The -- and that's also been going on way 11 too long. 12 What I -- I wasn't inspired today. I 13 didn't -- fire. Somebody used the word "fire." 14 And, yeah. And so you used the word fire. And, 15 yeah, I just -- I -- I felt the fire when Arrow 16 addressed -- Dr. Wilkinson addressed us with 17 Walatowa years ago. Felt the fire -- I can't 18 remember her name -- but the head of Hózhó. 19 Definitely felt the fire with Dr. Hunter. 20 I don't feel that here. And I don't -- 21 what -- the way I vote is not on my feeling; it's 22 more on subjectivity. 23 But this is a very, very challenging 24 situation and -- you know. And I'm curious as to 25 what I hear from other Commissioners. And -- but</p>	<p style="text-align: right;">136</p> <p>1 But the hearings that we had with 2 La Tierra, just so many hearings. And, finally, 3 their counsel -- really the last two times -- the 4 only thing that he could even reach for was, 5 "Please, please give us another chance, please, 6 please." 7 I mean, it was actually -- he did them a 8 real service in terms of his level of counsel for 9 them. But nothing could pull them out from where 10 they got themselves. 11 And that was certainly one of the toughest 12 things I've ever done in the last many years. I 13 appreciate what you're saying. And we'll -- I want 14 to hear from other Commissioners as well. And 15 that's doesn't necessarily limit what my comments 16 might be, because you never know. There's always 17 the Columbo moment. 18 So, Chair Brauer, I'm good for now. 19 THE CHAIR: Very quickly. 20 COMMISSIONER GIPSON: I just have a 21 question. I looked in the part, I think it's F, the 22 lease. And the indication was the lease was only a 23 one-year lease extension with the Pueblo. 24 So I have a concern over that about their 25 willingness to -- you know, how come it was just --</p>
<p style="text-align: right;">135</p> <p>1 I -- it just -- this presents a very, very 2 challenging situation. 3 MR. CLIFF TOMPSON: Like, it's time to 4 fish or cut bait in a way. 5 COMMISSIONER CARRILLO: Yeah. 6 MR. CLIFF TOMPSON: I agree with you. 7 That's why, when the three years was brought up, I 8 think that's better than five. If we can't get to 9 30 percent proficient -- I'm going to turn around 10 and say this. If we can't get to 30 percent 11 proficient in three years, you should close our 12 doors. We're wasting your money, not doing the job. 13 Please. 14 This is our 117th year, we know -- we feel 15 strongly that we're on the right track, 16 Commissioner. And I'll say one more thing, sir. 17 Perhaps I've been guilty of taking the worm's eye 18 view rather than the bird's eye view. I'm thinking 19 that when I'm listening to your observations, which 20 I respect and then thoughtfully shared with us. And 21 now I need to shift how I function in my role. 22 COMMISSIONER CARRILLO: I hear what you're 23 saying. And I don't remember -- I don't know if you 24 tuned into any of it. I hope you didn't. You would 25 have been banging a hammer on your head if you did.</p>	<p style="text-align: right;">137</p> <p>1 was it just a one-year because you were -- even if 2 you were looking to renew with us, the presumption 3 would be that you would continue -- if renewed, it 4 would be three to five years. So why wouldn't they 5 have offered a multi-year lease? 6 MS. MARGIE CREEL: So with the Pueblo of 7 Jemez, the Pueblo owns the property, you know. It's 8 on tribal lands; nobody owns anything. I have a 9 house on tribal lands; I don't own it. It belongs 10 to the Pueblo. Even though I built it, we paid for 11 it, we don't own it. 12 So this is kind of disturbing, too, when I 13 see the one-year. Because when I was with the 14 charter renewal back in -- the one that we did with 15 Ms. Mayhew, like you were saying right before. We 16 wanted to merge with Dr. Wilkinson back in 2015, I 17 believe it was, and we had just got our charter. So 18 2016, we come to you, and you're, like, "No, you 19 just got your charter." 20 Back then we had -- the governor then at 21 that time was Governor Joseph Alfred Toya. He 22 signed a 25-year lease with us. So the thing about 23 that is that it was between us and the tribe. And 24 this is, like, between us, the tribe, and the Bureau 25 of Indian Affairs.</p>

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1           So it's something to do -- like, in the  
 2 last few years, they've been just giving us a  
 3 one-year lease. Every year we have to go back and  
 4 ask for a lease, because it has to be -- it has to  
 5 run through the Bureau of Indian Affairs through the  
 6 Department of Interior.  
 7           So there's something to do -- I don't know  
 8 why that one governor could give us -- there was a  
 9 resolution that he even made that gave us a 25-year  
 10 lease. That's what they do on housing, when you  
 11 build a house on the reservation, they give you a  
 12 25-year lease. After that lease is up, then you go  
 13 and apply for another 25 years. That's the most  
 14 amount they can give you, even if you live there and  
 15 own a house there.  
 16           But why this? Like you said, I can't  
 17 really speak to that. It's just in the last few  
 18 years, I've seen that happen. They have a realty  
 19 officer now that's named Thurman Loretto, and he's  
 20 been signing these one-year leases.  
 21           When I turned in a lease before -- when  
 22 David Toledo was the governor, and he signed off on  
 23 it, and then Mr. Loretto, Thurman Loretto, says,  
 24 "No, no, no, that lease wasn't processed through the  
 25 BIA, so, therefore, we have to do it all over

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1 again," I don't understand that. I need to go to  
 2 the tribal council or the governors.  
 3           The part about our tribe, our governors  
 4 are only in office for one year. They're there  
 5 from -- like, December 28th, we're going to select  
 6 new governors. And on next December 28th, we're  
 7 going to select new governors. They're installed on  
 8 January 6th.  
 9           But you try to get a meeting with -- like,  
 10 Mr. Shendo, Department of Education, said we didn't  
 11 go out to the governors. We did. We reached out to  
 12 the governors. We asked for support letters. We  
 13 asked to meet with them.  
 14           We asked -- there was a letter written  
 15 to -- Mr. Kevin Shendo, through the principal, sent  
 16 to me, said he never responded to me.  
 17           So I don't understand that part of it.  
 18           But we do need to talk to the tribal  
 19 council, to the tribe, to the new governors when  
 20 they are elected, you know, at the end of the month  
 21 and ask them about that. So thank you.  
 22           COMMISSIONER GIPSON: Thank you. So does  
 23 BIE sign off on the lease or --  
 24           MS. MARGIE CREEL: BIA.  
 25           COMMISSIONER GIPSON: BIA. So they

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1 actually sign off on the lease.  
 2           MS. MARGIE CREEL: Off-mic.  
 3           THE CHAIR: You need to talk into the  
 4 microphone, please.  
 5           MS. MARGIE CREEL: Yes, the BIA does sign  
 6 off on this lease. And this lease that was signed  
 7 off by Thurman Loretto -- well, actually, what they  
 8 do is Thurman Loretto is our realty office for the  
 9 Pueblo of Jemez. We got the money from the BIA so  
 10 we could pay him to be the realty officer. Dominic  
 11 Gachupin is our governor.  
 12           So they signed off on this lease. It was  
 13 filed through the BIA. So it's not signed off --  
 14 it's not signed off, so to speak.  
 15           COMMISSIONER GIPSON: It's not your fault,  
 16 I'm confused, but it's not your fault. So BIA has  
 17 to give you money, and you have to hire the Realtor?  
 18           MS. MARGIE CREEL: I don't know if you  
 19 understand. 638 money? So we 638'ed our money from  
 20 the BIA to hire. And ever since that happened,  
 21 we've been getting one-year leases. So that's the  
 22 short of it.  
 23           COMMISSIONER GIPSON: Okay.  
 24           THE CHAIR: Commissioner Manis.  
 25           COMMISSIONER MANIS: Thank you. I want to

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1 echo some of the things that were said by previous  
 2 Commission members. But I won't get into some of  
 3 the specifics that they went into, because I think a  
 4 lot of my questions have been addressed.  
 5           I had a question surrounding the -- one of  
 6 the questions that was asked in the letter that was  
 7 sent to -- to your school about your -- your plan  
 8 for educational progress -- and if you already  
 9 answered this, apologies -- but if you could maybe  
 10 explain your plan outside the Stephen Covey  
 11 approach.  
 12           I'm very familiar with the Seven Habits.  
 13 But I think one of the -- one of the things that  
 14 came to mind about the Seven Habits was that that  
 15 might be something more appropriate for, say, a  
 16 student success officer to be guiding the students,  
 17 rather than that being, you know, a central  
 18 component of your educational plan.  
 19           So can you -- can you maybe detail how you  
 20 plan for educational progress over the next three  
 21 years, if you were to be approved?  
 22           MR. CLIFF TOMPSON: Yes, sir. Yes, sir.  
 23 Brian and I -- Brian Appell, he's our middle school  
 24 ELA schoolteacher -- and I talk frequently. Often  
 25 the subject of running comes up and setting scores

<p style="text-align: right;">142</p> <p>1 and goals. We've had some good conversations.  2 And that morphed into our PLC work of  3 setting -- helping the students take the tests  4 seriously. We want to measure how much they really  5 know. We encourage them to do their best, and we  6 get the best from them.  7 That's not easy to do. You're asking,  8 sir, about our plan for growth, as measured by test  9 data. Well, we showed you to the best of our  10 ability within the 30-minute time frame that we had  11 today to show you that every single grade in our  12 school improved in both reading and math, save one  13 score was the same beginning of year to middle. We  14 were very happy to see those fine scores.  15 And you know what, sir? We're going to  16 see them again in the spring.  17 We understand that there's a new era of  18 expectancy placed on us, and we welcome it. Thus,  19 we welcome the three-year concept. We don't need to  20 talk about five years when we're as far behind as we  21 are. We honor the Commission in pointing that out,  22 and we agree wholeheartedly.  23 I'll tell you this. If you'll give us  24 three years and we can't get to 30 percent, close us  25 down. We will have failed. We take that on.</p>	<p style="text-align: right;">144</p> <p>1 within the same classroom, we need to differentiate  2 that instruction.  3 I have some students who like that  4 independent study through, like, a Study.com kind of  5 program, eight-minute video, small test. I retest  6 them on that knowledge to make sure they're familiar  7 with it.  8 Others need direct instruction on the  9 chalkboard, whiteboard. I'm working one-on-one with  10 those students in terms of sentence diagramming and  11 stuff like that.  12 So I don't think there's one specific  13 curriculum, program, app or whatever, that's going  14 to function. And I think all of us, as instructors,  15 we all are utilizing a variety of tools for those  16 different learning styles.  17 And so to -- I'm not sure if I'm answering  18 your question, either. But we can't identify  19 specific curriculum. "This is Pearson," blah, blah,  20 blah, that will be effective for all of our  21 demographic.  22 COMMISSIONER MANIS: I guess one thing  23 that just strikes with me. I know that you had  24 mentioned a couple of times that the school's in its  25 117th year. And for me, where you're at, something</p>
<p style="text-align: right;">143</p> <p>1 As the leader of the school, that's going  2 to be our bar. And we think that we'll show you  3 that we can do it.  4 So to answer your question, helping  5 students come to understand what score they can  6 really get, why they missed what they missed -- you  7 know, we're blessed to have an excellent building  8 test coordinator, Bernadette, who comes in the  9 school and sits down with students and says, "What  10 were you thinking when you selected B instead of C?"  11 She has those conversations.  12 It's that kind of fieldwork in depth, sir,  13 that we believe is going to show much higher scores  14 at the end of the year. That's where we're headed,  15 sir. That's the highway to our success.  16 COMMISSIONER MANIS: So you feel like  17 the -- that the main difference for your school is  18 your testing coordinator? That's how you're going  19 to improve your educational progress?  20 MR. CLIFF TOMPSON: No. Brian, I missed  21 on the question. You take a stab at it.  22 MR. BRIAN APPELL: Again, Brian Appell.  23 Hi.  24 I think it's really hard to define a  25 specific curriculum. Because of our diverse levels</p>	<p style="text-align: right;">145</p> <p>1 has to change to be able to show improvement.  2 So I guess what is it that you're hoping  3 to change specifically to get to where you'd like to  4 go? Whatever goal you have for yourself, the  5 30 percent proficiency, what is it that you're going  6 to do to get to that 30 percent mark that you're  7 striving for?  8 MR. BRIAN APPELL: This is my first year  9 here, so I've seen great gains -- right? -- in terms  10 of that accomplishment. At the school level, Cliff,  11 I think that's you.  12 MR. CLIFF TOMPSON: I just echo the same  13 thing, Brian. My first year, we're -- scratching my  14 head now, both figuratively and literally, because  15 as we planned, Bernadette, we thought, "Gosh, we've  16 got great data to show the PEC that we're growing  17 across the board." But it doesn't seem to resonate,  18 does it?  19 MS. BERNADETTE GARCIA: So one thing I  20 want to add about this is that it is Mr. Appell's  21 first year with us. And one of the biggest things  22 he's bringing as an instructor is his knowledge  23 of -- of the tasks, the test report, how to analyze  24 them.  25 And I also see the new -- the other</p>

<p style="text-align: right;">146</p> <p>1 teachers getting on board and curious with what he's 2 doing as far as analyzing the data. 3 He's making charts. He's starting -- he's 4 understanding where the students are deficient and 5 is working towards how to target those areas. 6 And so I think he'd be -- he's going to be 7 a huge help to us in that regards, because he does 8 understand it. 9 It's just unfortunate that it is his first 10 year with us. And so we do have a few other 11 teachers who just came on board with us, and also 12 Mr. Tompson. So I know that that's -- I hope it 13 doesn't sound like an excuse for it. But I feel 14 like it's a -- a new chapter for us. 15 And being that we do have somebody new 16 who -- on board who does understand these things, 17 that those are things, you know, as an instructional 18 leader, could bring to the table. 19 But we wouldn't know that if we don't get 20 rechartered. So I think, you know, the opportunity 21 to try that for the next three years will tell us, 22 you know, tell all of us -- all of us in this room 23 if it will be effective. 24 I believe it will. But -- okay. 25 MS. CHRISTINE BAINES: Christine Baines.</p>	<p style="text-align: right;">148</p> <p>1 talking about lots of different things, and I have 2 some questions based on past initiatives, based on 3 reading board minutes, your governing board minutes 4 over the past couple of years, it just leads me -- 5 maybe part of the problem that why you haven't had 6 the progress that you're saying you're hoping for 7 now is there actually isn't a strategic plan that's 8 been talked about amongst your -- your governing 9 board, your administrators, your faculty. 10 So it's just a big concern for me. 11 MR. CLIFF TOMPSON: It's a big concern, 12 and it's a fair concern. I think I've -- I'm guilty 13 of -- of the up close, getting to know each of the 14 students as best as I can, the teachers. We've had 15 some issues in our school that have been real issues 16 that we've taken on, outside the auspices of this 17 conversation. But we have. Maybe some of you are 18 aware of them. 19 But your larger point is right. Is it -- 20 Commissioner -- trying to read your name there, sir. 21 THE CHAIR: Manis. 22 MR. CLIFF TOMPSON: Commissioner Manis, 23 your larger point is right. We have not described 24 in the measure -- in the ways that you have listed 25 where it is that we're headed academically. This is</p>
<p style="text-align: right;">147</p> <p>1 I'm hoping to add after-school tutoring hours for 2 students who are interested, and also going to use 3 the CKLA Amplify curriculum, which really holds 4 students to a high level. A great program. 5 COMMISSIONER MANIS: I think for me -- and 6 this is -- I know that there's been multiple 7 perspectives that have been brought in on ways in 8 which you hope to address the poor proficiencies at 9 the school. 10 But there's no strategic plan. And I -- 11 the reason why I say this is because I teach 12 strategic planning at the college level. And so I 13 don't see any strategic plan in place. What are the 14 steps? What are the things that you are -- there's 15 nothing that's, to me, been said that's actually 16 concrete as to the steps you plan to take, other 17 than, "Okay, here's some of this, here's some of 18 that," some sprinklings. 19 But it doesn't seem to me that you've 20 nailed down anything -- put anything on paper and -- 21 as to, "These are the things we're going to do, and 22 this is how we're going to do it." 23 There's not really a -- there is no 24 strategic plan for your educational progress. And 25 that's a big concern for me. Because while you are</p>	<p style="text-align: right;">149</p> <p>1 what I'm going to say, and then I don't know how I 2 can clarify it further. 3 One of the strengths that you guys told us 4 that we have is that we know our students really 5 well. And we leverage that growth through our 6 relationships with them. 7 I think our growth is going to come much 8 like bamboo grows. You know, bamboo will grow an 9 inch a year for six or seven years, and then it 10 sprouts eight or ten feet in a year, because that's 11 just how it grows. 12 For us, sir, Commissioners, we're asking 13 for a chance. In spite of the fact that you might 14 not have heard the finest plan -- it's not that we 15 don't have respect for plans. We do. It's just 16 that where we are -- you know, when Corina came in, 17 sir, and she said, "How long am I going to stay 18 here?" 19 You got me right from the jump. I wasn't 20 expecting that question, so answered, "Honestly, 21 five years." That's how long I intend to stay. 22 "Perhaps seven," I told you later, when I thought 23 about it more. 24 It takes time. It takes authenticity. 25 And these kids have a real appreciation for us. We</p>

<p style="text-align: right;">150</p> <p>1 are building sustainable success. I promise you 2 that we are. And we believe that we've shown it in 3 our MAPs testing.</p> <p>4 And we're with you 100 percent, lock, 5 stock, and barrel. If we can't get to at least 6 30 percent proficient in three years' time, then we 7 should close. We should, because we will have 8 proven that we have failed.</p> <p>9 And I sense your frustration, too, sir, 10 that we're not giving you the presentation, like 11 Commissioner Carrillo and some of the others alluded 12 to, that I can just appreciate what you've said to 13 that end.</p> <p>14 COMMISSIONER MANIS: Well, I -- and I 15 appreciate your response. I just think that, you 16 know, any successful organization, whether it be a 17 for-profit, nonprofit, a strategic plan is 18 imperative if you want to achieve the goals that you 19 have.</p> <p>20 So I would encourage you, if the 21 Commission does approve you, and we go through that 22 process, that you work diligently to come up with a 23 strategic plan that you believe is going to get you 24 from where you are now to the 30-plus percent that 25 you're hoping for by the end of the three years,</p>	<p style="text-align: right;">152</p> <p>1 MR. CLIFF TOMPSON: Anecdotally, I posted 2 this morning, our students went to the AIAI 3 (verbatim) Museum of Contemporary Native Art. John 4 Fitzgerald insisted that we did. Mr. Toya. And I 5 posted that.</p> <p>6 And then last week we had a basketball 7 game and posted that. A cross-country meet, posted 8 that.</p> <p>9 So you're right. Our Facebook page is 10 important, and we've got posts on it from today.</p> <p>11 MS. MARGIE CREEL: Thank you, 12 Commissioner, for that question. This is Margie 13 Creel with the school board. And we did discuss 14 social media as a recruitment tool at the time. I 15 also discussed -- like, we have a small community, 16 and we could go door to door with pamphlets. We 17 discussed that.</p> <p>18 But you're right. Nothing came to 19 fruition. We did build a Facebook page with our IT 20 person. But, like you see, it wasn't kept up as far 21 as recruitment going.</p> <p>22 So that was true. It was -- it was us 23 throwing out ideas. But we still do want to have 24 recruitment. We still want to have -- there was a 25 time back in 2000- -- early on, maybe 2015 -- we had</p>
<p style="text-align: right;">151</p> <p>1 because I think it's really imperative -- a 2 strategic plan is going to help everybody be on the 3 same page as far as your school.</p> <p>4 To move on from that, I have some 5 questions related to -- to some of your meeting 6 minutes. Just some of these things are more so 7 points of clarification that I wanted to understand 8 better. And I know that you're obviously new to the 9 school as the head learner. And so maybe this could 10 be some information from your governing board that 11 could answer this, who have been part of the school 12 for a little bit longer.</p> <p>13 I noticed that in August of 2022, in the 14 minutes, that they had talked about trying to 15 recruit more students through social media. And I 16 noticed that you guys had created a Facebook page. 17 But there really wasn't much activity on that. 18 There was maybe a couple of photos that were 19 provided, and there was one post in June of this 20 year.</p> <p>21 So I just kind of wondered if that 22 initiative for recruitment just fell through the 23 cracks, or if maybe that just wasn't as important 24 anymore, or -- you know, what -- what can you tell 25 me about that, if anything?</p>	<p style="text-align: right;">153</p> <p>1 103 students.</p> <p>2 And, like, we did go down during the 3 pandemic. A lot of the parents took their kids to 4 town with them when they worked in Albuquerque. So 5 they signed them up for schools in Albuquerque. So 6 they drive with them to town, and then they go to 7 school in Albuquerque, and then they drive back home 8 at night.</p> <p>9 And then some parents actually kept their 10 students on online schools. So we did lose some 11 since -- quite a few students since 2020.</p> <p>12 But you're right. Recruitment is a big 13 deal for us, and we, as a board, need to actually 14 step that up. Thank you.</p> <p>15 COMMISSIONER MANIS: What are you hoping 16 to change in terms of recruitment? What are your 17 hopes in regard to that, if maybe social media might 18 not be the initiative?</p> <p>19 And I noticed where -- where -- 20 Mr. Tompson, it looks like you post yourself, but it 21 doesn't look like that's posted to their public 22 Facebook page. Just FYI.</p> <p>23 MR. CLIFF TOMPSON: Copy that. 24 We want the Commission to know that we're 25 up 8 percent with enrollment since the year started.</p>

<p style="text-align: right;">154</p> <p>1 We started at 55; we're at 60 today. We have 2 targeted to 70.</p> <p>3 One of our feeder schools is the 4 Jemez Pueblo Day School that runs through the sixth 5 grade. And, traditionally, we pick up several of 6 their students for the seventh and eighth grade.</p> <p>7 So we'll be over there this spring, 8 establishing relationships with the principal there, 9 to get as many kids as we can for our middle school.</p> <p>10 MS. BERNADETTE GARCIA: Yes. As far as 11 recruitment, I know that Facebook hasn't been very 12 successful. It hasn't been kept up or anything.</p> <p>13 But in a community like ours, there's a 14 lot of little -- small little communities really far 15 apart from each other. So, really, for recruitment, 16 it's a lot of meeting up with people in the grocery 17 store or at the post office or at a first communion 18 or any kind of a party.</p> <p>19 Like, last school year, I was able to 20 bring in seven students. And this year, I got one 21 more. And there's a couple more who are still 22 calling -- parents who are calling and asking me 23 questions and showing interest.</p> <p>24 So I think that's a lot of it is just 25 getting out in the community. And letting them</p>	<p style="text-align: right;">156</p> <p>1 but they don't emphasize their studies on language 2 and culture. They follow the federal government 3 guidelines.</p> <p>4 So our recruitment does let parents know 5 about what we teach. And just to let you know, if 6 you've heard the Towa language before, we say "Towa, 7 Towa, Towa," that's the language we speak. And it's 8 not written. It's not a written language. And as 9 far as we know, we're the only people in the world 10 that speak this language. So that's why we want to 11 preserve and save it.</p> <p>12 THE CHAIR: Commissioner Manis, any 13 further questions?</p> <p>14 COMMISSIONER MANIS: Thank you. Yes, 15 sorry. I do have a few more questions.</p> <p>16 One thing that I noticed in your meeting 17 minutes was there was very limited information on 18 the principal's report. So a couple of things that 19 I'm going to bring up.</p> <p>20 I noticed in January of this year, 2023, 21 that there was a mention of the school being under 22 review by an independent counsel. Can you shed some 23 light on that, what that even refers to?</p> <p>24 MS. MARGIE CREEL: Yes. That's what I was 25 speaking about before, the -- back in December, the</p>
<p style="text-align: right;">155</p> <p>1 know. Because one question I've been faced with 2 when I do try to talk to parents about bringing 3 their students to our school is they tell me, "Well, 4 we didn't know we were allowed to go there. We 5 thought you had to be a tribal member to attend the 6 school there."</p> <p>7 I was like, "No. It is a public charter 8 school. Any of you can come. Your students, K 9 through 8, can come, and they're more than welcome 10 there."</p> <p>11 So I think that's a big misconception. 12 And I think that that -- you know, that verbal 13 getting out there and talking to people and letting 14 them know that they are welcome, you know, at the 15 school. And it's not just a tribal member place.</p> <p>16 So I just wanted to add that.</p> <p>17 MS. MARGIE CREEL: Yes, that's true. 18 The -- we have -- there's only one other school 19 on -- K through 6, because there's the high school, 20 and then there's our school. But the K through 6 is 21 a Bureau of Indian Education school. And it's a 22 public school funded by the federal government.</p> <p>23 And so their curriculum is different than 24 ours, because they do not teach -- they don't 25 emphasize -- they could teach language and culture,</p>	<p style="text-align: right;">157</p> <p>1 Jemez Valley School District was our authorizer. 2 And their district voted to see if they wanted to be 3 our authorizer again for upcoming charter renewal.</p> <p>4 And so they hired an independent counsel 5 to come in and review every part of our school, our 6 finances, our students, our staff. And we were 7 speaking about that earlier today, that a report 8 came out, I believe it was, like, in April and all, 9 with those items that they thought we were deficient 10 in. Yes, that's it.</p> <p>11 COMMISSIONER MANIS: Okay.</p> <p>12 THE CHAIR: I want to share, Commissioner 13 Manis, it's been in our record, in our documents. 14 And it was in the letter that I sent to the school 15 on November the 9th as well, in that addendum. So 16 it's been present.</p> <p>17 COMMISSIONER MANIS: Yeah. Maybe it's 18 just something I missed.</p> <p>19 The other things that I want to ask about 20 are maybe some positive things that you can speak 21 to.</p> <p>22 There were -- there was a greenhouse 23 project and also a farm-to-table project. Can you 24 shed light on those two projects that the school had 25 mentioned?</p>



158	<p>1 MR. CLIFF TOMPSON: Not without getting 2 into a personnel matter, where -- 3 COMMISSIONER MANIS: Okay. 4 MR. CLIFF TOMPSON: Yeah. All right. 5 MS. MARGIE CREEL: That's -- to share -- a 6 little bit like last year, there is a tribally owned 7 garden that's right across the road from our front 8 door of our school. And the tribe maintains and has 9 tribal staff members that maintain that garden. 10 And they actually have the students go 11 over there and let them see what they're growing. 12 And they pick it and all, and they actually have 13 brought food from that garden, melons and different 14 vegetables, to our cafeteria, and we've used them in 15 our cafeteria, yes. 16 And there's a -- the greenhouse effect 17 that we were working on. We do have a greenhouse, a 18 "hoop house," they call it, that we are getting 19 fixed up. And we are trying to -- to have our 20 students to show them how to grow. Because our 21 past, that was our culture in the past is, like, we 22 grew all of our food before, and we're trying to go 23 back to that. 24 COMMISSIONER MANIS: Well, I appreciate 25 your responses to all my questions. Thank you.</p>	160	<p>1 COMMISSIONER MANIS: Thank you. 2 MS. MARGIE CREEL: Thank you. 3 THE CHAIR: Commissioner 4 Clahchischilliage. And then Commissioner Beck and 5 myself. 6 COMMISSIONER CLAHCHISCHILLIAGE: Good 7 afternoon. I'm Commissioner Clahchischilliage. And 8 I'm from the Navajo Nation. And I have some areas 9 I'd like to bring up. And I'm going to present them 10 very respectfully, because they could sound a little 11 disrespectful; all right? 12 But I feel like this is something -- this 13 is something I would ask if I were an evaluator and 14 something I'd be looking for. So I'm going to 15 present this with the spirit that it'll help you. 16 First of all, I'm -- I'm looking at -- 17 I've been listening, and I've been trying to put all 18 this information into categories. 19 And the category I'm looking at is, first 20 of all, I'm looking at the two of you. You're a 21 board member president, and you're head of the 22 school. And in looking and listening to the board 23 member -- I mean to the board president, what I'm 24 listening for is what your guide is. 25 Are you guided by the state, and are you</p>
159	<p>1 MS. BERNADETTE GARCIA: Can I add to it? 2 COMMISSIONER MANIS: Sure. 3 MS. BERNADETTE GARCIA: So the 4 farm-to-table, like Margie was just explaining, this 5 year they added a new component to it. We have a 6 cannery that's owned by the county. And it's at 7 Jemez Valley Public Schools. And anybody can go 8 there. 9 A lot of just, you know, community members 10 go to do their canning. And so this year, they 11 didn't just, you know, help grow the -- the -- the 12 farm; but they went and they picked things. They 13 went to the cannery. They learned about canning, 14 how to can. And they all took, you know, their jars 15 home. 16 It was -- it's really neat that they were 17 able to go all the way from planting it, and, you 18 know, taking part in caring for it, watering it, and 19 picking stuff, and, actually, seeing the end result, 20 you know, not just in the cafeteria, but taking it 21 home and making that huge connection between their 22 home life. Because it is a big part. They do 23 farming at home. So I just wanted to add that 24 little piece. 25 THE CHAIR: Great. Thank you.</p>	161	<p>1 guided by the community? And the reason I'm putting 2 that way -- putting it that way is because from the 3 state, you have guidelines that you have to fulfill 4 and you're accountable for. 5 From the -- from the community of Jemez, 6 the responsibility is to implement what the 7 community of Jemez wants. 8 And then going from there, you, the board 9 communicating that to Mr. Tompson, say, when you 10 hired him, "This is what the board wants. This is 11 what the community wants. This is what we have to 12 adhere to with the state." 13 I'm listening to that, and I don't -- it's 14 not clear to me, in listening to everything I've 15 heard. 16 And then going on from there, Mr. Tompson, 17 with all this information from the board, then you'd 18 be able to go the support staff. Going to the 19 support staff, you deliver the message. 20 And as a result of that, the staff then 21 know the direction that you all are going and are 22 going to implement. 23 In looking at that, that develops a 24 structure. And that's what I'm looking for. I'm 25 looking for the information that develops a</p>

<p style="text-align: right;">162</p> <p>1 structure.</p> <p>2 And inclusive in this structure are the</p> <p>3 systems. The systems are what gives you information</p> <p>4 on how and what you're going to manage. You have to</p> <p>5 know what you're going to manage. Then you have to</p> <p>6 know how you're going to manage. Your support staff</p> <p>7 then implements. And he gets that from you, the</p> <p>8 board.</p> <p>9 MS. MARGIE CREEL: Okay.</p> <p>10 COMMISSIONER CLAHCHISCHILLIAGE: For me,</p> <p>11 listening, everything is kind of fuzzy. The lines</p> <p>12 are fuzzy. And I'm wondering about the support</p> <p>13 staff. I'm wondering -- I'm wondering what their</p> <p>14 understanding is.</p> <p>15 What's your understanding of what the</p> <p>16 community wants?</p> <p>17 I can tell you what the community wants</p> <p>18 without even talking to them. And that's this:</p> <p>19 They want their children to be able to</p> <p>20 read. They want their children to be able to do</p> <p>21 math. They want their children to be able to write.</p> <p>22 I know that's what they want. They want the best,</p> <p>23 because what they want is their child to succeed to</p> <p>24 the next level, whatever that is for the family,</p> <p>25 whatever that is for the child.</p>	<p style="text-align: right;">164</p> <p>1 unclear as well.</p> <p>2 My recommendation -- we're talking about</p> <p>3 recommendations, and we're all looking at trying to</p> <p>4 get clarity. I see, I hear a desire for clarity.</p> <p>5 Because we're here to assist you, too. We're here</p> <p>6 to help you be successful.</p> <p>7 We're not here to close the school down.</p> <p>8 We're here to understand where you're coming from.</p> <p>9 We're here to understand what you're saying, and</p> <p>10 we're here to make sure that we're supportive of</p> <p>11 you.</p> <p>12 So I'm listening to all of this, and I'm</p> <p>13 thinking, okay, board, Mr. Tompson, support staff.</p> <p>14 Then I'm thinking, all right, all of them need -- we</p> <p>15 need structure here, because I don't see a lot of --</p> <p>16 I don't hear structure.</p> <p>17 And then you look at that. And then I'm</p> <p>18 thinking, okay, then how do you manage? How do you</p> <p>19 manage, and how do you build structure if you don't</p> <p>20 know what you're managing? And if you don't know</p> <p>21 how to manage, maybe you know how to manage in a</p> <p>22 different setting.</p> <p>23 But, like, in the setting with Jemez,</p> <p>24 you're having to implement, I guess, two entities.</p> <p>25 You're having to implement a cultural entity, and</p>
<p style="text-align: right;">163</p> <p>1 The reason I say that is because I taught</p> <p>2 at Santo Domingo and Cochiti. A lot of students I</p> <p>3 got in my class were K through 6, and a lot of my</p> <p>4 sixth graders couldn't read that well.</p> <p>5 So in -- so I listened to what</p> <p>6 Santo Domingo wanted. They wanted their children to</p> <p>7 read. They wanted their children to write. They</p> <p>8 wanted their children to excel in math. So I knew</p> <p>9 that.</p> <p>10 So I worked on that with them.</p> <p>11 And then I had students from San Felipe</p> <p>12 and Cochiti in my class, so I did the same thing</p> <p>13 with them.</p> <p>14 And I knew what structures I had to</p> <p>15 develop as a result of knowing what the community</p> <p>16 wanted.</p> <p>17 The board, the school board of Bernalillo,</p> <p>18 also, I mean, they communicated to me what the</p> <p>19 community wanted. They communicated to me the</p> <p>20 mandates of the state and the mandate of the tribe.</p> <p>21 So that makes it easier for the teachers</p> <p>22 who are teaching, then, to know what they're having</p> <p>23 to do.</p> <p>24 I don't hear that. And if I'm not hearing</p> <p>25 it, then the staff are maybe fuzzy and kind of</p>	<p style="text-align: right;">165</p> <p>1 then you're having to implement a state entity. So</p> <p>2 you have two; whereas, a lot of the other charter</p> <p>3 schools only have one. They just have the state.</p> <p>4 So I think your school is very strong in</p> <p>5 culture. Very strong. I see that. And just</p> <p>6 judging from my students who I taught, the culture</p> <p>7 is alive and well with Jemez. The cultures that I</p> <p>8 worked with the pueblos at Cochiti and San Felipe</p> <p>9 and Santo Domingo, you go to any home and you see</p> <p>10 the culture, you hear it, you see it in the food,</p> <p>11 you see it in the house. It's there. It's alive</p> <p>12 and well and strong.</p> <p>13 So my question is why replicate something</p> <p>14 in school that's already there? What is there is</p> <p>15 stronger in the home than what is in the school.</p> <p>16 That being the case, to me, your job is very -- is</p> <p>17 easier, I guess I can -- the word I would select,</p> <p>18 it's easier, because now you can pull in the</p> <p>19 academic component.</p> <p>20 And I really believe that a lot of the</p> <p>21 students probably need to excel a bit more in</p> <p>22 reading and math and writing. Kids now don't even</p> <p>23 know how to write their A-B-Cs. Kids now can't</p> <p>24 write cursive. And I'm saying this from my nieces</p> <p>25 and nephews, who I tutored during the summer in some</p>

<p style="text-align: right;">166</p> <p>1 of these areas.</p> <p>2 So I am giving you what I'm hearing, and</p> <p>3 I'm giving you my remarks according to my</p> <p>4 experiences. And I'm also giving you information</p> <p>5 according to -- I mean, I'm really trying to fit</p> <p>6 everything.</p> <p>7 And I believe you really are trying. I</p> <p>8 believe that all the teachers -- you know, I've</p> <p>9 heard all the teachers say what they're doing and</p> <p>10 how they're doing it.</p> <p>11 But the weak point is everyone's not</p> <p>12 functioning under the same umbrella. We have one</p> <p>13 choir over here, one over here. We have a different</p> <p>14 one over here and a different one over here.</p> <p>15 Everyone needs to be singing from the same sheet.</p> <p>16 That's what I see needs to happen.</p> <p>17 Everything is there. It just needs to be</p> <p>18 coordinated. Then -- then you'll see your staff</p> <p>19 performing differently. And I think then you have</p> <p>20 something to market to the public. The public then</p> <p>21 will see your charter school as a very unique school</p> <p>22 that they want to be part of.</p> <p>23 So I think if all of that blurriness is</p> <p>24 removed, I think maybe the marketing will occur on</p> <p>25 its own.</p>	<p style="text-align: right;">168</p> <p>1 giving you a quick opportunity to share what you</p> <p>2 wanted to share.</p> <p>3 COMMISSIONER INGHAM: Well, I just wanted</p> <p>4 to state that I have a relationship with -- my</p> <p>5 granddaughter actually attended school at San Diego</p> <p>6 Riverside for a couple of years, so I just have that</p> <p>7 understanding. I believe I can make a complete</p> <p>8 judgment or a -- a un- -- a consistent judgment on</p> <p>9 this school. I just wanted to let you know that I</p> <p>10 have that relationship.</p> <p>11 THE CHAIR: Thank you. All right. I just</p> <p>12 have a few thoughts. I want to first thank you all</p> <p>13 for being here today. It's great to have a room</p> <p>14 full of children to join us, a room full of staff,</p> <p>15 and a good proportion of leadership, traditional</p> <p>16 leadership and the formal leadership as well. So</p> <p>17 thank you all for -- for that -- for this</p> <p>18 presentation.</p> <p>19 MS. MARGIE CREEL: Thank you.</p> <p>20 THE CHAIR: I do have some -- there are so</p> <p>21 many questions that were asked, so I didn't get a</p> <p>22 chance to ask some of the questions that other</p> <p>23 people had.</p> <p>24 But I'm going to share a couple of</p> <p>25 thoughts that I have. And there might be an</p>
<p style="text-align: right;">167</p> <p>1 So I say this with a lot of respect. I'm</p> <p>2 not blaming anyone. I don't know any of you. But</p> <p>3 I'm going strictly according to the information that</p> <p>4 I've been reading, listening to.</p> <p>5 And I think you can do it. You can do it.</p> <p>6 It's just -- you've got to be really honest with</p> <p>7 yourselves and say, "You know what? We really are</p> <p>8 deficient and weak in this area, weak and deficient.</p> <p>9 Let's strengthen this area. Let's get together."</p> <p>10 And you know what? Your staff can</p> <p>11 probably tell you a heck of a lot, too.</p> <p>12 So that's my observation. That's what I'm</p> <p>13 looking for -- looking at. And, like I say, it's</p> <p>14 really been difficult for me, because I've been</p> <p>15 trying to figure out, okay, we're here, what about</p> <p>16 this? And then what about this? So I've been</p> <p>17 trying to fit everything into some type of</p> <p>18 organization.</p> <p>19 So that's what I see. And, again, I</p> <p>20 say -- this presentation is done very respectfully.</p> <p>21 Thank you.</p> <p>22 THE CHAIR: Thank you, Commissioner.</p> <p>23 MR. CLIFF TOMPSON: Thank you,</p> <p>24 Commissioner. (Navajo spoken.)</p> <p>25 THE CHAIR: Commissioner, I wanted to</p>	<p style="text-align: right;">169</p> <p>1 opportunity for you to respond, if that's fair.</p> <p>2 MS. MARGIE CREEL: That's fair. Thank</p> <p>3 you.</p> <p>4 THE CHAIR: First off, I just wanted to</p> <p>5 share -- I want to give credit where credit is due.</p> <p>6 I know, Mr. Tompson, you kind of said -- I don't</p> <p>7 think you meant it in a flippant way. But you've</p> <p>8 done some things. "They're not hearing us."</p> <p>9 We get it. We're in the education</p> <p>10 business, okay? So it's not -- I want to give</p> <p>11 credit where credit is due.</p> <p>12 Your Vista scores went up significantly</p> <p>13 from last year. They weren't very high. You made</p> <p>14 them higher. You're at traditional. And I think</p> <p>15 that's an important opportunity to grow. That's --</p> <p>16 you're going to be able to grow from that point.</p> <p>17 You know, to Commissioner Gipson's point</p> <p>18 around the RIT scores, I don't need an answer to</p> <p>19 this, but I am very familiar with the NWEA, most of</p> <p>20 our Commission is. To see the RIT scores and to see</p> <p>21 not what is the expected growth from beginning to</p> <p>22 middle, that's where the information is. When you</p> <p>23 do those kind of things, you got to give the -- you</p> <p>24 can't bury the lede. You have to, like, show, okay,</p> <p>25 third-graders started here, they're here. That's</p>

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1 the equivalent of "blank" in terms of growth.  
 2 That is not as important for us as it is  
 3 for your staff. So they know -- they're looking at  
 4 those numbers, and they have the understanding about  
 5 what that means for our young children with regard  
 6 to that one specific assessment, and that it should  
 7 be encouraging and empowering to do more.  
 8 I had a lot of questions about the  
 9 governing council that already was responded to.  
 10 And this is not to rehash wounds. But it's  
 11 unacceptable to me that -- to have three board  
 12 members for quite a bit of time.  
 13 I get it, but I don't get it. I've been  
 14 on boards before. So I get it, but I don't get it.  
 15 So I'm not trying to, like -- like, rehash that.  
 16 But I just do think that there's a sense of  
 17 responsibility that you have to take when you have  
 18 misunderstandings, and you correct them with a sense  
 19 of urgency, which is super important.  
 20 I think that I -- this is one question I  
 21 had.  
 22 Did you join any meetings with Ms. Brown  
 23 for preparing for your application process? Or did  
 24 you have conversations or consultation with CSD in  
 25 preparing your application, your Part B that you

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1 did, and/or preparing for today?  
 2 MR. CLIFF TOMPSON: I sure was  
 3 appreciative of Cheryl's work. She's been very  
 4 helpful. For that, we worked with Dr. Tamez. Of  
 5 course, Corina and Brigitte were always available.  
 6 Corina is always saying, "If you've got a question,  
 7 let me know. Let me know. Let me know." She's  
 8 very helpful that way.  
 9 She's given me some great advice, and I  
 10 told her what that was and how much I've appreciated  
 11 it.  
 12 So I'm very -- I want the Commission to  
 13 know that I hold the Charter Schools Division in the  
 14 highest esteem, personally and professionally.  
 15 THE CHAIR: The reason why I asked that --  
 16 did you want to respond?  
 17 MS. MARGIE CREEL: Yes. My answer is no,  
 18 I did not -- I did not get any information -- I  
 19 don't know if these two got any information, 'cause  
 20 Ms. Garcia was the one that was helping us with the  
 21 charter renewal. And I don't know if she got any  
 22 information from Ms. Brown.  
 23 MS. BERNADETTE GARCIA: Yes, I did. I was  
 24 in a couple of the Zooms.  
 25 I think what's important to point out as

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1 far as the application -- and, again, I don't want  
 2 to be just making excuses. You guys have heard so  
 3 much today.  
 4 But Mr. Archuleta, Ms. Shaw, and Dr. Tamez  
 5 were the ones who started the charter application  
 6 last school year.  
 7 Well, then, by May, Ms. Shaw had resigned  
 8 and was going to a different school. Mr. Archuleta  
 9 was retiring again. And when we came back in  
 10 August, Mr. Tompson had just came on.  
 11 And Dr. Tamez was saying, you know, it was  
 12 the end of his contract with us to work on the  
 13 charter application.  
 14 And so then it was just given to  
 15 Mr. Tompson. And I was asked for a little -- for  
 16 bits and pieces of it.  
 17 And I think it would have been a totally  
 18 different situation if it had been something that  
 19 had -- you know, from beginning to end, with the  
 20 same administrator, compared to different people,  
 21 all these different pieces of the puzzle.  
 22 And, like he was saying earlier, you know,  
 23 that he thinks some of his e-mails -- some of the  
 24 e-mails were -- got, like, jumbled up; he didn't  
 25 know who had e-mailed who what.

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1 And just from what I experienced with it,  
 2 from the parts that he did give me to work on -- you  
 3 know, he tasked me with working on -- that's what I  
 4 found out. I was, like, there's so many hands on  
 5 this, and none of the hands were communicating.  
 6 It was just -- it was a puzzle. It was  
 7 a -- it was literally a puzzle. And, again, that's  
 8 not an excuse. But it is something that did happen.  
 9 That is -- it's just the truth of what happened;  
 10 so...  
 11 THE CHAIR: I hope that -- thank you for  
 12 that. I hope that this has been a learning  
 13 experience. I know you've been on the hot seat for  
 14 a while. I know how nervous it is. I've been on  
 15 your side. Believe me.  
 16 I've also been on your side of thinking  
 17 about how can I learn from other people who have  
 18 gone through this? How can I -- the one great thing  
 19 about our body is that we're pretty transparent. If  
 20 you reached out to me or anyone else, we would have  
 21 picked up that phone and we would have talked to  
 22 you. There's things to consider as you think about  
 23 this.  
 24 And I know, like, coming from an  
 25 authorizer, a district authorizer, where I know

<p style="text-align: right;">174</p> <p>1 there has not been a good relationship and there  2 probably was a lot of mistrust, and it's, like, "I'm  3 not going to ask them to come in" -- like a vampire,  4 "I'm not going to ask unless they're invited in."  5 I get that. I get that. I think there  6 was opportunity lost for you today to -- to have a  7 really good refined story of what you're doing.  8 You've done a good job in a lot of ways.  9 I just wish that there was -- there wasn't the  10 opportunity lost for you to really put together a  11 succinct presentation and be able to answer some of  12 those questions that I sent you in that letter.  13 Like, there was a lot of questions in  14 that. And we're not going to go through all of  15 those. But some of those are pretty simple.  16 Do you have E-Occupancy in your building?  17 You know, like, what is the deal with,  18 like, the governing council?  19 You know, like, there could have been  20 things that you could have come in and, like, nailed  21 that.  22 And so I hope this is a lesson learned and  23 an opportunity for you to think about, regardless of  24 what we decide here, that there is ways to work  25 together in relation, especially with the Charter</p>	<p style="text-align: right;">176</p> <p>1 Because I grew up in a rural area. So  2 local control was super important to me, and it's  3 sacred. And tribal sovereignty over education is a  4 sacred thing. And we have to honor that.  5 Something that's really important to me --  6 and that's what sways my decision that we will be  7 discussing soon -- is that. And I think I would  8 feel very differently if many of the leadership did  9 not speak so clearly today. And so for me, this is  10 where I'm going to be a little bit like a  11 grandmother is that is such a gift. Like, that's  12 such a gift to have your young people to have  13 leadership come in and put their name out and saying  14 this school, there's history here, 117 years.  15 We can't live in history. There is  16 indigenous futurism that we have to be thinking  17 about. There is protection and preservation of  18 Towa. And to ensure that your students have the  19 skill set, both as language keepers and community  20 members, that they also are college and  21 career-prepared, secure in their identity, and  22 healthy, too.  23 And that's the role of your school in so  24 many ways, and doing that in an appropriate way.  25 And so I think today is a big gift that</p>
<p style="text-align: right;">175</p> <p>1 School Division as you moved through this process.  2 I just wish there was more communication around  3 that.  4 With that said, for me, personally, I  5 think the -- you know, I think there's some things  6 that we can build upon on your -- from where you are  7 right now.  8 I think the biggest thing that matters to  9 me, Commission -- and if it didn't happen today, I'd  10 probably have a very different opinion -- was the --  11 the way the leadership showed up today for you, the  12 way the Jemez leadership showed up.  13 That matters so much to me. I mean, the  14 business that I do, I'm a -- you know, I'm a farmer  15 now, but I'm an educator. I helped open up many  16 different schools across Native communities here and  17 elsewhere.  18 Some of my dearest friends are -- their  19 home is Jemez. To have tribal leadership stand up  20 and support your school, to have Mr. Shendo stand up  21 and support the school for a reauthorization, from  22 the tribal education department standpoint, that  23 matters a lot to me. Because the number one thing I  24 care about in education is both tribal control and  25 local control.</p>	<p style="text-align: right;">177</p> <p>1 you heard. And I wasn't sure -- when I came in  2 today after lunch, I wasn't sure if anybody was  3 going to show up, to be honest. And I think that's  4 an opportunity and, hopefully, another element for  5 you to build upon. Just like the academic results  6 that are starting to show a positive increase, that  7 you recommit to that sacred connection that you have  8 with the leadership here and with the tribal  9 education department, and we use this as a moment to  10 really, like, transform -- transform the school and  11 have a clear plan.  12 Have a clear plan. That's what I'm  13 leaving wanting with, to have that -- to  14 Commissioner Manis's point, like, every organization  15 has a plan.  16 I got a book -- over break, one of my good  17 friends runs the Culture and Language Division. She  18 says, "Do you want a book?"  19 I said, "I want a book, yeah."  20 This book says, Trying Hard Is Not Good  21 Enough. And this is a new book that the Culture and  22 Language Division -- or the Language and Culture  23 Division -- are going to be using for some of their  24 training. Trying Hard Is Not Good Enough.  25 And that -- I think about all the work</p>

<p style="text-align: right;">178</p> <p>1 that your school is doing. All of you individually  2 are doing things. But culturally -- not Towa  3 culture, not Jemez culture, culturally at your  4 school, you need to get that right. You need to get  5 that right.  6 To Commissioner Clahchischilliage's point  7 of view, and your good points, like having clarity  8 of what is your -- what are the things -- "What is  9 our why and how are we going to get there," and  10 having that clarity, this is an opportunity.  11 And so I don't know if you wanted to  12 respond to that. But those are my thoughts after  13 hearing about all the litany of questions that we  14 had.  15 Tribal sovereignty matters the most to me,  16 and I'm going to make a decision based upon that,  17 based on what I saw there, even though I have a lot  18 of questions, and maybe some of my other  19 Commissioners are going to be, like, "Alan, you  20 can't make that decision on that decision alone."  21 But I think with that, there's a gift and  22 a responsibility to do all the other things that are  23 easy. There are some low-hanging fruits here that  24 are unacceptable.  25 Five GC members. That's fine. It's</p>	<p style="text-align: right;">180</p> <p>1 school district, has the -- do you use the process  2 that the school district uses for evaluation and/or  3 do they come in and do an evaluation? Or have you  4 engaged in that process? Because I'm not real clear  5 on that, necessarily.  6 MS. MARGIE CREEL: We've engaged in a  7 state evaluation for our principals -- or for our  8 administrator -- at the end of the school year. But  9 as far as, like, the hiring process, we -- we  10 don't -- I don't know what the school district,  11 Jemez, the Jemez Valley School District uses.  12 COMMISSIONER GIPSON: The school district  13 wasn't involved in the hiring process. And you  14 simply used the form that -- because as a charter,  15 you can if you want waive -- that is a waiver that  16 you can get.  17 But I didn't know what you were using. So  18 that it's a -- so that in your board minutes, it  19 shows an evaluation and a public decision that was  20 made?  21 MS. MARGIE CREEL: It was mainly made  22 amongst the board at a board meeting, yes. It  23 was -- well, we shared the information at a board  24 meeting. And then the board went into executive  25 session and we talked about it, and then we offered</p>
<p style="text-align: right;">179</p> <p>1 unacceptable that that will ever be an issue again.  2 Getting your trainings done. You know, reviewing  3 data from your school and your meetings monthly.  4 Having clear professional development.  5 There's a lot of things that, you know,  6 it's going to take the work. It's going to take  7 hard work. But the hard work is not going to be  8 enough.  9 There needs to be commitment, for sure.  10 So those are my thoughts. Go ahead.  11 COMMISSIONER GIPSON: So -- and I  12 appreciate your thoughts. I think I'm standing in  13 the same place. Through lunch, I worried, because I  14 really had the sense that there wasn't tribal  15 support for this.  16 The letter that Mr. Tompson had submitted  17 to us kind of indicated that. So to me, if the  18 tribe wasn't going to support the school, I'm  19 certainly not going to. So it was a 360 with the --  20 with the show-up for that.  21 But I do have one question, 'cause the  22 number one responsibility of a governance council is  23 the hiring of the head administrator. And I don't  24 know -- I guess I need a little clarification, only  25 in the sense that because you have been with the</p>	<p style="text-align: right;">181</p> <p>1 Mr. Tompson the position, yes.  2 COMMISSIONER GIPSON: Okay. But then --  3 okay. That's the hiring. But then the -- is there  4 a yearly evaluation process that you engage in?  5 MS. MARGIE CREEL: Yes. I'll do a -- once  6 or twice a year, I have the staff and faculty input.  7 So I send out a survey, so to speak. Then we get  8 the input from that, and we evaluate based on that,  9 and based on what we have worked with him, yes.  10 COMMISSIONER GIPSON: Okay. Thanks.  11 THE CHAIR: Commissioner Carrillo.  12 COMMISSIONER CARRILLO: I wanted to make a  13 motion, but I need to talk to Julia first.  14 THE CHAIR: Commissioner Carrillo, if it's  15 okay, we're going to take a five-minute break. And  16 then I have had, from -- because of the school being  17 in the specific Commissioner's district, that  18 person, Vice Chair Burt, was interested in making  19 the motion.  20 COMMISSIONER CARRILLO: But she didn't  21 speak up soon enough.  22 THE CHAIR: She spoke up. She whispered  23 that to me about 30 seconds ago.  24 COMMISSIONER CARRILLO: That was off the  25 record. That's why we have open meetings, and</p>

182	<p>1 that's why we have all this stuff.</p> <p>2 THE CHAIR: Thank you, Attorney General.</p> <p>3 I appreciate the reminder.</p> <p>4 COMMISSIONER CARRILLO: I don't know. It</p> <p>5 may come back. We'll take the five.</p> <p>6 THE CHAIR: Let's take a five-minute</p> <p>7 break. We'll be quick on this, and then we'll come</p> <p>8 back and close up.</p> <p>9 (Recess held.)</p> <p>10 THE CHAIR: All right. Thank you, all.</p> <p>11 Commissioner Burt -- or Vice Chair Burt.</p> <p>12 VICE CHAIR BURT: Thank you. This is</p> <p>13 going to be a little long. So you all bear with me.</p> <p>14 I move that the Public Education</p> <p>15 Commission approve the application for San Diego</p> <p>16 Riverside Charter School for a three-year term, 2024</p> <p>17 to 2027, with the following conditions:</p> <p>18 No. 1: That the data from the '23-'24</p> <p>19 school year be considered as baseline to show</p> <p>20 improvement during the '24 to '27 contract term.</p> <p>21 No. 2: That by March 1st, 2024, the</p> <p>22 school complete the transition year checklist, as</p> <p>23 approved by -- and be approved by the PEC, which</p> <p>24 shall include any unaddressed items identified from</p> <p>25 the Jemez Valley Public School Corrective Action</p>	184	<p>1 required by the Open Meetings Act, including</p> <p>2 providing an adequate head administrator evaluation</p> <p>3 process and evaluation tool that conforms to</p> <p>4 national best practices; and</p> <p>5 d., conformance with generally accepted</p> <p>6 standards of fiscal management, beginning with</p> <p>7 specific immediate action to correct the</p> <p>8 unsatisfactory performance related to the fiscal</p> <p>9 management, which must include oversight by a</p> <p>10 trained, legally compliant finance and audit</p> <p>11 committee, adequate internal control policies and</p> <p>12 procedures, and improved audits.</p> <p>13 The specific item -- sorry.</p> <p>14 The specific immediate actions needed on</p> <p>15 Items 4.a. through d. above will be outlined in the</p> <p>16 school's negotiated performance framework.</p> <p>17 The first annual report will confirm</p> <p>18 completion of each item, or, if the concern is not</p> <p>19 corrected, will identify the uncorrected</p> <p>20 unsatisfactory performance on each item that will be</p> <p>21 subject to further PEC action.</p> <p>22 COMMISSIONER GIPSON: Second.</p> <p>23 THE CHAIR: Thank you. We have a motion</p> <p>24 and a second.</p> <p>25 Vice Chair Burt?</p>
183	<p>1 Plan.</p> <p>2 No. 3: That the school hire a mentor or</p> <p>3 mentors for administration and governing board to</p> <p>4 assist in the creation of the strategic -- of a</p> <p>5 strategic vision and plan for the school to achieve</p> <p>6 the growth goals for the students and ensure that</p> <p>7 the governing board is providing effective adequate</p> <p>8 oversight.</p> <p>9 And, No. 4: That the school's record of</p> <p>10 performance for the charter term demonstrates:</p> <p>11 a., student academic growth beginning with</p> <p>12 specific immediate action to correct student</p> <p>13 academic growth that is presently below State</p> <p>14 standards, including identification of a robust,</p> <p>15 strategic educational plan and a comprehensive</p> <p>16 teacher training program;</p> <p>17 b., sufficient tribal consultation to</p> <p>18 ensure that the Jemez Pueblo leadership and Jemez</p> <p>19 Pueblo Education Department are consulted on key</p> <p>20 Pueblo issues, including consultation on the Towa</p> <p>21 language curriculum, and the outcomes of tribal</p> <p>22 consultation reflect that the Jemez Pueblo and Jemez</p> <p>23 Pueblo Education Department concerns are addressed;</p> <p>24 c., satisfactory oversight by a trained</p> <p>25 legally compliant governing board that operates as</p>	185	<p>1 VICE CHAIR BURT: Thank you. So I do --</p> <p>2 I'm actually very grateful for Chair Brauer in the</p> <p>3 way which he said -- I mean, the strength of the</p> <p>4 community supporting the school is such a treasure</p> <p>5 that not many schools get. Like, I don't know if</p> <p>6 you all really truly understand how incredible it is</p> <p>7 that the leadership of your community, the</p> <p>8 leadership of your tribe is involved so deeply in</p> <p>9 the school.</p> <p>10 And I think that that's an incredible gift</p> <p>11 to your community that should not be wasted. So I</p> <p>12 am supportive of a three-year, because I do think</p> <p>13 this is an emergency. We need to see action today,</p> <p>14 and it has to be sustainable, strategic growth over</p> <p>15 the course of the next three years.</p> <p>16 So I don't think -- I think this is,</p> <p>17 like -- it's not going to feel like -- this is</p> <p>18 urgent. And I really think that this is going to</p> <p>19 feel like a lot, especially in the next coming</p> <p>20 60 days or so, as you're putting together a plan.</p> <p>21 And I think bringing in some people from outside who</p> <p>22 are expertise -- have expertise in this kind of work</p> <p>23 is going to probably suit best.</p> <p>24 So that's why we -- I included those items</p> <p>25 very specifically in the conditions as well.</p>

<p style="text-align: right;">186</p> <p>1 I know we weren't specific about getting 2 to what percentage of proficiency or growth. I just 3 want to see an upward trajectory, like, it needs to 4 be consistent upward trajectory, year over year. 5 And I think you guys have so many of the 6 pieces laying around, just bringing them all 7 together and making it sustainable to where the next 8 117 years, this school is in a place where people 9 know exactly -- when you come on board to this 10 school, people understand what it means to be an 11 employee of the school, they know what it looks 12 like, they know what the culture of it is. 13 And I think you all are going to -- you 14 get the opportunity to lay that foundation now. 15 So I think this is a lot. And it doesn't 16 leave wiggle room. It's a high bar, a very urgent 17 bar. And so that's why I'm going to support the 18 movement, and I think, once again, from what Chair 19 Brauer said, I think because you have the support of 20 your community is why I support giving it this 21 opportunity. Otherwise, if it was just on paper, it 22 would be very difficult. 23 MS. MARGIE CREEL: Thank you for that. I 24 appreciate that. 25 THE CHAIR: I'm sorry, ma'am. We're not</p>	<p style="text-align: right;">188</p> <p>1 And I'm not saying Jemez -- you know, I 2 think, clearly, they didn't provide the oversight 3 they should have. 4 So I'm not going to support the motion. I 5 don't think the kids have three years to wait. 6 These little kids here that are in kinder -- most of 7 them, I imagine, were anywhere between five and 8 eight. So that means they're going to be eight and 9 eleven. 10 And, so, you know, there's no time -- I 11 just don't think there's time. And, often, when 12 we're going to look at a -- and this is part of, I 13 think -- legislatively, I think this exists -- that 14 if we're ever planning to non-renew or close, we are 15 also to consider -- and maybe this is just one of 16 our internal, like, ethos things. 17 We have to consider what other options are 18 there for these children. And let's face it. Jemez 19 Valley Schools is not doing great. But it's not as 20 though they're so, so bad relative to where you are; 21 right? And so you're not sending kids to the Gulag 22 if you, for some reason, non-renew. There are 23 options. 24 And so I'm concerned -- and I know that 25 she probably means more than -- when you said an</p>
<p style="text-align: right;">187</p> <p>1 able -- it's not a question. We had a motion. And 2 now we're only discussing amongst us about the 3 motion itself. So apologies for cutting you off, 4 but -- any other comments from the Commission? 5 Commissioner Carrillo. 6 COMMISSIONER CARRILLO: So I am 7 understanding of the comments that you made earlier, 8 Chair Brauer, and what Ms. Burt just said relative 9 to the support of community. 10 And it is huge. It's absolutely huge. 11 And, really, no school survives without it, any 12 charter, and, actually, you know, any district 13 school, you know. 14 And -- and I'm reminded of, you know, when 15 I was with SFPS, the different surveys that we would 16 do sometimes, like 360-degree surveys and things. 17 And, pretty much universally, people -- and no 18 matter how bad a school was, people loved their 19 school, but they hated the district; right? The 20 district was just causing all these problems. 21 But everything in their little world of 22 the, you know, 30 schools that we had -- at the 23 time -- I can't remember -- they were in their 24 bubble where everything was great, but it was the 25 district that was the problem.</p>	<p style="text-align: right;">189</p> <p>1 upward trajectory, Vice Chair Burt, you know, one or 2 two points is upward trajectory. But somebody who's 3 reading on second-grade level that's already in 4 fifth grade, that's not going to do them very much 5 good. 6 That's why I said also, at the end of 7 three years, where are we? Are we right back here, 8 and now all of these five- to eight-year-olds, what 9 have we done with them? I believe that we as a 10 Commission will have failed them. Because, 11 ultimately, it's about reading and writing -- 12 reading, writing, basic math skills, oral -- you 13 know, oral competencies, to be able to speak to 14 groups or to lead or whatever it might be. 15 And I'm -- you know, some kids, college, 16 great. You know, it's just -- sometimes, 17 culturally, we focus way too much on college, 18 because there are so many happy kids that get a 19 certification in construction or welding or 20 whatever, they're making bank, they're totally 21 happy, they're building their families, societies, 22 and everything else. It's not all about secondary 23 education and college and everything else. 24 I'm looking at the -- so -- I mean, it 25 was -- you probably got a sense of what my thinking</p>



<p style="text-align: right;">190</p> <p>1 was going, you know, into this. And so I was going 2 to make a motion to deny, which is just the hardest 3 thing ever, you know, I think, for a -- well, 4 really, for a Commission. 5 Because districts all too often just let 6 schools continue to fail, and they don't even change 7 their leadership. They just move right along. But 8 at least we have the option to have something else 9 for kids -- for kids and families to look for 10 something else. 11 And when I look -- and I would like the 12 Commission to consider the five- to eight-year-olds 13 and what are -- man, I'm going to use this word -- 14 what are we condemning them to in the next three 15 years if they're not -- do you know how long it 16 takes to write a really good strategic plan and then 17 to implement a good strategic plan and to hire 18 people who can help you do that and to come up with 19 the professional development for teachers? 20 Not meetings -- not PLC meetings and 21 things like that, but, I mean, really, lessons for 22 teachers in how to be better. Lessons for 23 administrators in how to be -- in how to have 24 effective classroom observation and then provide 25 effective feedback.</p>	<p style="text-align: right;">192</p> <p>1 three, if there's not substantive improvement. 2 And so, you know, again, I'm going to come 3 back worrying about the five- to eight-year-olds. 4 And, you know, and I -- because you've 5 been in existence so long -- and I'm respectful of 6 that, you know, Chair Brauer. But because you've 7 been in existence so long, why is it like this? 8 Where were the -- I mean, even though there was 9 tribal consultations -- but if they came today -- 10 and I think that's fantastic. But where have they 11 been the last 20 years in examining the school? 12 Because these are your -- these are all of 13 our kids. But, I mean, I think, especially, when it 14 comes to schools on tribal land, and they become -- 15 there's a special relationship and oversight that 16 should happen. And with all due respect to the 17 tribal elders, clearly, it didn't. Everybody 18 dropped the ball -- okay? -- on oversight in this 19 school. 20 And I don't necessarily have the 21 confidence in the team right now that they can pick 22 up this ball and run with it and make substantive 23 change. 24 The -- for the board -- I'll get into 25 this. But, you know, for the board, vigilance. I</p>
<p style="text-align: right;">191</p> <p>1 I mean, all this has to happen. 2 And my sense is too quickly. Not that I 3 would ever -- I'm not a fan of five years for most 4 of anything unless a school is excelling. And when 5 I look under the different elements of why I 6 believe -- and I'm speaking to Commissioners -- why 7 a denial is the appropriate move, academically, 8 yeah, there's been some increase in the Vistas 9 designation. 10 But, you know, I don't live and die on 11 Vistas, by any means, because then when you start to 12 drill down into Vistas, you see, "Oh, look how this 13 school is really doing." 14 And people often use this as, "Oh, yeah, 15 we moved from an 18 to a 32." 16 It's, like -- but you're still batting 17 100, okay? 18 And, you know, it's, like, there's a point 19 to which -- I use sports analogies a lot. There's a 20 point at which you allow a certain amount of time -- 21 in high school, if you can't turn that team around 22 in four years, you're getting a new head coach. 23 Four is the max in high school athletics to turn 24 something around, probably less. Contracts in 25 professional sports, I would say never more than</p>	<p style="text-align: right;">193</p> <p>1 mean, you said that you look maybe once a month or 2 at the end of the year or something -- can't 3 remember exactly, but I'm sure it's part of the 4 record -- in examining the academics for the school. 5 You should be looking at that every board meeting. 6 Every board meeting. 7 And at every board meeting, either a 8 teacher or a head of department or somebody needs to 9 be making a presentation to you about, "This is what 10 we're doing; these are the results we've seen." 11 What was it, Ms. Gipson? -- who -- RBA. 12 What are we doing? Who did it help? What's the 13 thing? 14 COMMISSIONER GIPSON: What did we do? How 15 much did we do? And is anyone better off? 16 COMMISSIONER CARRILLO: Every meeting, you 17 guys ought to be asking that, and it's got to be a 18 mantra. Also, I would say the school meetings that 19 happen on Fridays. 20 There have been three to four audit 21 findings each year in the charter. Didn't hear 22 anything today how you're going to increase 23 financial -- how you're going to operate more 24 soundly financially. 25 THE CHAIR: Commissioner, I just want to</p>

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1 make sure that we are discussing the actual motion  
 2 itself.  
 3 COMMISSIONER CARRILLO: I'm discussing the  
 4 motion, because I'm discussing not supporting it.  
 5 And I'm giving you the reasons why.  
 6 THE CHAIR: You're just going back into --  
 7 thank you for clarifying that. It sounded like  
 8 you -- yeah.  
 9 COMMISSIONER CARRILLO: Thank you, Chair  
 10 Brauer.  
 11 And -- you know, and this is a hard thing  
 12 to say -- well, maybe not so hard. I am -- you  
 13 know, so when we have a new school that comes before  
 14 us, I mean, one of the things that I'm going to do  
 15 more than ever, based on especially the last two  
 16 conferences we went to, but the one in Oakland,  
 17 drill down more than I ever have in the last three  
 18 years in speaking with proposed boards, because,  
 19 obviously, if it's a new school, they're bringing  
 20 people forward that, obviously, they want us to meet  
 21 and everything else and propose -- usually, it's a  
 22 founder at that point and -- who's going to be the  
 23 new head administrator.  
 24 But really drilling down to the extent  
 25 what is their management experience, what is

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1 their -- where are the successes to point to over  
 2 the years?  
 3 And I think, in general, I don't have  
 4 confidence in this team to take you where you need  
 5 to be.  
 6 And I know putting it that way sounds  
 7 super-duper harsh. It is what it is. And I always  
 8 circle back to the five- to eight-year-olds. It's,  
 9 like, they don't have time; right? Because they're  
 10 going to end up at Walatowa, and then they're going  
 11 to be the responsibility of Dr. Wilkinson. He's  
 12 going to have to be the one to catch them up in  
 13 grade nine when they're reading at a fourth-grade  
 14 level. He came to us and told us that's the  
 15 situation that he gets all the time when kids come  
 16 from the Jemez Valley Schools to his school.  
 17 So I'm very concerned. I respect the  
 18 things that Vice Chair Burt said. I love the  
 19 support of the community. Community support can't  
 20 happen once a year; okay? The oversight needs to  
 21 happen all the time. Whether it's an elementary  
 22 school in Albuquerque Public Schools, or a charter  
 23 that happens to be -- even in the Northeast Heights,  
 24 who cares? You got to have oversight and  
 25 accountability.

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1 And I haven't seen that happen, and don't  
 2 have the confidence that it will.  
 3 I can't support the motion for those  
 4 reasons.  
 5 Our charge is to make sure kids --  
 6 culturally, let's face it. You guys are knocking it  
 7 out of the park. But our charge is also to make  
 8 sure that kids have the academic foundation to do  
 9 whatever they want to do that's next. Whatever they  
 10 want to do that's next, they have to have the  
 11 academic foundation to be able to do that.  
 12 And this is taxpayer money. And I think  
 13 all too often people have an idea, and they want to  
 14 open a small charter because they're doing something  
 15 different, and then it doesn't work out, and we give  
 16 them five years, and then we give them another five  
 17 years. Ten years has passed. It's all taxpayer  
 18 money, by then easily close to \$10 million, even for  
 19 a very small school.  
 20 It's, like, somewhere, somewhere we have  
 21 to say, "You know what? We have to find better  
 22 options."  
 23 And this is about the motion, maybe --  
 24 it'll be a comment that I have after the vote, if  
 25 you would allow me to do that, because I have some

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1 really strong ideas about this, the subject in  
 2 general. That's all I have for now.  
 3 THE CHAIR: Commissioner Ingham.  
 4 COMMISSIONER INGHAM: Yeah. Here's -- I'm  
 5 just going to state -- I've got to say that it seems  
 6 to me that you guys tried to change horses very  
 7 quickly, and from a tragic place that you were in  
 8 and that it doesn't appear that you've had time to  
 9 put together a coherent and cohesive proposal. And  
 10 the presentation was pretty much the same. It was  
 11 scattered and not cohesive.  
 12 And what I would suggest -- I actually can  
 13 support the motion, because -- because at this point  
 14 I think you do have some -- some -- you do have a  
 15 lot of pluses.  
 16 But you've got to get on task and be  
 17 cohesive and coherent; okay? So what I would  
 18 suggest is that -- we had a facilitator help us with  
 19 a mission statement. And I'm going to tell you it  
 20 was transformational for me. And we did it. And it  
 21 didn't take six months to do.  
 22 But I'm going to say you're going to have  
 23 to put a priority on that, to go and do a retreat  
 24 between some of the tribal members, some of the  
 25 staff, and your board, and go through and figure out

<p style="text-align: right;">198</p> <p>1 what you're about.</p> <p>2 And I'm supportive of a short term to turn</p> <p>3 this around. If you can't get coherent, if you</p> <p>4 can't -- then that's -- I'm sad about that. I would</p> <p>5 be really excited if you could come back to us the</p> <p>6 next time you're reporting to us and have a -- a</p> <p>7 plan that you can articulate without stumbling</p> <p>8 around, articulate a plan, and you're heading in</p> <p>9 that direction. If you can do that, I will be</p> <p>10 thrilled. So that's all I wanted to stay.</p> <p>11 I do hope and pray that you guys can make</p> <p>12 this school what it should be, but it's going to</p> <p>13 take the adults in the room to turn it around.</p> <p>14 THE CHAIR: Thank you, Commissioner</p> <p>15 Ingham.</p> <p>16 Seeing no other hands, I'm just going to</p> <p>17 share that I think that we see that this is a --</p> <p>18 this is -- we're thinking a lot about this vote.</p> <p>19 We're thinking a lot about, to Commissioner</p> <p>20 Carrillo's point, the five- to eight-year-olds, the</p> <p>21 teenagers in your school -- I don't want to leave</p> <p>22 your teenagers behind that shined today -- the</p> <p>23 community at large, and what this school -- when</p> <p>24 this school was at its best, what that means for the</p> <p>25 community.</p>	<p style="text-align: right;">200</p> <p>1 three-year renewal, there's a moment of</p> <p>2 reconciliation as a group of people. And,</p> <p>3 hopefully, the doors will open bidirectionally, both</p> <p>4 ways, that we're working together in unison to come</p> <p>5 up with a plan that Commissioner Clahchischilliage</p> <p>6 said so eloquently earlier.</p> <p>7 So any other comments before we --</p> <p>8 Commissioner Gipson.</p> <p>9 COMMISSIONER GIPSON: So -- and I support</p> <p>10 all that you said. I'm not a fan of three-year</p> <p>11 contracts. I'm not going to get into that. But I</p> <p>12 know that the alternative would not be good.</p> <p>13 So I will support a three-year contract,</p> <p>14 you know. But I think the statement of where -- we</p> <p>15 do have to take into consideration where students</p> <p>16 would go. And it takes -- you know, it's -- I think</p> <p>17 someone said there's options. Well, there isn't.</p> <p>18 It's a plural -- it's not a plural. It's a</p> <p>19 singular.</p> <p>20 There's only one option, really. And I</p> <p>21 don't think taking students and putting them into</p> <p>22 mediocrity again helps those students and supports</p> <p>23 those students in a thoughtful and mindful way.</p> <p>24 So it's a best practice on us. Where</p> <p>25 would these students go if they didn't have you?</p>
<p style="text-align: right;">199</p> <p>1 And, you know, for me, Commissioner</p> <p>2 Carrillo, I think the -- I hear what you're saying.</p> <p>3 I don't disagree with what you shared. I may</p> <p>4 disagree with your vote, based on what my vote will</p> <p>5 be. But what I do feel like, there is some nuance</p> <p>6 here that I feel important to share, that there is</p> <p>7 an idea -- there is community support. And then</p> <p>8 something that's very different for me is tribal</p> <p>9 sovereignty, the support from the tribe that says</p> <p>10 this school is supporting our inherent future around</p> <p>11 language and culture revitalization.</p> <p>12 And that is such a difference for me than</p> <p>13 somebody supporting a school or not. And I feel</p> <p>14 like this is something that I just wanted to nuance</p> <p>15 and put on the record. That's the reason I'm going</p> <p>16 to vote yes for this.</p> <p>17 And I hope this is an opportunity -- some</p> <p>18 said fire, said get fire in the belly going. I</p> <p>19 think we just need to amp it up. And it does</p> <p>20 take -- I think this could be an opportunity.</p> <p>21 I think there are so many people who have</p> <p>22 cared about this school for such a long time. I</p> <p>23 know that's the case. And now is an opportunity to</p> <p>24 hopefully -- this is the moment of reconciliation.</p> <p>25 If the votes happen and you have a</p>	<p style="text-align: right;">201</p> <p>1 And choice is gone.</p> <p>2 And it is parents' choices for their</p> <p>3 children to go to. They do -- I also think</p> <p>4 sometimes parents don't fully understand the full</p> <p>5 scope of, you know, what a school is supposed to be</p> <p>6 helping children with.</p> <p>7 But that being said, I will fully support</p> <p>8 this at this moment in time.</p> <p>9 THE CHAIR: Thank you.</p> <p>10 Commissioner Carrillo, briefly.</p> <p>11 COMMISSIONER CARRILLO: May not be brief.</p> <p>12 THE CHAIR: Just, I was hoping.</p> <p>13 COMMISSIONER CARRILLO: I have a question</p> <p>14 for Vice Chair Burt.</p> <p>15 So I'm looking at this, the language of</p> <p>16 your motion. And I don't see it. So I'm wondering</p> <p>17 if I'm missing something, and that's the requirement</p> <p>18 for annual review. Is that in your motion?</p> <p>19 VICE CHAIR BURT: So this is more than an</p> <p>20 annual review. There's -- I'm not making it to</p> <p>21 where it's, like, they have to come back -- I think</p> <p>22 it's going to be more than every summer for this</p> <p>23 school. Like, the first deadline is March 1st. And</p> <p>24 then I think -- then we have contract negotiation</p> <p>25 work to be in here as well. Part of it will be</p>

202	<p>1 taken by contract negotiation. Then -- then it's</p> <p>2 annual report.</p> <p>3 COMMISSIONER CARRILLO: Okay. Because I</p> <p>4 was thinking of an amendment for some kind of annual</p> <p>5 review to come to us. But I'm looking at that</p> <p>6 March 1st thing and some of the others, and --</p> <p>7 VICE CHAIR BURT: I think all this will be</p> <p>8 added to their annual report as well.</p> <p>9 COMMISSIONER CARRILLO: Yeah. Okay.</p> <p>10 Thank you.</p> <p>11 THE CHAIR: Great. Are we ready to do a</p> <p>12 roll-call vote?</p> <p>13 Vice Chair Burt.</p> <p>14 VICE CHAIR BURT: I'm not. I was ready</p> <p>15 the whole time. All right.</p> <p>16 Commissioner Carrillo.</p> <p>17 COMMISSIONER CARRILLO: No.</p> <p>18 VICE CHAIR BURT: Commissioner -- or --</p> <p>19 Chair Brauer.</p> <p>20 THE CHAIR: Yes.</p> <p>21 VICE CHAIR BURT: Commissioner Gipson.</p> <p>22 COMMISSIONER GIPSON: Yes.</p> <p>23 VICE CHAIR BURT: Commissioner</p> <p>24 Clahchischilliage.</p> <p>25 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p>	204	<p>1 That's not it. It's the way time is used.</p> <p>2 And the time before 3:00 is all academic. And the</p> <p>3 time after 3:00, because the kids are making this</p> <p>4 commitment, is all arts, music, all of that stuff.</p> <p>5 And, granted, they do have a really</p> <p>6 wealthy foundation to be able to support all of</p> <p>7 this, I believe it's the State's responsibility to</p> <p>8 really support schools in meeting the requirements</p> <p>9 of Yazzie-Martinez on maybe the academic side, but</p> <p>10 also in meeting the Yazzie-Martinez on the cultural</p> <p>11 side by providing extra funds so that schools such</p> <p>12 as yours or Walatowa, or any other that is so</p> <p>13 culturally based, has all this dedicated time and</p> <p>14 resources to support it; so really focusing on both.</p> <p>15 And I don't know. I just -- I feel like</p> <p>16 that is a way to address some of the inequities that</p> <p>17 we face, and also really nurture whether it's art or</p> <p>18 culture or something else. And it needs to be a PED</p> <p>19 and State responsibility. It can't fall on a small</p> <p>20 school such as yourselves. I mean, let's face it.</p> <p>21 None of the pueblos are rolling around in cash.</p> <p>22 Well, maybe the ones with big casinos are.</p> <p>23 But, yeah, they're not. So it's the</p> <p>24 State's responsibility morally, I think, to support</p> <p>25 the culture and the academics. That's all.</p>
203	<p>1 VICE CHAIR BURT: Commissioner Beck.</p> <p>2 COMMISSIONER BECK: Yes.</p> <p>3 VICE CHAIR BURT: Commissioner Manis.</p> <p>4 COMMISSIONER MANIS: A reluctant yes.</p> <p>5 VICE CHAIR BURT: Commissioner Ingham.</p> <p>6 COMMISSIONER INGHAM: Yes, hopefully.</p> <p>7 VICE CHAIR BURT: Commissioner Taylor.</p> <p>8 COMMISSIONER TAYLOR: No.</p> <p>9 VICE CHAIR BURT: And Vice Chair Burt,</p> <p>10 yes.</p> <p>11 So that passes, seven-to-two.</p> <p>12 THE CHAIR: Congratulations. Thank you so</p> <p>13 much for joining us for the long haul today.</p> <p>14 Commissioner Carrillo, I think you wanted</p> <p>15 to say something, if you still felt moved.</p> <p>16 COMMISSIONER CARRILLO: You know, I do.</p> <p>17 Because this is a challenge in the state. And one</p> <p>18 of the models that I look to sometimes, especially</p> <p>19 when people are -- when schools want to do</p> <p>20 something, especially that might be either cultural,</p> <p>21 or artistic or something -- and I use NMSA -- and I</p> <p>22 don't want you to think because it's New Mexico</p> <p>23 School for the Arts and it's in Santa Fe, it's like,</p> <p>24 "Oh, they can do anything. They have more money</p> <p>25 than God."</p>	205	<p>1 THE CHAIR: Thank you.</p> <p>2 Congratulations. We look forward to</p> <p>3 working with you, and that is it for us. It's 6:02.</p> <p>4 I'll see you tomorrow morning at 5:30 a.m. No. At</p> <p>5 8:00 tomorrow morning. We are going to recess.</p> <p>6 (Proceedings in recess at 6:02 p.m.)</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p>

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BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS

CHARTER SCHOOL RENEWAL HEARINGS

G. Raíces del Saber Xinachtli Community School

H. Southwest Secondary Learning Center

I. Cesar Chavez Community School

December 13, 2023

8:00 a.m.

Mabry Hall, Jerry Apodaca Education Building

300 Don Gaspar

Santa Fe, New Mexico

AND

Via Zoom Webinar

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

Bean & Associates, Inc.

Professional Court Reporting Service

201 Third Street, NW, Suite 1630

Albuquerque, New Mexico 87102

JOB NO.: 8954N (CC)

2	<p>1 APPEARANCES</p> <p>2 COMMISSIONERS:</p> <p>3 ALAN BRAUER, Chair</p> <p>4 REBEKKA BURT, Vice Chair</p> <p>5 TIMOTHY BECK, Member</p> <p>6 STEVEN J. CARRILLO, Member</p> <p>7 SHARON CLAHCHISCHILLIAGE, Member</p> <p>8 PATRICIA GIPSON, Member</p> <p>9 STEWART INGHAM, Member</p> <p>10 K.T. MANIS, Member</p> <p>11 MICHAEL TAYLOR, Member</p> <p>12 PED STAFF:</p> <p>13 CORINA CHAVEZ Director</p> <p>14 Charter School/Options for</p> <p>15 Parents and Families Division</p> <p>16 DR. BRIGETTE RUSSELL Deputy Director</p> <p>17 Charter School/Options for</p> <p>18 Parents and Families Division</p> <p>19 LUCY VALENZUELA, Technical Assistance and</p> <p>20 Training Specialist</p> <p>21 Charter School/Options for Parents</p> <p>22 and Families Division</p> <p>23 MISSY BROWN Technical Assistance and Support and</p> <p>24 Training Administrator</p> <p>25 Charter School/Options for</p> <p>Parents and Families Division</p> <p>MARTICA DAVIS Authorizing Practices Administrator</p> <p>SHARYN PEREA, Liaison to PEC</p> <p>COUNSEL TO THE PEC:</p> <p>JULIA HOSFORD BARNES, ESQ.</p> <p>Barnes Mediation and Law, PC</p> <p>200 W. DeVargas Street, Suite 7</p> <p>Santa Fe, New Mexico 87501</p>	4
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	<p>1 G. RENEWAL HEARING: RAÍCES DEL SABER</p> <p>2 COMMUNITY SCHOOL</p> <p>3 THE CHAIR: All right. Good morning,</p> <p>4 everyone. It's 8:01. I'm going to bring us out of</p> <p>5 recess and back into our meeting. Hope everyone had</p> <p>6 a good night. Hope everyone was able to come up</p> <p>7 here without -- if you were traveling this morning,</p> <p>8 you didn't hit too much issue with weather.</p> <p>9 Before we jump in, Vice Chair Burt, could</p> <p>10 we do a quick roll call, please, just so we know who</p> <p>11 is here today?</p> <p>12 COMMISSIONER BURT: Definitely.</p> <p>13 Chair Brauer.</p> <p>14 THE CHAIR: Present.</p> <p>15 VICE CHAIR BURT: Chair Burt is here.</p> <p>16 Secretary Armijo is not present.</p> <p>17 Commissioner Beck.</p> <p>18 COMMISSIONER BECK: Present.</p> <p>19 VICE CHAIR BURT: Commissioner</p> <p>20 Clahchischilliage.</p> <p>21 COMMISSIONER CLAHCHISCHILLIAGE: Here.</p> <p>22 VICE CHAIR BURT: Commissioner Ingham.</p> <p>23 COMMISSIONER INGHAM: Here.</p> <p>24 VICE CHAIR BURT: Commissioner Gipson.</p> <p>25 COMMISSIONER GIPSON: Here.</p>	
	<p>1 VICE CHAIR BURT: Commissioner Taylor is</p> <p>2 not present.</p> <p>3 Commissioner Manis. He's online but is</p> <p>4 not present. So we can come back. When he pops up</p> <p>5 online, we'll just announce that.</p> <p>6 And Commissioner Carrillo.</p> <p>7 COMMISSIONER CARRILLO: Yes. Here.</p> <p>8 COMMISSIONER BURT: So we have a quorum at</p> <p>9 this time. And when Commissioner Manis joins back,</p> <p>10 it'll be eight.</p> <p>11 COMMISSIONER MANIS: I'm here.</p> <p>12 COMMISSIONER BURT: Commissioner Manis.</p> <p>13 All right. We have a quorum of eight.</p> <p>14 THE CHAIR: Thank you, Vice Chair.</p> <p>15 I'm going to go through the agenda, and I</p> <p>16 have a couple of comments that I wanted to share as</p> <p>17 well.</p> <p>18 But good morning, Raíces. It's good to</p> <p>19 have you here.</p> <p>20 The agenda for today will be very similar</p> <p>21 to what we've done with all the other schools; it'll</p> <p>22 be exactly the same.</p> <p>23 We'll start out with the Public Education</p> <p>24 Department's evaluation. We'll then move into your</p> <p>25 opportunity to share and make comments about your</p>	

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1 school. Yeah, you have 30 minutes for that.  
 2 We'll then have public comment as well.  
 3 So we'll have approximately ten minutes for public  
 4 comment. But we've decided as a Commission, if we  
 5 have a ton of people who want to speak, especially  
 6 if they're on Zoom, we'll be sure everyone has a  
 7 chance to share today.  
 8 We'll have PEC comments and questions.  
 9 That will not be timed.  
 10 At the end of this, we'll make our vote on  
 11 renewal.  
 12 I wanted to make two comments.  
 13 First and foremost, I wanted to share -- I  
 14 have had a connection with Raíces in the past. I  
 15 used to work with NACA-Inspired Schools Network in  
 16 2016 and '17. So I worked with Lucía Carmona, who  
 17 was one of the founders of Raíces during that  
 18 process.  
 19 I have not had a connection, really, with  
 20 the school since that moment, outside of being the  
 21 charter school director, and then occasional  
 22 conversations that we've had over the -- over the  
 23 couple of years. But I just wanted to share that  
 24 I'm not going to recuse myself since it has been a  
 25 long history between when I was deeply connected

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1 with the school.  
 2 The other thing I wanted to share,  
 3 Commission, I think as we -- I may mention this  
 4 again when it's for our PEC comments. But since  
 5 it's fresh in my mind, I wanted to share that when  
 6 we move into our conversations with our schools, and  
 7 we ask questions, we have been asking a lot of  
 8 questions around special education, which is good.  
 9 But I also want to make sure that we are  
 10 protecting our students, and we're not getting to  
 11 the point of saying, like, "How many students have  
 12 this?" "How many students have that?"  
 13 Because that really worries me a little  
 14 bit, that we -- that -- especially in schools that  
 15 are very small, that we start to identify students.  
 16 And so ask questions. But I want us to be  
 17 really cognizant of not asking how many students  
 18 have this specific ability, so that we can just be  
 19 really -- just -- just good -- just good stewards of  
 20 our students.  
 21 Does that make sense? Thank you very  
 22 much.  
 23 And with that, I'm going to pass the mic  
 24 to Director Chavez or whoever is going to speak on  
 25 behalf of the school.

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1 DIRECTOR CORINA CHAVEZ: Good morning,  
 2 Chair Brauer. Welcome, Raíces.  
 3 Actually, I am turning it over to Deputy  
 4 Director Brigette Russell to provide the PED  
 5 evaluation of the school.  
 6 DEP. DIR. BRIGETTE RUSSELL: Good morning,  
 7 Mr. Chair and Commissioners.  
 8 Raíces del Saber Xinachtli Community  
 9 School is here for its first renewal after opening  
 10 in Fall 2019.  
 11 I was pleased to participate in the site  
 12 visit, which took place on October 10th with Lucy  
 13 Valenzuela as lead, and Cheryl Rowe on the team, and  
 14 Director Chavez for a portion of the day.  
 15 The school's trilingual, English, Spanish,  
 16 and Nahuatl -- I always have difficulty pronouncing  
 17 that -- interdisciplinary program is well-designed  
 18 and implemented with fidelity and a clearly  
 19 demonstrated concern for student learning and the  
 20 well-being of the whole child.  
 21 The school provides a welcoming, nurturing  
 22 environment with attention to social-emotional  
 23 learning. Both parents and students in focus groups  
 24 at the site visit expressed satisfaction with the  
 25 school and the direction it's going. Families are

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1 pleased with the bilingual program and appreciate  
 2 the communication between school and families.  
 3 Family involvement at the school is  
 4 robust, and participation is strong in the  
 5 Concilio de Padres, the PTA, where families see  
 6 monthly reports and presentations from the school,  
 7 and family input is sought by the head administrator  
 8 and the governing board.  
 9 The CSD's recommendation is based on,  
 10 first, the record of the school's performance over  
 11 the course of the contract term; second, the  
 12 school's renewal application with ratings on that  
 13 application based on a rubric in the application;  
 14 and, third, adult actions taken to improve outcomes,  
 15 as verified by the Charter Schools Division at the  
 16 site visit.  
 17 The Charter Schools Division recommends  
 18 that Raíces be renewed for a term of five years  
 19 without conditions.  
 20 On the application, the school was rated  
 21 Demonstrates Substantial Progress on all portions of  
 22 the application, with a Meets Standards on one  
 23 portion, equity and identity, where the school  
 24 excels.  
 25 Academically, the school is designated

10	<p>1 Traditional. It does not have one of the CSI/TSI 2 designations. 3 Its New Mexico Vistas score, for '22-'23, 4 was 52, up from a score of 30 in the '21-'22 school 5 year. 6 In proficiencies, Raíces is outperforming 7 Las Cruces Public Schools and the State in ELA, with 8 a proficiency rate of 40 percent. It is lagging 9 behind in mathematics with a proficiency of only 10 11 percent. 11 There was no science score because the 12 school did not serve grade 5 in the last year of 13 assessment results. 14 In terms of mission goals, the school has 15 struggled, because the PED made the Avant Assessment 16 a requirement for bilingual programs, and the school 17 had a different assessment in its contract. 18 The school is currently implementing the 19 assessment and can effectively measure student 20 proficiency in Spanish going forward. 21 While on site, CSD observed a robust 22 bilingual program in the school, observing 23 instruction in both Spanish and English in 24 classrooms, mostly Spanish, more Spanish than 25 English, we observed, and students who clearly</p>	12	<p>1 know this, probably. But if you don't mind stating 2 your name and then spelling it for the court 3 records? You don't have to spell your name every 4 time that you speak. But when you do speak, just 5 share, like, your first name. This is Maria again, 6 just so we have it on the record. 7 DR. MARIA ARTIAGA: Good morning, 8 everyone. My name is Maria Artiaga, M-a-r-i-a 9 A-r-t-i-a-g-a. We're here to present to you on 10 behalf of Raíces del Saber Xinachtli Community 11 School. 12 In the agenda today, we're going to begin 13 with introductions. We're going to focus on our 14 mission statement, and, specifically, the dual 15 language/bilingual model that we have in place. 16 We're going to cover a couple of areas 17 regarding the education plan. 18 We'll jump into the financial, the 19 governance, equity and identity, and then finishing 20 up with our multi-year performance framework 21 ratings, and then moving forward to the next five 22 years, hopefully. 23 And in the introduction, again, my name is 24 Dr. Maria Artiaga, the head administrator at Raíces. 25 MS. LUCÍA CARMONA: Good morning. My name</p>
11	<p>1 understood Spanish even when they responded to 2 Spanish questions in English. 3 The record of organizational and financial 4 performance over the charter school's -- sorry -- 5 over the charter term, they were Working To Meet and 6 Does Not Meet ratings in finance indicators during 7 years two and three of the contract term, with 8 improvement seen in year four. 9 There was one finance Working to Meet in 10 year four, '22-'23, with the rest of the finance 11 indicators meeting the standard. 12 The school had a total of four Working To 13 Meet ratings in school year '22-'23 in 14 organizational and financial indicators combined, 15 but met the standard on the majority of indicators. 16 Thank you. 17 THE CHAIR: Thank you. I wanted to make 18 sure that the record shows, Cindy, that Commissioner 19 Taylor joined us at approximately 8:06 as well. So 20 we have approximately nine out of our ten 21 Commissioners. 22 Raíces, the floor is yours. And do you 23 have -- did you already connect with the team if you 24 have a multimedia? 25 Okay. And as we move in, I think you all</p>	13	<p>1 is Lucía Carmona. I'm the director of operations 2 and community engagement and cofounder of Raíces. 3 And the relevance, I'm here as a cofounder, have 4 some history that I can share. Lucía is L-u-c-i-a. 5 Carmona, C-a-r-m-o-n-a. 6 MS. ALESSA IBAÑEZ: Good morning, 7 everyone. Alessa Ibañez, A-l-e-s-s-a I-b-a-ñ-e-z, 8 and I'm a third-grade teacher at Raíces, and this is 9 my second year teaching. 10 MR. TERRANCE HESTER: Good morning. My 11 names is Terrance Hester, T-e-r-r-a-n-c-e 12 H-e-s-t-e-r. I'm the business manager on record for 13 Raíces. 14 MR. RAUL ALDAIR MARQUEZ: Good morning, 15 everybody. My name is Raul Aldair Marquez, the 16 governing board chair. R-a-u-l A-l-d-a-i-r 17 M-a-r-q-u-e-z. 18 DR. MARIA ARTIAGA: And there will be one 19 more member joining us shortly. It will be Derrick 20 White, and he will introduce himself when it's his 21 turn. Thank you. 22 MS. LUCÍA CARMONA: I'm going to talk a 23 little bit about our mission statement, which, for 24 us, is our beacon, the guidance, daily-based. 25 Actually, the leadership team decided to</p>

<p style="text-align: right;">14</p> <p>1 have in each classroom a poster with the mission 2 statement to be sure how we use as a guidance and 3 never forget how it's our child center, how the 4 cultural relevance responsiveness is key for the 5 school.</p> <p>6 One of the pillars in the mission is the 7 biliterate/bilingual, the 90-10 model. Students, 8 even if they don't speak Spanish at the beginning, 9 they've been introduced.</p> <p>10 Sometimes parents care about that 11 90 percent of Spanish at the kindergarten, not 12 knowing English -- I mean, Spanish. And down the 13 road now, we hear more and more families that are 14 engaged, and they love the program.</p> <p>15 The other part is the cultural relevance, 16 using the Mesoamerican concepts as a tool of 17 ancestral knowledge. And this is really wonderful 18 to address the social-emotional, the community 19 building, and learning from the background. And the 20 teachers always use that model regardless of the 21 background of each student and family.</p> <p>22 If there's some more questions, I'll be --</p> <p>23 MR. DERRICK WHITE: Good morning, 24 everybody. I'm so sorry for being late. My name is 25 Derrick White. I'm the director of the school</p>	<p style="text-align: right;">16</p> <p>1 move on to the curricular activities.</p> <p>2 As you can see on the presentation, we saw 3 Saludo and Tlatocan. So I'm going to refer back to 4 the video we just watched. At the beginning of the 5 video, we saw Saludo, which I'm going to focus on 6 the component social-emotional learning, where 7 students get to connect with nature and then learn 8 about the different directions, the six directions 9 of earth.</p> <p>10 And so moving forward to calendar, one 11 thing that we really focus on is traditional 12 stories, what each symbol represents.</p> <p>13 The calendar -- it's the Aztec calendar, 14 and it's called the Tonalmachiotl. And so students 15 engage in critical thinking, metaphors. And then we 16 have the Tlatocan. It's the circle where students 17 engage in conversation as well as critical thinking. 18 We also have the metaphors. Student get to share 19 their opinion and also really engage in what others 20 think.</p> <p>21 Then we have the math block. So the math 22 block is divided into four parts: the number talks, 23 the whole group math lesson, the learning station, 24 and the whole class dialogue.</p> <p>25 So I'm going to really focus on the</p>
<p style="text-align: right;">15</p> <p>1 design fellowship with the NACA-Inspired Schools 2 Org.</p> <p>3 THE CHAIR: Derrick, can you go ahead and 4 spell your name?</p> <p>5 MR. DERRICK WHITE: It is D-e-r-r-i-c-k 6 W-h-i-t-e.</p> <p>7 THE CHAIR: Thank you.</p> <p>8 DR. MARÍA ARTIAGA: Under the education 9 plan, we're going to be addressing the curriculum, 10 specifically starting with the Xinachtli curriculum.</p> <p>11 In just a bit, we're going to do a video, 12 moving into numeracy, literacy, and evaluations. 13 Alessa will be sharing briefly about the new Raíces 14 literacy programs. And I will also be 15 incorporating, currently, Benchmark, which is our 16 literacy program; the English component, in Spanish, 17 it's Adelante; and for literacy, Bridges.</p> <p>18 And then later on, I will be addressing 19 the section of the evaluations; the Pre-IPT; as it 20 was mentioned previously, where the school began; 21 and then moving on to Avant and then Istation.</p> <p>22 Would you please do the video?</p> <p>23 Yes. Thank you.</p> <p>24 (Video played)</p> <p>25 MS. ALESSA IBÁÑEZ: Now we're going to</p>	<p style="text-align: right;">17</p> <p>1 learning station, the centers, which is I'm going to 2 be talking about my classroom.</p> <p>3 So in my classroom, we engage in different 4 centers, where we focus on Xinachtli, the different 5 numbers that we could convert from the Western 6 calendar to the Tonalmachiotl, and what they look 7 like, as well as word problems, as well as hands-on 8 activities, math activities that students can engage 9 to.</p> <p>10 And then we have the literacy development. 11 So we have the Balanced Literacy Program, which is 12 guided into five parts. We have the readers 13 workshop, the interactive read-aloud, the shared 14 reading, the writers workshop, and the word study.</p> <p>15 I'm going to be speaking more about the 16 shared reading.</p> <p>17 In my class, we do a lot of shared 18 reading, which we focus on whole-group discussion. 19 We focus on small group, and then we focus on 20 individual learning.</p> <p>21 Here students, we get to engage in 22 different passages. We are also connected to 23 Xinachtli and the different stories, or ancestor 24 stories, that we share during Tlatocan. Students 25 get to share from each other. We get to learn as a</p>

<p style="text-align: right;">18</p> <p>1 class. We get to engage in discussion and really 2 dive deep into the passages, the critical thinking 3 and all that.</p> <p>4 DR. MARÍA ARTIAGA: In our structured 5 literacy instruction, we have begun to focus more on 6 explicit instruction. I will be talking a little 7 bit more about a literacy coach that we have.</p> <p>8 But under that section, I wanted to 9 highlight LETRS. All the teachers, K-4, have been 10 participating in LETRS, and we actually have one 11 teacher who has finalized the completion and has the 12 certificate.</p> <p>13 And I, myself, when I was in early 14 childhood, I participated in LETRS. But now serving 15 K-5, I also am enrolled in the LETRS program, 16 learning about that.</p> <p>17 We also use the Heggerty and explicit 18 instruction to target the learning of children, the 19 literacy, language development, oral language 20 development, written language; so we do all of that.</p> <p>21 Under the curriculums, with explicit 22 instruction, again, I mentioned it earlier, that we 23 use Benchmark for English, Adelante, Spanish, and 24 numeracy.</p> <p>25 Under the evaluation part, the first two</p>	<p style="text-align: right;">20</p> <p>1 scoring a 30 this year. This past year was the 2 '22-'23 school year. It was, in Vistas, 52, 3 designation, Traditional.</p> <p>4 In looking to the right, under the ELA, 5 Raíces, the students are doing extremely well. But, 6 again, we don't stop there; we have to continue to 7 focus the areas of need, to continue supporting them 8 in those areas.</p> <p>9 And in math, we are -- especially in the 10 growth area and in the proficiency, we are falling 11 behind as comparison to the Las Cruces Public 12 Schools and the average of the State of New Mexico.</p> <p>13 Growth, it's -3. But with our coaches and 14 with the program and being fidelity to the needs of 15 the students working together as a team, my hopes is 16 that -- and the goal is, actually -- to increase.</p> <p>17 THE CHAIR: Pardon the interruption. Is 18 it possible to make the -- so that we can see all 19 the information on the slide, can we make the 20 pictures of the people on Zoom, like, disappear?</p> <p>21 Thank you.</p> <p>22 Sorry. I was putting it on my own 23 computer so I could follow along.</p> <p>24 DR. MARÍA ARTIAGA: Quickly reviewing the 25 ELA, districts -- the districts and the Las Cruces</p>
<p style="text-align: right;">19</p> <p>1 years, it is my understanding, of course, they did 2 do the Pre-IPT. And then the State moved to Avant. 3 As a matter of fact, Alessa here, she supports this 4 as the coordinator to implement all the State 5 requirements as far as evaluations. We look at 6 assessments to see where the students fall.</p> <p>7 And then moving on to Istation, that's 8 another requirement that we fulfill. Initially, 9 students were assessing and analyzing their own 10 data. But coming on board, what we start doing is 11 looking at it grade-level-wise, where are the 12 students, where are they falling, what can we do, 13 and using also Istation as a tool, and there's other 14 components within Istation to help with the 15 instructional piece of the program.</p> <p>16 In doing the Xinachtli framework, they did 17 have several components to assess students what they 18 wanted to know. But this year, we've been looking 19 at an actual rubric, knowing, from kindergarten to 20 fifth grade, what areas of the Xinachtli curriculum 21 do students need to learn as they progress from year 22 to year. And, hopefully, we'll be able to implement 23 that as part of our framework.</p> <p>24 And looking more at the academic 25 framework, '21-'22, as indicated, we're Traditional,</p>	<p style="text-align: right;">21</p> <p>1 Public School, we were over, as indicated 2 previously.</p> <p>3 And in the math, that's where we have to 4 target, but not neglecting ELA or anything else, 5 because if you stress too much focus on one, then 6 you neglect the other. So we focus on all, the 7 whole thing.</p> <p>8 So thank you.</p> <p>9 MR. TERRANCE HESTER: Thank you. My name 10 is Terrance Hester. I'm the business manager for 11 Raíces. I've been with the school for about half 12 the contract term so far, a little over that. So 13 far in our school's growth, we've had -- our 14 performance audit has been decreasing, which, in my 15 view, is an increase for us.</p> <p>16 We started the year with -- or started the 17 contract with our five findings. We've gone down to 18 three, and then to two.</p> <p>19 We've really focused on inclusion of 20 anything that's been brought to life, making sure 21 everyone in the school is aware of our findings and 22 how to prevent them from moving on further.</p> <p>23 We've spent a lot of focus on making sure 24 that our funding is going to our students directly.</p> <p>25 As you've seen we've had some growth going</p>



<p style="text-align: right;">22</p> <p>1 in. We've instilled a couple of positions to help 2 with our school moving forward, to keep our program 3 building and moving correct in the trends, getting 4 rid of being below the curve, and moving our 5 students ahead of that curve.</p> <p>6 And then, just, again for our -- with our 7 past audits and our current audit and moving forward 8 in the future, as we get anything brought to light, 9 we're taking it on as a team, starting with business 10 manager, head administrator, our office team, down 11 to our teachers, to make sure everyone is aware what 12 our findings were caused by and how we can prevent 13 them moving forward and growing with those.</p> <p>14 DR. MARÍA ARTIAGA: And one thing that I 15 know. I just wanted to highlight with Terrance, he 16 does come to the building. And he has had 17 professional development with our staff to really 18 hone in on the areas of need and to make sure that 19 teachers are aware and that they also have the 20 opportunity to have input as to the instructional 21 materials that they need for their students -- for 22 the students.</p> <p>23 MR. RAUL ALDAIR MARQUEZ: Good morning. 24 Thank you. My name is, again, Raul Aldair Marquez. 25 I'm the governing board chair.</p>	<p style="text-align: right;">24</p> <p>1 happen, and that's fine as long as they continue the 2 opportunity to continue their hours on their own.</p> <p>3 We do want to ensure that there was -- 4 there was one notice that was not timely. That was 5 prior to my being on the board. But, again, we do 6 want to follow all rules and ensure that if there is 7 a change, that is done within the 45-day notice time 8 frame.</p> <p>9 And at this time, we are working very 10 actively to ensure that we do have a seven-member 11 board. Right now, we are only five, and we have 12 struggled slightly to maintain quorum at meetings at 13 times. But we are working actively. Thank you. To 14 ensure that our board is fully staffed. Thank you.</p> <p>15 MS. LUCÍA CARMONA: With the Equity 16 Identity, I will tie this to the community school 17 framework. We are in the -- in the phase-out from 18 the grant from community school, the only charter 19 school in Las Cruces working on this -- on this way.</p> <p>20 However, our foundation started as a 21 community-led. That's why it wasn't so difficult 22 for us to qualify as a community school, having 23 parents, partners, founding the school and parents 24 as equal partners working on the design of where we 25 go to address, in a holistic way, the needs of our</p>
<p style="text-align: right;">23</p> <p>1 In terms of governance, we're doing our 2 best to ensure consistency. Unfortunately, we've 3 had quite a bit of turnover. That has been a lot 4 due to changing in life circumstances for the 5 previous board members. They were a little bit more 6 mature, and they were wanting to decrease their 7 responsibilities and enjoy life a little bit more is 8 my understanding, and so there was a little bit of 9 turnover.</p> <p>10 But for us, our main goal is to ensure the 11 continuance of the school and meet all requirements 12 set by the State. And so there was -- there was a 13 time where members were not completing trainings. I 14 keep in constant contact through text or e-mail to 15 ensure that all board members are meeting their 16 hours before the end of the school year.</p> <p>17 Usually around mid-time, or right around 18 now, I ensure that most board members have completed 19 some hours, if not all. Myself -- excuse me. 20 Myself and one other board member -- sorry about 21 that -- did go to the Public Charters conference 22 held this past weekend, and we got all of our 23 training hours done. I encouraged all board members 24 to do the same. Unfortunately, there were only two 25 of us who were able to. The other had life events</p>	<p style="text-align: right;">25</p> <p>1 students.</p> <p>2 And that's why, when the Equity -- the 3 Yazzie-Martinez came in, and then the requirement to 4 have every -- every district or charter school in 5 equity, it wasn't, again, difficult for us to engage 6 parents and partners to -- to -- to come and 7 represent, including representing each of the 8 sectors of what was required: the ELD community, 9 low-income community. Even we have some LGBTQ 10 parents that are represented there. It's not on the 11 list. However, there's a lot of inequity on that 12 part, and that's why we asked them to be voice of 13 including to -- I mean, to create, like, a 14 replicability on other equity councils around.</p> <p>15 Another parent that is so interested in 16 advocate is in Food Access for Justice as well. And 17 this is something new, because we have a partnership 18 with FoodCorps New Mexico, and we have a FoodCorps 19 member full-time in the school that is addressing 20 the food and nutrition and all of that.</p> <p>21 We have a community garden, where the 22 students go out constantly. And one of the aspects 23 that came out of that in the conversation of the 24 food access, and not only because there's some 25 parents that, by decision, because to prevent health</p>

<p style="text-align: right;">26</p> <p>1 and things like that, they -- they are asking for --  2 they would like to have alternative meals.  3 But right now, it's only unless they  4 present something medically or from a doctor  5 prescribing an alternative meal.  6 But -- so that's -- that is part of the  7 conversation with other charter schools as well.  8 And we (incomprehensible) food access advocating  9 come to the legislative session. We have a voice of  10 the students, now that we get to the fifth grade.  11 And there is some equity -- I mean, students  12 council.  13 And the students are really voice -- they  14 raise their voice. They help us also to provide  15 some input on the -- on the student-parents manual.  16 So this is really unprecedented for us.  17 We are really pleased to have that dynamic and  18 synergy in the school.  19 And we have goals to expand, of course,  20 our equity council with more stakeholders from out  21 of the school. And we are in that process.  22 Thank you.  23 DR. MARÍA ARTIAGA: For the multi-year  24 performance framework ratings, what we did is we  25 looked at the last visit that we -- that was done at</p>	<p style="text-align: right;">28</p> <p>1 that we are changing our processes. As wonderful  2 State legislation changes some of those reporting  3 requirements, we like to make sure that we're  4 keeping more than one person involved so we don't  5 have those problems anymore.  6 MR. RAUL ALDAIR MARQUEZ: Going off of  7 3.c., again, my reporting requirements for the  8 governing board chair, we want to make sure -- or as  9 the governing board, just ensuring that  10 communication is key. Again, more often than not,  11 the issue is communication. So over-communication  12 can never be an issue and trying to stay on top of  13 that to make sure that everything is reported  14 timely.  15 DR. MARÍA ARTIAGA: And then under  16 attendance, I know that it's indicated from the  17 '20-'21, '21-'22 school year, and then last year  18 '22-'23, they were in the 80 percent. I know our  19 goal is 95 percent.  20 I am currently very closely working with  21 one of our admin assistants to ensure that we keep  22 on target. We look at attendance. We communicate  23 with families. We follow protocol in reviewing.  24 Since we began school, we're over 90 percent. At  25 one of the months, which was November, it was still</p>
<p style="text-align: right;">27</p> <p>1 our school, and these were the items that we're  2 going to be addressing.  3 MR. TERRANCE HESTER: Our first couple  4 that we had were the financial reporting and  5 compliance and responsive to audit findings.  6 Those fell a lot on me as a business  7 manager. And we had some issues -- as I was growing  8 and learning in my role -- I came from the federal  9 sector into public schools, which is very, very  10 different, and I learned that very quickly.  11 Since then, I have taken it on to get some  12 additional training to make sure I understand what  13 those different reporting requirements were and just  14 the responsiveness to the audit findings to make  15 sure that I'm connecting with the correct person  16 instead of what I was -- "this person reached out;  17 this is how you respond to it." No, there's  18 actually more people to respond to them.  19 So I'm working to get my training to make  20 sure I have all of those in process. And then as I  21 get that training, I'm also relaying it over to the  22 other staff members that are in backup or who may be  23 coming up into that role and want to help with the  24 reporting as we are changing.  25 Example: With our Avant, some of that,</p>	<p style="text-align: right;">29</p> <p>1 in the 80s.  2 Realistically, as -- you know, students  3 are getting sick. We're a small school -- COVID --  4 some of them with COVID, staff with COVID. So we're  5 doing the best we can to keep everybody healthy,  6 keep everybody coming to school, because that's only  7 going to ensure that the teachers can do their job.  8 And with the parents and the students working  9 collaboratively with them, we can basically support  10 their academic growth.  11 Under the retention, from the '20-'21  12 school year, looking all the way toward '22-'23,  13 what I have seen, in speaking, again, with the other  14 staff who were there, we started off the very first  15 year with just K-1. So as you grow, some teachers  16 that I've known have retired; they've moved.  17 In growing the school, just in our  18 conversations yesterday evening, we've identified  19 five teachers coming on board last year and four new  20 ones coming in this year. So it's a turnover, but  21 it's due to growth.  22 What's critical here, as an admin team, is  23 looking at the needs of your staff, having them have  24 a voice at the table, ensuring that we support them  25 so that we can make sure that they come back for the</p>

<p style="text-align: right;">30</p> <p>1 betterment of themselves, but also for the students.  2 Under the plan for the next five years,  3 here are some of our goals:  4 Under the instructional support, this year  5 we have an MLSS coach really supporting our teachers  6 under professional development so we can be  7 targeting the literacy and numeracy, looking at the  8 multilayer-of-support system, to ensure what are we  9 doing. Along with that, we have an interventionist  10 who helps, so that if students are falling behind in  11 whatever area we have, the support will be there to  12 ensure that we keep them out of special education,  13 if at all possible, right? Give them the help that  14 they need it when they need it throughout the year.  15 We also have -- to support with MLSS, as  16 well, we contract out with counselors. They're on  17 site on Thursdays and Fridays, so that we can tap  18 into that social-emotional support as well; not just  19 the academic but social-emotional support, so that  20 we can be looking at the whole child.  21 The literacy coach we have, as indicated  22 earlier, she focuses in, visits our school twice a  23 week on Tuesdays and Thursdays, does walk-throughs,  24 works with the teachers, individualized support,  25 helps with instruction.</p>	<p style="text-align: right;">32</p> <p>1 THE CHAIR: Alternative pathway for  2 teachers.  3 DR. MARÌA ARTIAGA: All right. Sorry,  4 Commissioner Beck. I knew that. Anyway, in moving  5 on, we do have an internal coach, hired by Raíces.  6 And what that --  7 THE CHAIR: Apologies.  8 DR. MARÌA ARTIAGA: It's okay. It's okay.  9 Thank you.  10 What the internal coach does is she tries  11 to fill in the gaps. Since she's on site, we don't  12 wait till the literacy coach comes every Tuesday or  13 Thursday. We make sure she's available to the  14 teachers, again, supports individual --  15 individualized support, small group, grade level.  16 We're doing all we can. She meets with me often.  17 Both of us have also done walk-throughs to  18 focus on literacy, to focus on numeracy. And all  19 these coaches, they're a great addition and support  20 to me, because when they see me -- of course, I  21 remember my years as teacher. You see that  22 administrator, and you're always thinking  23 "Evaluation," "Evaluation."  24 But for them, it's more one-on-one. So we  25 are here to help. So we do that.</p>
<p style="text-align: right;">31</p> <p>1 She's even met with teachers to assist  2 them with lesson planning, targeting LETRS,  3 targeting the Sound Wall -- before, it was a Word  4 Wall; now it's Sound Wall. So doing all she can, we  5 work off -- we meet and work often, sometimes even  6 in the evening, just making sure that the support is  7 there for our school.  8 We have another coach, which is a LEAP  9 coach. In this program, whoever qualifies as a  10 year-one/year-two teacher, we work with these as  11 well. This year, we have one teacher under the LEAP  12 program. In the previous year, we had two teachers  13 who fell under that program.  14 COMMISSIONER BECK: I apologize to  15 interrupt. But can you tell me what LEAP stands  16 for?  17 DR. MARÌA ARTIAGA: Commissioner Beck, I  18 knew you were going to ask that. Can somebody help  19 me? Lucía?  20 THE CHAIR: Commissioner Beck, it's a  21 program that's run by the State to support teacher  22 pipeline. That's probably what you need to know.  23 Yeah, it's for new teachers.  24 DR. MARÌA ARTIAGA: Just for new --  25 alternate teachers.</p>	<p style="text-align: right;">33</p> <p>1 Under the curriculum support, we do have  2 one of our founders, Mr. Aceves, who has done  3 Xinachtli. And on the video we saw earlier, this  4 year, he comes in and he supports the teachers so  5 that they can understand the mission of Xinachtli  6 and give examples. He shares planning, stories. He  7 does a lot for the school.  8 Under the math PD, we have had Istation,  9 Bridges, Benchmark -- actually, we already have some  10 scheduled for January. Istation, we have an amazing  11 person connection with Istation that anytime we call  12 or e-mail, they're there always to help.  13 So to analyze the data, as indicated  14 earlier, teachers were doing that on their own.  15 What we're trying to do is pull them away from that  16 so we can learn from each other.  17 And under the portfolios, that's one of  18 the things that we're going to be moving into is  19 having portfolios so students can also celebrate the  20 good work that they do and share with parents.  21 I'm going to go ahead and pass it to  22 Derrick.  23 MR. DERRICK WHITE: Good morning. Again,  24 apologies for being late.  25 Raíces is one of the schools that has been</p>

<p style="text-align: right;">34</p> <p>1 involved with the Growing Together Fellowship 2 through the NACA-Inspired Schools Network over the 3 last year and a half. Internally, we were doing a 4 the lot of work to look at where our school mission 5 was at. And we found that organically, all of our 6 school missions include an aspect around being 7 community-led, around having holistically well 8 students who are secure in their identities and 9 prepared academically for whatever it is that's 10 going to come after their transition into whether it 11 be the real world or into their next school. 12 The work we've been doing around that is 13 especially important, because those original 14 community missions were community-led, and they were 15 based off of the need of the community members. 16 So working collaboratively with Raíces, 17 Raíces staff working collaboratively with their 18 communities to develop graduate profiles and 19 capstones, our estimation is what that looks like is 20 we're trying to provide a really clear vision of 21 what it looks like for a young person to have these 22 skills when they are moving on to the next level and 23 leaving the doors of Raíces. 24 The capstone, the framework, and the 25 scaffolding to enable our students to be able to get</p>	<p style="text-align: right;">36</p> <p>1 campus in Las Cruces a couple of times. And it's 2 just the cutest thing when you see a young person 3 come in, and they say, "I've got a Tiahui, "I've got 4 a Tiahui." And they sit and they talk about what it 5 meant to them, what they were observed doing in the 6 classroom, how that value corresponds back to the 7 school, and what it means to them to be evaluated in 8 would way, obviously, in language that's familiar 9 with the student. 10 But since then, since the beginning of the 11 Growing Together Fellowship, Dr. Artiaga has started 12 tracking these things to see where certain elements 13 are being awarded more, which teachers are awarding 14 them the most, and trying to figure out a way to 15 make them equitable across the board so all students 16 are being exposed to the values professed by the 17 community. 18 I wanted to take a little bit of time to 19 talk about that. 20 DR. MARÌA ARTIAGA: At this moment in 21 time, what we would like to say is "Gracias." 22 MR. RAUL ALDAIR MARQUEZ: Thank you. 23 MS. ALESSA IBAÑEZ: (Foreign language.) 24 MR. DERRICK WHITE: (Navajo language.) 25 THE CHAIR: Thank you so much.</p>
<p style="text-align: right;">35</p> <p>1 to that point; so building in the curriculum, 2 building in the supports, building in the 3 philosophies of the school, which is rooted in the 4 Xinachtli philosophy. So really providing a 5 localized opportunity for community members to have 6 a lot of control over their school to make sure that 7 they're being provided with the skills, the 8 knowledge, the resources, the dispositions that they 9 want in their future community members. 10 Raíces has done such a fantastic job in 11 being a part of our fellowship, and they're 12 consistently one of the communities and one of the 13 schools that I point to when I talk about things 14 that are going really, really well in terms of how 15 they're quantifying qualitative data. 16 And so, specifically, they have a program 17 where they recognize students on a regular basis, 18 and they call it "Tiahuis." 19 And I can't remember the acronym for 20 Raíces, if somebody could help me with that. 21 MS. ALESSA IBAÑEZ: The "R" means 22 Respectful; A, Awareness. And then we have 23 Initiative, Community, Engagement, and Serenity. 24 So these are the five -- five -- 25 MR. DERRICK WHITE: I've been down at the</p>	<p style="text-align: right;">37</p> <p>1 The next part of our agenda is the Public 2 Comment. So we usually start with anyone on Zoom. 3 And so, Missy, do we have any takers on Zoom? 4 MS. MISSY BROWN: We do not have anybody 5 signed up, either in the room or on Zoom. If 6 there's anybody on Zoom who would like to make 7 public comment, please raise your digital hand. 8 THE CHAIR: In the room, if there is 9 anyone -- you say no one signed up in the room, 10 either? 11 MS. MISSY BROWN: Everybody at the table 12 signed up, but they don't need to sign up. 13 THE CHAIR: I'll just open it up. I know 14 we have a whopping three people in the room behind 15 you right now. If there is anyone signed up to 16 speak, I wanted to make sure we've given other folks 17 a chance in other hearings as well. If anyone is 18 moved, you're free to use this opportunity. I know 19 all your names, too; so I can roll-call -- no. 20 Let's move on to the PEC questions and 21 comments. 22 And, again, I just want us to ensure that, 23 you know, we are just cognizant about -- especially 24 the special education one. 25 And I understand the spirit behind it, but</p>

<p style="text-align: right;">38</p> <p>1 I just want to make sure that when we ask questions 2 and when you all answer questions specifically 3 around specific student subgroups, we're cognizant 4 of not identifying individual students, since 5 you-all are 114 students big. 6 Commissioner Carrillo, I think I saw your 7 hand first. And, Commissioner Gipson, I apologize. 8 COMMISSIONER GIPSON: He never looks my 9 way first. 10 THE CHAIR: You know, I'm like Zoolander. 11 I always look left. It's not my fault. It's just 12 the way it is. Yeah. 13 Commissioner Gipson, then Commissioner 14 Carrillo. 15 COMMISSIONER GIPSON: So good morning. 16 Thank you. It's good to see you all. And if folks 17 haven't had an opportunity to come to this campus, 18 you really need to come down for several reasons. 19 To see the campus that they're actually 20 working on, to understand the challenges of that 21 campus, appreciating the fact that it exists -- and 22 that was -- you know, that was a big lift. But it's 23 a challenging facility that they are dealing with. 24 But the students thrive in that -- in that 25 setting. And that's remarkable that -- but I</p>	<p style="text-align: right;">40</p> <p>1 But it is -- it is concerning, because 2 there was a big turnover in teaching staff in one 3 particular year. So when you look at governance 4 council changes, and then you look at -- there was a 5 massive shift in the -- in teaching staff, it's a 6 little concerning. 7 But yet your score improved. So it's 8 that -- I struggle with that a little bit. 9 So can you talk a little bit about what 10 you're doing internally with your -- because it's 11 a -- it's a culture and climate with -- with 12 teaching staff, you know, and governance council, 13 you know. If there's -- I get, you know, people 14 have lives. And these aren't things that you're 15 going to commit to for, you know, the rest of your 16 life. 17 But when there's that huge a change, to 18 me, there's a -- you know, your school that's 19 grounded in -- in culture. And, to me, that's -- 20 you know, to me, it's an indication that there's a 21 culture and climate concern that exists within 22 there. 23 DR. MARIA ARTIAGA: Commissioner Gipson, 24 one of the things that I noticed -- I was hired in 25 mid-January of this year. The teachers, again, are</p>
<p style="text-align: right;">39</p> <p>1 applaud that. 2 When I was there, they had just finished 3 their horn. So I didn't have an opportunity to 4 share in some fine bread that I'm sure is coming out 5 of there. 6 But it is truly a community-based school. 7 And I'm going to say congratulations on 8 the really significant increase in your Vistas 9 scores. I mean, that was -- that was a huge lift. 10 And going to pair that with we're in the process of 11 looking at indicators of distress for schools. So 12 that hopefully we can identify where we can offer 13 support before it gets too bad. 14 And I'm going to say that three of those 15 indicators exist in the framework of this report. 16 Because we look at governance council changes; we 17 look at teacher retention, so that -- and, you know, 18 attendance, to some extent. 19 And the school is only five years old. 20 You've had almost a complete turnover of your 21 governance council. 22 And I -- you know, I also acknowledge the 23 fact that because it's a small school, you -- one or 24 two teachers leaving dramatically affects that 25 retention percentage. It does.</p>	<p style="text-align: right;">41</p> <p>1 always trying to focus and target on the students. 2 One of the things I noticed almost 3 immediately is the teachers were going to work at 4 7:30 in the morning, leaving at 3:30 in the 5 afternoon. Students started arriving at 7:30 in the 6 morning, and they went to the after-school program 7 at 3:30. There was very little time for teachers to 8 plan, to get together. 9 So this year, we moved the hours of 10 instruction to end at 2:45 to give teachers ample 11 time to get together after school hours, meet with 12 parents, plan for the following day, gather 13 additional information, and, that's right, you're 14 looking at the community making sure that teachers 15 also have a voice, students have a voice, parents 16 have a voice, but they that they get the support 17 that they need when they need it, not go home Friday 18 half a day so we can wait till the end of the week 19 to support them. We need to give them the support 20 they need when they need it. 21 So that's one of the things we changed. 22 Another thing -- and I know Lucia can 23 highlight the after-school program a little bit. 24 It's merging and bringing on staff that will teach 25 the children after school to combine and collaborate</p>

<p style="text-align: right;">42</p> <p>1 with the teachers who are there during the day.  2 That way, it's seamless. The transition is  3 seamless.  4 We celebrate. We've had potlucks -- as a  5 matter of fact, this Friday, we're having a potluck  6 for all staff, which it's all staff from there. We  7 even invite some subs who have been there more than  8 one time and are there often, invite them as well.  9 It's about celebrating the people who are there and  10 all the hard work that they're doing for the  11 students.  12 Do you want to highlight after-school?  13 MS. LUCÍA CARMONA: For the record, we've  14 been able to provide, since day one, a free  15 after-school program up to 5:30-6:00, ending the  16 day. And Fridays, they are released at 3:30-4:00.  17 In partnership with NISN, 21st Century,  18 Families &amp; Youth, Incorporated, we provide a meal,  19 free meal. We qualify to provide free meals all  20 day, actually.  21 But then and now, in partnering with 21st  22 Century, they are collecting data directly with the  23 teachers to see, during the day -- I mean, to see  24 the report card, how it comes through those students  25 that are participating in the after-school program,</p>	<p style="text-align: right;">44</p> <p>1 So it's about valuing everyone who  2 contributes to the school; the teachers, of course,  3 but not neglecting all the other staff members. And  4 then thinking about Derrick, what you said about  5 Tiahuis, yesterday, as we were getting ready to  6 come, one of the admin team was giving a Tiahui to  7 the person who works in the food services.  8 And she goes, "I have a Tiahui for you."  9 "For me?" "Yes, for you." Oh, I could hear her on  10 the other side of the office.  11 That's what we want to do. We want to  12 celebrate each other. Because this work with  13 children, it's not easy; it's hard, right? And,  14 historically, we know that teachers, they work very  15 hard, and it's not just an 8:00-to-5:00 job. It's  16 7:30, and they don't even end at 5:00.  17 So it's celebrating them, giving them the  18 kudos when needed, and giving them the support that  19 is needed. Hopefully, with all of that, we can  20 build up our retention for teachers.  21 Thank you.  22 MR. RAUL ALDAIR MARQUEZ: Thank you,  23 Commissioner Gipson. To address the governing  24 board, yes, there was a lot of turnover. I'm happy  25 to say I've been a part of the board for over two</p>
<p style="text-align: right;">43</p> <p>1 how these impact in their academic performance.  2 And it happens, and (incomprehensible) I  3 can tell 80 percent of our enrollment is part of the  4 after-school -- stay in the after-school program.  5 And also some of the teachers are -- some of the  6 teachers, except (incomprehensible) to the  7 instructors, they stay, like, an extra hour there,  8 and the 21st Century take care of their payment.  9 And this is, like, something creative,  10 different. Like carpenter, their teacher provide  11 carpenter and our science STEM class, depending  12 their -- their inclination they have. Another one  13 would provide, like, art, crafts things and creative  14 things. And this is kind of providing more  15 expansion for the students for the teachers. That  16 is part of the --  17 DR. MARÍA ARTIAGA: I'll add one more  18 thing before Mr. Marquez responds.  19 Thinking about the culture itself for  20 staff, I am also participating in the leadership  21 committee with the Edel Swift (ph) program. And  22 part of the committee that I formed was to get the  23 custodian and the other person who helps with the  24 meals to give their voice, the important critical  25 people on board.</p>	<p style="text-align: right;">45</p> <p>1 years now; as a chair, for one. And it was very  2 much trial by fire learning very quickly to sink or  3 swim. I'm thankful for it. I don't shy away from  4 adversity. I definitely take it on as a leadership  5 opportunity and don't shy away from that. I  6 understand that at the end of the day, I'm the one  7 that leads the board at this moment in time. And  8 moving forward.  9 I am working really hard to ensure the  10 consistency and the stability of the board, that we  11 have members that do plan to stay. We have had a  12 couple of interviews with community members and just  13 ensuring that we have various candidates to choose  14 from to interview, ensure that we do have a right  15 fit to ensure that they have the mindset of, "Okay,  16 well, I'm not going to be a one-and-out-type  17 person," that we can count on them for at least, I  18 would say, five years -- not expecting anybody to  19 sign on the dotted line or anything like that --  20 but, you know, ensure that we can provide the school  21 and our new head administrator some stability that  22 is much, much needed, and that can help the school  23 thrive even more.  24 COMMISSIONER GIPSON: The comment that  25 your stability helps to provide the support for the</p>

<p style="text-align: right;">46</p> <p>1 head administrator, I do respect that.</p> <p>2 No. I appreciate the fact that you're</p> <p>3 doing the double-time for math. But your math</p> <p>4 scores are still on the lower side. And it's not</p> <p>5 always just -- you know, this is a sore subject</p> <p>6 right now in the state -- but more time doesn't make</p> <p>7 better education.</p> <p>8 So are the -- what else have you done</p> <p>9 to -- what other changes? Because I'm just curious</p> <p>10 is part of it the struggle with the -- trying to</p> <p>11 honor the cultural math and then incorporating it</p> <p>12 into the more modern math? What have you done in</p> <p>13 terms of have you made curricular changes? Or what</p> <p>14 other pivots have you made?</p> <p>15 DR. MARÍA ARTIAGA: I'll speak and have</p> <p>16 Alessa join again as a teacher.</p> <p>17 One of the things, again, that we did, and</p> <p>18 we're doing especially this year, is looking at</p> <p>19 the -- the whole picture, ensuring that we do</p> <p>20 support the Base 10, Base 20, as indicated in the</p> <p>21 mission, but looking at other components.</p> <p>22 We all know very well -- and I'm one to</p> <p>23 say that when I was a student myself, you get the</p> <p>24 directions from the teacher, "You've got to follow</p> <p>25 it this way," but your mind is creatively thinking</p>	<p style="text-align: right;">48</p> <p>1 different ways to multiply, also, but to understand</p> <p>2 the process. The process is really important, not</p> <p>3 just the product, right? Alessa, do you want --</p> <p>4 MS. ALESSA IBÁÑEZ: So just to add more,</p> <p>5 we've had Bridges as one of our curriculums; so it's</p> <p>6 our curriculum for math. When I started last year</p> <p>7 in 2022 -- 2022 -- I was a first-grade teacher. So</p> <p>8 I was coming in new. I didn't know anything about</p> <p>9 Bridges, and it was not something that we were</p> <p>10 working as a school.</p> <p>11 So since Dr. Artiaga has come in, we've</p> <p>12 had PD in Bridges, really understand what Bridges</p> <p>13 is. It's a lot of hands-on, have all the materials</p> <p>14 we need. Because one of the things that we were</p> <p>15 lacking was materials, the manipulatives, so we were</p> <p>16 able to implement all those lessons as part of the</p> <p>17 curriculum.</p> <p>18 And so this semester, as a third-grade</p> <p>19 teacher, I'm diving into Bridges. It's still</p> <p>20 something new that I'm learning about. But I can</p> <p>21 see how all the activities provide hands-on. Not</p> <p>22 only that, but critical thinking for students, it's</p> <p>23 very open as well.</p> <p>24 For example, this past week we were</p> <p>25 learning about a grocery store. And the students</p>
<p style="text-align: right;">47</p> <p>1 about alternative ways to really get to the same</p> <p>2 answer; right?</p> <p>3 So it's about giving students that</p> <p>4 opportunity to learn and be taught multiple ways.</p> <p>5 And also not only that, but one of the things that</p> <p>6 we're doing is through the coaching this year, is</p> <p>7 helping the teachers. When you have new teachers</p> <p>8 coming on board, especially if they're on a waiver</p> <p>9 or if they're brand new, first year, they need time</p> <p>10 to learn and grow.</p> <p>11 So that's what we're doing. I think with</p> <p>12 them being retained and with us helping them with</p> <p>13 the support that they need, I really see that there</p> <p>14 is going to be an increase.</p> <p>15 And using the data. Because data is as</p> <p>16 good as we make it. It could be a number. But if</p> <p>17 we don't understand that number, we're not moving</p> <p>18 anywhere.</p> <p>19 It's what's behind it and what areas and</p> <p>20 what areas are the students struggling with in order</p> <p>21 for us to try to guide them and give them that</p> <p>22 additional support.</p> <p>23 In the quick video, it was Ms. Alessa that</p> <p>24 was working with her third-graders. And they were</p> <p>25 doing multiplication. So we're showing them</p>	<p style="text-align: right;">49</p> <p>1 were learning about different items and how much</p> <p>2 they cost.</p> <p>3 So then for their homework, they had to go</p> <p>4 to the store and find all these items and put the</p> <p>5 price to it.</p> <p>6 And then they were talking about, "Well,</p> <p>7 maybe it's better if I go to Walmart than</p> <p>8 Albertsons."</p> <p>9 But I think it's opportunities like that</p> <p>10 that we make it more meaningful and have them</p> <p>11 understand why do we learn to multiply? Why is that</p> <p>12 important? And how do we connect it out in the real</p> <p>13 world? And where do they see it?</p> <p>14 So I think moving forward to learning and</p> <p>15 diving into getting more PD and learning what</p> <p>16 Bridges is all about, but also bringing the Aztec</p> <p>17 calendar, Xinachtli, because that provides a lot of</p> <p>18 critical thinking, but also it is important to</p> <p>19 provide the base and why is it important, too.</p> <p>20 Because if it's not meaningful to students, then how</p> <p>21 else are they going to learn it?</p> <p>22 And so as a teacher, I'm really trying to</p> <p>23 understand where my students are coming from, what</p> <p>24 they're exposed to, so that way I can target that,</p> <p>25 and so that way I can make some plans that are</p>

<p style="text-align: right;">50</p> <p>1 meaningful and engaging for them, and that, also, 2 that they can plan life. It's not just something 3 else that they learn and they're going to forget 4 about it, because that can still happen. 5 And that happened to me as student. "Oh, 6 I don't know my multiplication tables," because it 7 wasn't meaningful. That's what I can share with as 8 a teacher about the math and where it is. 9 COMMISSIONER GIPSON: The last thing. You 10 mentioned something in regards to food equity and 11 food alternatives. And you -- I think you said 12 you're working maybe with other charters in the area 13 for some kind of legislative ask? Could you just 14 explain a little bit about what your goal is for 15 your legislative ask? 16 MS. LUCÍA CARMONA: Commissioner Gipson, 17 yes, we are in collaboration with -- mostly through 18 the facilitation of the New Mexico -- FoodCorps 19 New Mexico, based here in Albuquerque. 20 And, locally, we are spreading the word to 21 participate in some initiatives. 22 Last year, a group of students came, 23 guided by one of our teachers, the ones -- the 24 after-school coordinator, bringing students and 25 parents to the legislative session during that time,</p>	<p style="text-align: right;">52</p> <p>1 And in conversations, sometimes, we want to approach 2 to the school district as well. There's some 3 through the Community School framework. 4 So this is -- these are opening some doors 5 and going that way. 6 And, of course, NISN are taking some lead 7 on the "Food As Medicine"; there are some 8 initiatives about that. And that's the way how we 9 have this oven. We have this community garden where 10 the community at large, not only the parents have 11 access, and students, like, eventually. 12 COMMISSIONER GIPSON: You don't have 13 anything specifically legislatively that you're 14 targeting at this point in time. 15 MS. LUCÍA CARMONA: We're just -- right 16 now we're meeting with the rest of the team that is 17 advocating. We have a list, and we just want to -- 18 we are trying in the conversations to include some 19 language. So it's part of the process right now. 20 COMMISSIONER GIPSON: Are you contracting 21 with LCPS for your food or -- 22 MS. LUCÍA CARMONA: Cravings Cafe. 23 COMMISSIONER GIPSON: So that you're 24 already doing breakfast and lunch. 25 MS. LUCÍA CARMONA: Yes. Breakfast,</p>
<p style="text-align: right;">51</p> <p>1 "Free Meals For All." It was kind of some of the -- 2 of the HB sessions that they came. 3 And there's some sessions that are 4 happening locally that are attending. 5 And when we mention -- of course, right 6 now, free meals. That is where everybody interest 7 (verbatim). And the advocacy about the balance 8 in -- or the quality in the food, that is another 9 piece. 10 The parents are interested. And there's 11 some on the equity council. That's why they want to 12 include in that part. And we have someone who 13 facilitate the -- between all the -- locally, 14 originally assigned a person from the equity -- 15 equity State staff or support. And this person 16 monthly meets with us and recommends us and guide us 17 on what do we have on that framework and our equity 18 council, the approach that they want to have, and 19 starting to work locally internally with the school 20 and how can we bring together a voice or 21 recommendations to the charter schools 22 (incomprehensible), the charter schools leadership. 23 We have our site leadership team in the 24 school. But then Dr. Artiaga and I participate 25 regularly in the leadership of the charter schools.</p>	<p style="text-align: right;">53</p> <p>1 lunch, and dinner. 2 COMMISSIONER GIPSON: And dinner, yeah. 3 But you don't have -- I'll come back later if I need 4 to. I'll let some other folks -- 5 THE CHAIR: Thank you, Commissioner 6 Gipson. 7 Commissioner Carrillo. 8 COMMISSIONER CARRILLO: Good morning. 9 Thank you very much for coming up and everyone being 10 here. 11 So my first question, actually, is for 12 Commissioner Gipson, because you're the only one on 13 this Commission that was here when you applied to be 14 a charter, okay? 15 So I'm curious, though. What -- what 16 ignited you? What excited you about this school in 17 terms of authorizing it? 18 COMMISSIONER GIPSON: Okay. So I don't 19 think I've been to, number one, a community input 20 hearing, except for maybe Six Directions, because 21 the room was larger, that had as many community 22 people attend their community input hearing. And it 23 was across the board. It was from legislative -- 24 locally elected and packed with parents. "We want 25 this school."</p>



<p style="text-align: right;">54</p> <p>1           Because, you know, it's always nice to 2 have the electeds there. But they're not bringing 3 kids to the school. And, you know, I care less 4 about their voice there. 5           But the fact that those parents were 6 there -- and it was an exciting model at that moment 7 in time. There wasn't a school in the district, in 8 the area, that had a mission to serve the community 9 as they did. 10          So we were -- we were excited about it. 11          Unfortunately, PED wasn't as excited about 12 it, so it was -- this school struggled from its 13 inception, because the Commission voted to approve 14 the application, and the acting Secretary chose to 15 review our decision and overturn our decision to 16 approve the school. So we had to file a lawsuit 17 against the Secretary at the time. 18          And it also discounted them from any 19 charter growth and start-up money. So they started 20 behind any other charter that has started within 21 this time framework, because they didn't have the -- 22 the monetary support. 23          Fortunately, they did have the support 24 of -- of the NACA-Inspired Network to help uplift 25 them some. But this school really was behind from</p>	<p style="text-align: right;">56</p> <p>1           Good. 2           And, see, because there were so many 3 founders listed on the website, it was hard for me 4 to know who started this school, because in our 5 experience, when a founder sticks around, a school 6 succeeds, you know. There's not a turn, because the 7 vision -- the continuity of instruction, continuity 8 of vision is there. And that's just super-duper 9 important. 10          So right now, which grades are you 11 serving? 12          MS. LUCÍA CARMONA: K-5. 13          COMMISSIONER CARRILLO: K-5. I don't know 14 why I might have remembered something. There's no 15 plan for higher grades? 16          MS. LUCÍA CARMONA: No. 17          COMMISSIONER CARRILLO: I must have 18 totally misread something where it says grade 11 19 someplace. I don't know. I was, like, "What?" 20          Good. You set me straight on that one. 21          And love the grocery store exercise for 22 math. I remember -- it's a long, long time ago. 23 You-all -- you young people don't remember this. 24 But there was a time when they didn't have to, on 25 items, put the cost per ounce, so people wouldn't</p>
<p style="text-align: right;">55</p> <p>1           the very beginning. 2           It was a -- it was a fight to get this 3 school going. It really was. 4           So they need to be really -- you know, I 5 understand some of the struggle with the school 6 getting itself going. And it's been a very tough 7 haul. And they've -- they've persisted. 8          COMMISSIONER CARRILLO: The thing that's 9 really troubling is that someone else, the 10 Secretary, especially, can override the Commission 11 on a new school. Who was it at that time? Was that 12 HCR or -- 13          COMMISSIONER BURT: It was CR. And I was 14 completely unaware that within the statute, there's 15 a provision that allows the Secretary to question a 16 decision made by the -- you know, when they called 17 me and told me that it was going to happen, I 18 thought, "Oh, no, it's not going to happen." 19          And it was, like, yeah, we were told, they 20 had the right to question our decisions. 21          COMMISSIONER CARRILLO: That's super 22 disappointing. 23          I'm curious about the school. That's why 24 some of these first questions are around that. Who 25 would you say was the founder? Who came -- okay.</p>	<p style="text-align: right;">57</p> <p>1           know what they were buying, and, "Oh, this one makes 2 much more sense. It's less" -- whatever. That 3 didn't use used to exist. 4           And now it's so wonderful, especially when 5 you're using math as an exercise at the grocery 6 store. So that's pretty great. 7           The -- okay. So on the attendance side, I 8 would imagine -- because 80 percent is not good. I 9 know you want to be at 95, and so does everybody. 10          What are you finding when you talk to 11 parents -- because, usually, there's a hardship. 12 And sometimes they're either embarrassed to say or 13 there's a transportation challenge, you know. 14          What are you finding is an obstacle on the 15 parental side? 16          MS. LUCÍA CARMONA: So we started in 2019, 17 August. And March 2020, the next year, COVID hit 18 us. And since then, the next year and then -- so it 19 climbs. It brought a lot of changing behaviors as 20 well. 21          People like to stay home. Or some of 22 them -- some of them were, like, kind of 23 homeschooling, and some preferables (verbatim) to 24 continue in Zoom, including the meetings that we 25 have in the board, or it's more convenient since now</p>

<p style="text-align: right;">58</p> <p>1 than then.</p> <p>2 And we started to experience something</p> <p>3 similar with the parents in conversations about why</p> <p>4 the student is not here on time, for instance. Or</p> <p>5 there's some percentage of the families that are</p> <p>6 struggling, not exactly with transportation, but</p> <p>7 with family issues.</p> <p>8 When we go to the part of the MLSS, how do</p> <p>9 we support the family, we work really close with the</p> <p>10 admin staff at the front desk about, wait a minute.</p> <p>11 It's not exactly homeless, but it's happening how</p> <p>12 the families are struggling with dysfunctional</p> <p>13 situation. Our population that we serve is mainly</p> <p>14 around the semi-rural area and low-income, immigrant</p> <p>15 community that are in -- like, unstable situation.</p> <p>16 And sometimes some families coming from Anthony,</p> <p>17 from Vado.</p> <p>18 So it's hard that -- suddenly, that we</p> <p>19 don't have -- but there's, like, a steady -- we</p> <p>20 observe, like, steady families that we still have</p> <p>21 them with us without saying, "Okay, we're going to</p> <p>22 enforce the -- the -- the regulation." How do we</p> <p>23 expose or suspend or whatever right in terms of</p> <p>24 assistance. (Verbatim.)</p> <p>25 So we are working together with the</p>	<p style="text-align: right;">60</p> <p>1 our -- some of our students actually commute</p> <p>2 almost -- when you look at it both ways, they're</p> <p>3 over an hour drive.</p> <p>4 So being a rural, lower-income family, a</p> <p>5 car breaks down. That's -- you're talking could be</p> <p>6 three, four hours on the bus. And if you don't know</p> <p>7 the Las Cruces transportation, it's not the</p> <p>8 greatest, most reliable. I used to live in</p> <p>9 Las Cruces; I live in Deming now. I have no public</p> <p>10 transportation there.</p> <p>11 But going from Vado to Las Cruces is a</p> <p>12 struggle. So we're working on figuring on trying to</p> <p>13 figure out alternate methods to get some of our</p> <p>14 students who may otherwise have impact outside of</p> <p>15 what our control is to make sure we're getting them</p> <p>16 into the classroom.</p> <p>17 And we're also working on providing</p> <p>18 options for when they're not able to come into the</p> <p>19 classroom, being able to still get them engaged with</p> <p>20 their teachers.</p> <p>21 So we've done a lot with that kind of</p> <p>22 program, making sure that they have the resources</p> <p>23 when they're at home and they can't come in to be</p> <p>24 involved in the classroom setting.</p> <p>25 COMMISSIONER CARRILLO: Thank you. Just</p>
<p style="text-align: right;">59</p> <p>1 Concilio de Padres, the structure we have in</p> <p>2 collaboration, and with the teacher, to address more</p> <p>3 sustainable -- maybe more stable with -- I don't</p> <p>4 know -- with -- because incentives -- when we talk</p> <p>5 about incentives, we support a lot of those families</p> <p>6 that we know about the -- for instance, now, the</p> <p>7 support, the emotional support, we have counselors</p> <p>8 inside. We have other partners that they can go out</p> <p>9 of school as well for free.</p> <p>10 So we're in that process.</p> <p>11 But I will say this is our kind of a --</p> <p>12 take -- intake about after COVID, it has, like, a</p> <p>13 dynamic with some families.</p> <p>14 MR. TERRANCE HESTER: Commissioner, real</p> <p>15 quick. Sorry.</p> <p>16 Another thing that we are working on from</p> <p>17 the business aspect of it, we're working on grant</p> <p>18 applications to support our community involvement.</p> <p>19 We've applied with like McKinney-Vento for the</p> <p>20 homeless. A lot of our cases don't qualify us into</p> <p>21 the McKinney-Vento program. We've begun reaching</p> <p>22 out to other partners, different programs that we</p> <p>23 can address with and work with for things like</p> <p>24 transportation issues.</p> <p>25 Because, like we said, we have -- some of</p>	<p style="text-align: right;">61</p> <p>1 reminding me. Curiously, is there a school that you</p> <p>2 would say that you feed into more regularly that's</p> <p>3 kind of -- where kids are able to continue on the</p> <p>4 math that you've started them on?</p> <p>5 Because I'm not familiar with the area</p> <p>6 down there at all, except for one restaurant that I</p> <p>7 really loved when I went down for a soccer</p> <p>8 championship in Las Cruces.</p> <p>9 MS. LUCÍA CARMONA: Yes. Well, I'm going</p> <p>10 to start, and Dr. Artiaga -- we are in the</p> <p>11 conversation with the school district as well. This</p> <p>12 idea is to bring to the parents the fifth grade what</p> <p>13 is going to happen with them, parents asked to have</p> <p>14 a continuing. And La Academia Dolores Huerta is</p> <p>15 kind of one of the alternatives. But now there's</p> <p>16 the Explore Academy and the J. Paul Taylor online --</p> <p>17 I mean, on a waiting list.</p> <p>18 But there's three options more that</p> <p>19 students may have. When we talk about the two of</p> <p>20 them, which -- the bilingualism. When they come up,</p> <p>21 being bilingual on the fifth grade, if they go to</p> <p>22 another school -- whatever school that is not</p> <p>23 bilingual in middle school, it will not affect them.</p> <p>24 In terms of how they interact -- how they go into</p> <p>25 this knowledge, the general knowledge, the</p>

<p style="text-align: right;">62</p> <p>1 foundation, the academic foundation they have. But 2 they have a plus in the bilingual.</p> <p>3 The parents are -- they love to find that 4 option. So we're talking also the district, the 5 school district, they have some schools -- not all 6 the schools that they follow some models, bilingual, 7 which is 50/50. And at that time, the fifth grade 8 in our school are 50/50. So --</p> <p>9 DR. MARÍA ARTIAGA: I also wanted to add, 10 Commissioner Carrillo, that I had a student in my 11 office. And sometimes I know it's to say hi, and 12 other reasons you know why they're there, right? So 13 in other words, a discussion with students, I also 14 help them on projects. Like, "Can you help me with 15 a project?"</p> <p>16 So what we did is I actually communicated 17 with a couple of administration from middle school 18 and I left messages so we can go ahead and get the 19 parents in. I know, ideally, it would be Academia 20 Dolores Huerta. They are by bilingual.</p> <p>21 But now it depends on the parents. Where 22 do they live? What's closest to their home? Do 23 they actually want to go to a charter school? Do 24 they want to go to Las Cruces Public Schools? 25 It's getting different administrators or</p>	<p style="text-align: right;">64</p> <p>1 the district and the others."</p> <p>2 And so -- and we learn from the -- and, 3 actually, I was thinking about you, Commissioner 4 Burt, relative to the bilingual and how effective it 5 is all the way through, because especially after 6 even the K-5 grades, when people start -- their 7 brains -- the way their brains work, it's just so 8 good to be able to continue that if they're able.</p> <p>9 But we learned a couple of days ago about 10 grants that were available specifically for math 11 instruction. And I'll tell you, the school was 12 New Mexico School for the Arts up here. And there 13 was a tutor that talked about how he -- how he was 14 taught to tutor in math, to reach kids that were 15 math-phobic, because -- I said in the last meeting, 16 there's always this dark cloud around math.</p> <p>17 And I became really excited because of 18 Ms. Loftus in the eighth grade.</p> <p>19 And I love math. And for what kids want 20 to do, do you have any idea of what they want to do, 21 so many, whether it's, you know -- so many things 22 require math. And I don't even know -- you don't 23 know that when you're a little kid. But it's 24 getting them excited about math. 25 So I was looking at maybe what grants are</p>
<p style="text-align: right;">63</p> <p>1 someone representing the school to come down to our 2 school and speak with the students and with the 3 parents.</p> <p>4 The plan right now is to have them come on 5 January the 12th; it's a Friday. And after we 6 finish conversing, the student said, "Huh, I think I 7 would like that school."</p> <p>8 I said, "Tell me why you think you would 9 like that school," because the student was listening 10 to our conversation. The students said why.</p> <p>11 But, unfortunately, that school isn't 12 taking any more applications because they're full. 13 I was, like, "Okay, here we go."</p> <p>14 At least they have a choice. It's 15 bringing the information to the parents so, 16 ultimately -- so the parents can have a decision of 17 where they want their children to go next year. So 18 it's a (incomprehensible) conversation and also a --</p> <p>19 COMMISSIONER CARRILLO: A challenge, yeah. 20 DR. MARÍA ARTIAGA: -- traveling and many 21 other issues. 22 COMMISSIONER CARRILLO: Thank you. So I 23 would echo the concern about math, because 24 11 percent and no growth is -- what I wrote down in 25 my book was, "It's not just behind, it's way behind</p>	<p style="text-align: right;">65</p> <p>1 there for math instruction specifically to take 2 advantage of.</p> <p>3 So I want to ask that, but not right now. 4 Did that. Did that.</p> <p>5 Why do you want seven members on your 6 board instead of five? Boards are challenging 7 enough with five.</p> <p>8 MR. RAUL ALDAIR MARQUEZ: It would allow 9 us for making quorum sooner, rather than having to 10 wait on a third. If we have more people on the 11 board that can make those meetings and not have as 12 many requirements, we can get the meeting started 13 sooner.</p> <p>14 COMMISSIONER CARRILLO: Okay. Seven. 15 !Hijole! Five was even hard in Santa -- I was on 16 the board in Santa Fe for nine years. And five 17 people is even hard.</p> <p>18 MS. LUCÍA CARMONA: Adding to that part, 19 to Mr. Aldair, the experience we had in the 20 beginning, the cofounders discussing the best 21 practice to have at least seven members in terms of 22 doers. Because it's not only, "Okay, I'm going to 23 sign there." And we never promise -- I say "we," 24 because I'm part of the recruiters. We have a lot 25 of partners there that like to come. We are</p>

<p style="text-align: right;">66</p> <p>1 planning to interview two other partners to become 2 board members.</p> <p>3 But not only to -- but they come. They 4 come more. They support in terms of analyze, 5 discuss documents. Doers.</p> <p>6 So sometimes it's hard for that -- maybe 7 we see people that are so engaged in their school 8 that it's hard.</p> <p>9 COMMISSIONER CARRILLO: I get it. And the 10 school board, when it's an elected position, there's 11 an expectation that you be there. By statute -- I 12 think if you miss -- I think it's nine. If you 13 miss -- is it six? -- yeah, you're out. You need to 14 attend; you're elected to do a job. Haha. This 15 doesn't apply. I wrote down "Civics."</p> <p>16 So you talk about -- on the retention 17 side, do you do exit interviews for staff when they 18 leave?</p> <p>19 DR. MARÌA ARTIAGA: When I came on board, 20 there was two that left last year. One of them 21 actually retired. And the other person, it was due 22 to her own children. She was teaching at Raíces, 23 but her children were at another school. And she 24 said, "It's just commuting and being there" -- 25 again, ending -- the Las Cruces Public Schools,</p>	<p style="text-align: right;">68</p> <p>1 from now -- I have one more year on this -- what I'm 2 really going to be looking for, and even in the 3 interim -- because I remember Ms. Gipson mentioning 4 that we're going to look at certain things 5 throughout the term and not wait until renewal to 6 bring up some big red flag -- but really looking for 7 growth in math and learning about what you're doing 8 in math, to change that.</p> <p>9 So other than -- you know, that's what 10 I'll be looking for. And thank you very much for 11 what you do, and especially for filling an important 12 gap, you know, in your area in serving kids. So 13 thanks.</p> <p>14 THE CHAIR: Thank you, Commissioner 15 Carrillo.</p> <p>16 Commissioner Beck and then Vice Chair 17 Burt.</p> <p>18 COMMISSIONER BECK: Again, thank you guys, 19 all, for coming up. I wish you the best in getting 20 back with what the weather might be this afternoon. 21 So we'll keep our fingers crossed.</p> <p>22 I really treasure these hearings, because 23 I learn so much about a school that I don't know 24 very much about from the start. 25 And when you look at the data and you look</p>
<p style="text-align: right;">67</p> <p>1 their time with teachers ends at 3:15, and we were 2 ending at 3:30.</p> <p>3 So even that gap sometimes was a conflict. 4 If the school didn't have an after-school program, 5 she says, "I'm having a hard time."</p> <p>6 So, again, we're trying to assist teachers 7 also with the retention; for example, one of them is 8 coming in a little bit earlier so she can leave on 9 time.</p> <p>10 So it's looking at the needs, right, that 11 needs analysis when it happens so that they can 12 fulfill the contract, but also try to support them 13 so that we won't lose them.</p> <p>14 COMMISSIONER CARRILLO: Good. That's 15 good. So, I mean -- I was shocked to know the level 16 at which there wasn't -- weren't exit interviews 17 happening. And then the board kind of mandated it 18 up in Santa Fe when I was on the board, but they 19 just weren't happening. That's just a bad business 20 practice.</p> <p>21 "Pattie, what moved you?" That's what I 22 wrote down right there.</p> <p>23 So -- yeah, I did the math.</p> <p>24 So we're good. So, for me, because, you 25 know, I could very well end up being here five years</p>	<p style="text-align: right;">69</p> <p>1 at the different pieces of information we get, it 2 really doesn't paint the picture like -- of what 3 your school is.</p> <p>4 Commissioner Gipson certainly helps a lot, 5 since she's right there, giving me a background, and 6 the questions from Commissioner Carrillo.</p> <p>7 It's a challenge for sure, you know. 8 111 kids, I think? Small school? New school? She 9 briefed me on your challenges getting opened. So 10 that's a challenge. And you're fighting a great 11 fight, for sure.</p> <p>12 A lot of the questions have already been 13 answered that I was looking at, specifically teacher 14 retention, the math challenge.</p> <p>15 I love your educational plan, your four 16 components of it.</p> <p>17 I'll be real quick. I'd like a little 18 more information on your fourth component, which is 19 the 90/10, what that looks like. And I'll finish 20 with that, number one.</p> <p>21 And, number two, you mentioned that you 22 moved back from excusing the kids from 3:30 to 2:45 23 so you could have interaction with the parents and 24 the students and things like that. 25 I wanted kind of a picture -- here I go</p>

<p style="text-align: right;">70</p> <p>1 again -- with what your PLCs look like. I'm -- I've  2 been a teacher for 13 years and a department chair  3 and stuff. So I -- what your PLCs look like, how  4 that fits into the school schedule, and then what  5 your professional development is, just briefly,  6 briefly, within the PLCs and the school day.  7 Thanks.  8 DR. MARÍA ARTIAGA: Okay, Commissioner  9 Beck.  10 For the 90/10, the 90/10 dual language  11 model, I actually, when I was a kindergarten  12 teacher, I taught it. So coming in, I was very  13 familiar with it.  14 We began -- when kindergarten students  15 begin receiving instruction 90 percent of the time  16 in Spanish and 10 percent in English, your ESL. And  17 then it moves on to first grade. From kinder to  18 first grade, so then it goes from 90/10 to 90/20,  19 80/20, 70/30, 60/40. Fourth and fifth, it's 50/50.  20 So we're trying to, with fidelity to the  21 program, make sure it's really easy, when students  22 look at you and they don't understand, you want to  23 tell it to them in their own language. But that's  24 where you have to be strong in the instruction of  25 that subject area. Because if not, then they're</p>	<p style="text-align: right;">72</p> <p>1 teachers. But sometimes I have them share with  2 them, so they won't think it's evaluative. It's  3 always, not, again, that fear all the time, right?  4 "Oh, I didn't do this right. You guys better  5 behave," or whatever.  6 It's about the presence. We understand  7 the younger the child developmentally where they're  8 at, where they stand. So that's what we have do  9 with the PLCs.  10 As far as professional development, even  11 toward the end of last year, it's, like, where are  12 we? This student needs analysis. What do we need?  13 Again, from there, working with Terrance to see,  14 where is the money?  15 We need to make sure we provide them  16 Bridges. And then after each professional  17 development, it's speaking with the teachers as  18 well, "Is this good? Do you still need more?"  19 So it's giving the teachers what they need  20 instead of just, "Well, I can't find the  21 manipulatives."  22 It's about, you know, hands-on, getting  23 there, understanding the instruction so they can be  24 able to deliver it appropriately to the students.  25 MR. TERRANCE HESTER: And then one thing</p>
<p style="text-align: right;">71</p> <p>1 going to say, "Well, they're going to tell me in  2 English anyway," or "They're going to tell me in  3 Spanish anyway."  4 That's what we're working on.  5 Teachers are getting better at it. It's,  6 again, the newness of coming in on board,  7 understanding program, all the -- for the most part,  8 all staff are bilingual. All teachers have a  9 bilingual endorsement and/or have a waiver. So  10 that's key, very much so.  11 As far as -- I'm going to jump into the  12 PLCs. In the PLCs, usually, they happen when the  13 students go to specials, either movement/PE and/or  14 to arts. So they have a whole hour. And  15 kindergarten does half an hour of each. And then  16 the other grade levels does one hour every other  17 day. So the teachers at that time have the  18 opportunity to meet with coaches, whether it's your  19 literacy coach or your internal coach or with the  20 interventionist. And there's always a push-in from  21 that core team so they can go into the classroom,  22 observe the teacher, speak to them.  23 When I go -- and, like I said, I do  24 walk-throughs as well with one of the coaches. We  25 look at that. We discuss. I might share with the</p>	<p style="text-align: right;">73</p> <p>1 also to add to that is, with the professional  2 development kind of going along with teacher  3 retention and everything, we really try to involve  4 more over the last year, and even the year before,  5 getting the teachers involved when we're building  6 our budget to include if there's any struggling  7 areas that they feel -- since they're the ones  8 one-on-one in the classrooms, in with our students,  9 like Ms. Ibañez says, learning the new program we're  10 going through, whether it's State requirements or  11 the curriculum we're using, we're really reaching  12 out and trying to get our teachers involved, and our  13 community input meetings, to really understand and  14 make sure we have the budget built from the get-go.  15 Instead of saying, "Maybe we should have  16 done this," and now, it's April, how are we going to  17 make this work, we're making sure we're putting that  18 as a forefront to make sure we're developing our  19 teachers. And, again, that's also helping with our  20 retention and with our programs moving forward.  21 COMMISSIONER BECK: Just a clarification  22 on the PLCs. Is that -- is that by grade level? Or  23 is it by content level? Or both?  24 DR. MARÍA ARTIAGA: It's actually --  25 whether it's individualized per teacher, depending</p>

<p style="text-align: right;">74</p> <p>1 on whatever content they need, and/or by grade 2 level, depending on the data, let's look at this, 3 and let's see how we're going to move forward with 4 supporting the students. 5 COMMISSIONER BECK: Okay. 6 DR. MARÌA ARTIAGA: When I walked in as 7 well, like, say, for example, this teacher that I 8 think of, I mean, these little ones are on it. 9 dry-erase boards, doing this, sharing, also giving 10 the time for other teachers to come and look at 11 that. But not only celebrating that teacher that's 12 doing well, but looking at the good things that 13 other teachers are doing well, so everybody can feel 14 successful, again. 15 COMMISSIONER BECK: Do you have any 16 kind -- it sounds like some of the teachers are 17 fairly new. Do you have any kind of mentorship 18 program for more experienced teachers helping out 19 the younger ones? That's -- 20 DR. MARÌA ARTIAGA: So the teacher that 21 has been assigned to mentor was a previous teacher 22 there -- they moved into special education -- has 23 all these number of years teaching, bilingual and 24 all, because that's the one that will have a good 25 wealth of knowledge in many different areas to be</p>	<p style="text-align: right;">76</p> <p>1 saw, probably, of any application that I read, was 2 your street data comments from your parents. 3 And I especially loved the last parent 4 that you put that paragraph in, and how they -- 5 like, if they misbehave at home, they're, like, 6 "We'll just change schools." 7 And the kid loves your school so much, 8 that's, like, "I'll do whatever. I'll do anything." 9 It just reminds me of -- you know, this time of year 10 we get to use Santa to really get kids to behave. 11 This parent gets to use your school all year round 12 as like, "Hey, straighten up." That's the depth of 13 the love of the school for that student. I just 14 thought that was absolutely hilarious. I mean, I 15 wouldn't necessarily encourage the families to 16 threaten taking a kid out of school to behave. 17 But, like, just the depth of love that 18 that student has, I thought that was so -- I 19 couldn't stop laughing, it was so funny. Thanks for 20 including those anecdotal kind of qualitative pieces 21 from the street data that you've taken a look at and 22 just included in there. I just thought that was 23 great. 24 I also -- I think, you know, because this 25 school does have so many new teachers, those were a</p>
<p style="text-align: right;">75</p> <p>1 able to support the new teachers coming on board. 2 So she's doing an amazing job, too. 3 COMMISSIONER BECK: Thank you. Thank you. 4 MR. TERRANCE HESTER: There's one more 5 thing that we do have. We're enrolled with the Ed 6 Fellows Program. So we're trying to help develop 7 the EAs that are transitioning into teachers. 8 Ideally, our goal is the ones that we have on site, 9 we get to keep into our school. 10 So far that's been pretty well step stones 11 into our program. So we have reached out, and that 12 is one of the programs that we reached out for 13 funding through Ed Fellows Program to help develop 14 our teachers coming up. So as we have our first 15 teachers coming in, they're in with our models; 16 they're in with our trainings. So... 17 THE CHAIR: Thank you, Commissioner Beck. 18 Vice Chair Burt. 19 COMMISSIONER BURT: Commissioner Beck 20 actually took, like, a lot of my questions. It's 21 okay. They were good questions. 22 I -- I do think -- like, when I -- okay. 23 So first, there's a couple of things I wanted to 24 just say from the application that I thought 25 were -- number one, the most hilarious thing that I</p>	<p style="text-align: right;">77</p> <p>1 lot of the comments I had were like that line that 2 Commissioner Beck had of really having, like, 3 coaching being the culture; right? 4 Like, it's -- like, that's just -- I do 5 think that that's something your school -- 6 especially if you're -- if that's kind of the 7 trajectory of, like, keeping bringing in new 8 teachers and training them up, and bringing in new 9 teachers, training them up. And that has to become 10 the culture of the school. 11 And teacher training and coaching needs to 12 be, like, a really top priority. So it made me 13 happy that it's being prioritized in the finances, 14 with the governing board, like, looking at that. 15 I do think sometimes when -- I noticed, 16 when I looked at your Istation data that you 17 provided, it doesn't look like you're getting the 18 kind of growth that you're wanting when you're 19 looking at that. 20 And, I mean, I know the iMSSA is hard, 21 because it's, like, well, this test, and then it's 22 this test. And it's hard to, like, compare apples 23 to apples; whereas, you have the Istation data year 24 over year to look at as your formative assessment. 25 My concern is this was what -- I remember</p>

<p style="text-align: right;">78</p> <p>1 being the most frustrating part as a new teacher was  2 feeling like I was doing my best, like I was doing  3 everything -- like, I was getting there early,  4 leaving late. Like, it wasn't -- I was putting in  5 the effort at the time. And to not get results off  6 of that is the most, like, stab in the heart at the  7 end of the year as a teacher -- right? -- because  8 you're, like, I'm doing everything I can, like, and  9 so for it to not get -- like, the growth I want is,  10 like, so frustrating.</p> <p>11 I think, personally, as new teachers, we  12 get that the most, because we don't know what we  13 don't know yet, right? Like, you have to learn it  14 over time.</p> <p>15 And so I do think, like, I -- once again,  16 I'm appreciative that you're looking at having  17 teachers look at each other, because I don't think  18 we really know what quality instruction looks like  19 until we see it. I mean, we think we're giving  20 quality instruction. It feels good. Kids are  21 happy. You're not getting complaints from anyone.  22 But it may not actually -- the science of teaching  23 is so strategic, yeah, that you really have to push  24 that.</p> <p>25 So I do think -- the Istation results were</p>	<p style="text-align: right;">80</p> <p>1 proficiency rates in kinder-first as much as you're  2 going to -- it feels, like, a little, ooh, okay.  3 But, like, you start -- it just grows exponentially  4 after that; right?</p> <p>5 So I don't think you're seeing that yet.  6 And so that's a concern. And so I do think there  7 has to be a little bit of an emergency of, like, an  8 urgent of, like, we've got to do better for the  9 kids.</p> <p>10 But it feels like you have a lot of the  11 pieces coming into place. And so I see a lot of,  12 like, hope for it. But I do think, like, the  13 continuity in getting these pieces into place is  14 going to be really, really important in the next  15 couple of years to come, and laying that foundation  16 and baseline.</p> <p>17 It's frustrating that it wasn't -- it  18 didn't -- like, it feels like these things that  19 you're doing now should have been year one. And  20 that's the only thing that's making me, like, feel  21 like to just now be getting that curriculum  22 professional development, that's frustrating; right?  23 I'm sure you coming in as a new head  24 administrator -- I'm not putting any blame on  25 anyone -- but, like, that's a tough thing to build</p>
<p style="text-align: right;">79</p> <p>1 for math and reading. They just were kind of flat  2 over the course of last year when you look at, like,  3 getting your kids outside of those level ones and  4 into level twos, level twos into threes. I don't  5 think you're getting where you want to go. Once  6 again, I don't know if that's because you weren't --  7 there wasn't professional development, even in the  8 curriculum that was being given, prior to this year.</p> <p>9 So I'm trying to, like, take it with a  10 grain of salt of, like -- I mean, it's always hard,  11 right, as an authorizer to be, okay, there was this  12 turbulence, and maybe now it's seeming to  13 course-correct, with new leadership, with having the  14 right people in place.</p> <p>15 But it's hard for me because all I see is  16 what happened. And I do think that that could be an  17 effect of the turbulence in the school in years one  18 through four kind of thing.</p> <p>19 Have you -- I think the only thing that  20 I -- I really want to, like, impress upon the things  21 that people have already said about, like, really  22 making sure the teachers are getting the support  23 they need so that instruction is really high-quality  24 instruction. Because, like, we know, for bilingual  25 schools, that you're not going to see the</p>	<p style="text-align: right;">81</p> <p>1 foundation in, like, year five? We should be  2 further along.</p> <p>3 And so I hope that there's, like, a little  4 bit of an urgency behind creating that  5 stabilization, because your kids need that as well.</p> <p>6 I could tell you want to say it. Please  7 do.</p> <p>8 MR. RAUL ALDAIR MARQUEZ: I'm just looking  9 at time. And I'm all about stories. By trade, by  10 profession, I'm a dietician working in a dialysis  11 setting. Never did I see myself in that setting. I  12 love sports. I saw myself more as a sports  13 dietician. Coming into that setting almost three  14 years ago, one of the things that we track is  15 albumin; it's a marker for protein intake. It was  16 really bad at my clinic. Okay. Well, I don't know  17 what I don't know, because I'm just starting, but  18 I'll try something, and so I did.</p> <p>19 I kept putting in effort, effort, effort.  20 It's going down. I'm addressing the thing, but it's  21 going down. It wasn't, like, until month four and  22 five, before it started coming back up. And it  23 climbed up. And the regional manager said, "It's  24 never been that high in the last couple of years."  25 I was like, Okay.</p>

<p style="text-align: right;">82</p> <p>1 I tell that story to say we have to trust 2 the process. Part of the reason we as a board chose 3 Dr. Artiaga to be the head administrator is we trust 4 in her process. You touched on it. It's -- where 5 she's addressing it, we have to give her time and we 6 have to ensure that she has adequate time for those 7 scores to come up and reflect her effort coming into 8 that.</p> <p>9 I just want to kind of highlight that 10 part, in that we did actively choose Dr. Artiaga 11 from a pool of candidates, because we saw that she 12 was going to be the one that's gives Raíces the best 13 foundation at this point, or continues filling holes 14 or what have you to ensure that the school does 15 course-correct and continues to thrive.</p> <p>16 COMMISSIONER BURT: I appreciate that. 17 That's the sense I'm getting today. Like, reading 18 in black and white is different, right, than being 19 able to talk to you all. So I did get that from the 20 presentation, like, addressing a lot of the things 21 in the presentation up front about the adult fixes 22 that can happen; right? Like, the adult problems 23 and how you guys can course-correct on those things.</p> <p>24 One of the other things I noticed -- maybe 25 you can explain a little bit more. One of the</p>	<p style="text-align: right;">84</p> <p>1 process. We started with a planning grant in 2019. 2 And then from there, we moved to the implementation 3 grant for three years. We're in the last phase of 4 one last year to extend to bring sustainability to 5 that framework.</p> <p>6 So I am the community school -- I operate 7 as the community school coordinator as well, to be 8 sure how do we bring that strategic community school 9 strategy. And it's embedded into the -- all what we 10 do.</p> <p>11 COMMISSIONER BURT: Okay. And when is 12 the -- because one of the things -- as you were 13 talking about attendance -- so I used to work for 14 Albuquerque City Council, where they started ABC 15 Community Schools. And I was, like, very -- that 16 was, like, my favorite thing, because I care about 17 education the most; like, right? It was one of the 18 few opportunities I had to be in schools, like, 19 outside the education realm.</p> <p>20 There was a school -- this was early, 21 early in community schools in New Mexico; right? 22 The official community school. I think a lot of 23 schools have been community schools for decades. 24 But the official program; right? 25 And one of the biggest things that they</p>
<p style="text-align: right;">83</p> <p>1 things that obviously is a strength, which, once 2 again, I've said this before, that incorporating 3 culture into a school can sometimes be the most 4 challenging thing that a school can do.</p> <p>5 That seems to be the thing you-all excel 6 at; right? Like, having that intertwined and 7 interwoven in the parents and families and community 8 knowing that that's actively being supported in your 9 school, I mean, sometimes that's the hard -- like, 10 people can have all these other things and never get 11 that right.</p> <p>12 So for you all to have that, what a gem. 13 So, like, just twisting these other pieces, right, 14 to get these other pieces in play seems, like, 15 doable.</p> <p>16 And I was really excited when you said 17 that you were in that planning year of the Community 18 School Grant, because it sounds like you're already 19 doing so much of the work already, you should get 20 the funding to support what you're already doing.</p> <p>21 But I saw in there that you got the 22 Community School Grant in 2019, but it's not 23 implemented yet. Like, what happened between 2019 24 and -- 25 MS. LUCÍA CARMONA: Oh, no. It's a</p>	<p style="text-align: right;">85</p> <p>1 tackled was attendance. So looking at that root 2 cause of why, why are we not getting kids to school 3 every day? And they actually used their community 4 schools coordinator to tackle the attendance the way 5 it worked for their school. They actually called 6 it, like, the walking school bus, like, the kids 7 were, like -- it was a neighborhood school. It was 8 mostly the kids that were being tardy or chronically 9 absent were the kids that lived right by the school 10 and didn't have a bus, like, that mile. The parents 11 were already at work, and the kids would hang out at 12 home.</p> <p>13 They ended up creating a walking school 14 bus. They had an adult come and collect the kids 15 from the school within that mile, and they were at 16 school, like, attending. They figured out that root 17 cause first and came up with a solution that made 18 sense for their particular school; right? 19 Obviously, that's not something that would work for 20 your school.</p> <p>21 So have you taken a look at -- with 22 having, you know, 34 years under your belt of 23 community schools, what are some of the kind of root 24 issues that you've discovered and how are they being 25 tackled through the Community Schools Program?</p>



<p style="text-align: right;">86</p> <p>1 MS. LUCÍA CARMONA: One of the root causes 2 that I mentioned was the instability in the 3 families, the disruption. And the counseling part 4 was really always a key, and the funds that we 5 are -- with as we grow and as we expand our 6 partnership with other organizations, to provide our 7 families consistently, not only once or something. 8 So we're -- we get there already. We have 9 in school; we have outsiders. And, recently, we 10 just had, for instance, a couple of students that 11 experienced their mom die in Juarez, and they are 12 here with other relatives taking care of them. 13 There are those -- they started coming from Anthony. 14 Now they moved to Las Cruces. 15 So we're in conversations. How support -- 16 how can we support those students as well; right? 17 It's, like, a sample. 18 And that's -- mostly, we identify that 19 instability in the family. We talk about the 20 transportation. No, it's not transportation. So we 21 want to focus on really what is the root. And we 22 found that part. 23 COMMISSIONER BURT: Okay. 24 MS. LUCÍA CARMONA: And it's a small 25 school. The spread out -- the word is out there,</p>	<p style="text-align: right;">88</p> <p>1 they're saying, "Look at what my students learn." 2 They're impressing people on vacation, the pride 3 that the families seem to be expressing in what the 4 students are learning. 5 I also imagine -- I kind of remember when 6 we switched from New Mexico State standards to 7 Common Core standards, and in math. And none of the 8 parents or families knew how to help their students 9 with math anymore; right? Even kindergarten. 10 I mean, once you get up to older grades, 11 then math gets a little wonky with some families, 12 anyway. Back then, you couldn't even help your 13 first-grader with math. It was, like, "I don't even 14 understand how they're doing this"; right? 15 As an adult you felt like, "What do I do"; 16 right? 17 So I also imagine some of the learning 18 that you're doing, families didn't get. And their 19 students are learning, like, new concepts that their 20 families can't really actually support at home. 21 So what do you do for family engagement 22 when it comes to academics and helping families, 23 like, support the students at home? 24 MR. TERRANCE HESTER: So there's one thing 25 that we do a lot of. I'm an off-site business</p>
<p style="text-align: right;">87</p> <p>1 "Oh, you're struggling. At that school, you will 2 not have problems. You cannot go," or whatever, 3 something like that. 4 A couple of families happened -- it 5 happens that we found out, like, two years ago. 6 We've definitely talked to them. It was before 7 Dr. Artiaga came. 8 And -- I mean, we found out. They 9 communicate each other and say, "Oh, that's okay. 10 That's okay," because they've been struggling to 11 attend regularly, because they had some issues about 12 they want -- they preferred to stay at home. 13 COMMISSIONER BURT: Yeah. So I would just 14 say continue, like -- I think even in the -- because 15 I -- when you support those pieces, I also think 16 that then supports academics; right? Like, you take 17 care of those root issues and what families are 18 needing, then you're going to see that natural 19 increase, because students are coming prepared and 20 ready to learn when they're in the classroom. 21 Along the same lines, what -- so I also 22 noticed it seems like your parents/families of the 23 students are very proud of the learning that they're 24 doing, especially the cultural learning that they 25 feel like maybe kind of a lost tradition. And</p>	<p style="text-align: right;">89</p> <p>1 manager. I go on site. And there's been several 2 times where I've actually gone on site when they've 3 done professional development to help encourage them 4 to understand the program that we're trying to 5 instill, how it relates to the cultural diversity, 6 how the different programs are. 7 That also goes along with we're kind of 8 giving our teachers a little bit of extra time at 9 the end of the night to reach out to the parents and 10 to the families. Because a lot of -- we have a lot 11 of kids that are not in parental homes, like we've 12 said. 13 So even that -- going to, like, 14 Common Core, you're talking not even the generation 15 that just came out of working class. Some of them 16 are a lot older, displaced families. So we do try 17 to put a big focus and emphasis on not only our 18 parental involvement through our Concilio de Padres, 19 but we also do a lot of -- I mean, it's professional 20 development. But it's parental development in a 21 way, too, because we're trying to get them to 22 understand, "This is what we're teaching them, how 23 we're teaching them." That way, they can take it 24 home and be more prepared for that outside of the 25 classroom and inside the classroom.</p>

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1 COMMISSIONER BURT: How specifically does  
 2 that happen?  
 3 MR. TERRANCE HESTER: The parental  
 4 development?  
 5 COMMISSIONER CARRILLO: Uh-huh.  
 6 MR. TERRANCE HESTER: So there are several  
 7 different ways we've had it instilled. Our  
 8 community outreach, we have a lot of opportunities  
 9 throughout the year. We have full-on Saturdays. Or  
 10 we do a lot of -- I want to call them cultural  
 11 holidays, but our cultural relevant days where we  
 12 have open invitation for family members to come and  
 13 see -- to come in and be part of the activities that  
 14 we're explaining and see how it really pertains to  
 15 and can be worked into everyday life.  
 16 MS. LUCÍA CARMONA: We have what we call  
 17 the Escuela de Padres, school for parents. Through  
 18 the community-school framework and strategy,  
 19 definitely that is something that we are bringing  
 20 sustainability with other grants, like Kellogg  
 21 Foundation. They are so interested in the school,  
 22 how we are bringing that piece.  
 23 And, like you mentioned, it's a long term  
 24 to take to get even the dual -- the bilingualism is  
 25 something really hard that our parents, that I said

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1 what we serve, or the community we serve, are  
 2 definitely scared of our bilingualism in the school,  
 3 because are being failing the implementation in the  
 4 traditional districts, that the bilingualism is  
 5 really hard with -- you name -- lack of bilingual  
 6 student, teachers, lack of incentives, whatever it  
 7 is; right?  
 8 And then parents, because that  
 9 intergenerational history called trauma that is  
 10 happening mostly on the border and beyond, we know,  
 11 but mostly there, where they scared with the  
 12 experience not knowing English in this country. And  
 13 they prefer their student go straight and, "No  
 14 matter what, maybe I will not able to communicate  
 15 with them at all later" -- because that was the  
 16 experience in the communities.  
 17 The students goes into the district, learn  
 18 English, that language. And we struggle that and  
 19 talk with the parents. It's not "that language."  
 20 It's just another language, English.  
 21 So how do we approach and engage a student  
 22 that don't speak English be proud of who they are  
 23 speaking in Spanish and coming to the school that we  
 24 will provide that support?  
 25 That is how our -- our school started,

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1 with mostly English -- English-language speakings.  
 2 But only also the engagement to those parents that  
 3 are around enrolling their students is more and  
 4 more. The same with the culture.  
 5 So that is how the academic part and the  
 6 participation of the parents are coming more and  
 7 more.  
 8 DR. MARÍA ARTIAGA: Really quick,  
 9 Commissioner, I wanted to take and highlight a  
 10 couple of things, is that we actually hire families  
 11 in the after-school program so they can teach. That  
 12 way, they're learning along with their child.  
 13 We have a couple of staff who are parents.  
 14 That way they get to know each other. They learn  
 15 themselves, and then they spread the word, too.  
 16 Because it's word of mouth. It's about knowing each  
 17 other and seeing what we can do for our families,  
 18 whether they're employees, after-school program  
 19 employees, and/or -- and we invite them in at all  
 20 times.  
 21 And then in the after-school program, they  
 22 also have a time where they do homework. So, again,  
 23 there's more encouragement, more engagement to learn  
 24 what's appropriate for each grade level.  
 25 COMMISSIONER BURT: And I noticed a lot of

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1 your students, like, well over the majority, do stay  
 2 for the out-of-school-time program after.  
 3 MS. ALESSA IBÁÑEZ: One thing I would like  
 4 to add is especially during family conferences, what  
 5 I've seen and especially in my classroom, I've seen  
 6 the opposite, where students, their first language  
 7 is English. So I'm teaching Spanish as a second  
 8 language.  
 9 And so I've had parents come in and  
 10 they're, like, "Well, how do I teach them Spanish?"  
 11 So, like, this is the opposite. I'm used to  
 12 students learning English and not Spanish.  
 13 So some things that I do is I try to  
 14 provide resources that they can use online with  
 15 their child, that way they can engage especially in  
 16 reading. To me it is important because some of  
 17 these parents don't speak Spanish. Or maybe they  
 18 do, or maybe their grandparents. But that's where  
 19 the gap is.  
 20 So I think it's also empowering for their  
 21 child to teach their parents about how to learn  
 22 Spanish or things that they've been learning in  
 23 school.  
 24 COMMISSIONER BURT: It's fascinating,  
 25 because I just -- the more I understand, the more

<p style="text-align: right;">94</p> <p>1 complex the fear can be, right? And the more work 2 you have to do, because there's so many levels to 3 it. Bilingually, and then, you know, like having to 4 educate families on what proficiency looks like over 5 the years, as you're a bilingual kindergartener, 6 what that looks like. Because I do think it scares 7 both sides; right? You have a culture part -- 8 right? -- where some families, like, "I don't want 9 them to learn -- I don't want them to learn only 10 Spanish. I need them to learn -- they have to learn 11 English." 12 And so trying to tell them, like calm 13 those fears down of, "This is important. This is 14 important for both." 15 And the other side, with Spanish as your 16 second language, and those families feeling nervous 17 and scared, because those kids are probably freaking 18 out the first couple of weeks; right? Like, 90/10, 19 if you've never heard any Spanish in your household, 20 and you go to 90/10 in kinder, you have to probably, 21 like, really work on those families and calm those 22 fears. 23 So I know it's really complex in the work 24 you have to do. That's why I felt that family 25 engagement was a big thing to bring up, because that</p>	<p style="text-align: right;">96</p> <p>1 But thank you. It's really incredible 2 what's happening in the school. And the testimonies 3 coming out of it are really special and amazing. So 4 turning up those academics a notch is the last 5 little key piece you have. 6 THE CHAIR: Thank you, Vice Chair. 7 Commissioner Ingham. 8 COMMISSIONER INGHAM: Well, everybody 9 stole all my questions. I don't really have a lot 10 of questions, anyway. I just -- I want to say how 11 encouraging it is to me to see your community -- you 12 know, you talk about the Community School Program 13 and everything. But your community is organic. It 14 is -- it is right there. 15 And I -- like Bekka just said about 16 leaning into your community, I loved what you talked 17 about. You're hiring some of the stay-at-home moms, 18 maybe, to do some of the things and get -- get it 19 so -- because they're going to talk to their 20 cohorts, the other parents, much easier than -- you 21 know, some parents really struggle with talking to 22 the teachers and teacher conferences, and it's 23 sometimes intimidating. 24 I just want to say I really appreciate 25 that community. I hope you guys will just lean into</p>
<p style="text-align: right;">95</p> <p>1 seems like a -- a layer to your school that has to 2 be considered pretty heavily. 3 I have -- yeah. The only other things I 4 have are really, like, just to -- I think you have a 5 lot of the components, like, right there. And I 6 would really -- I'd love to see, like, the growth 7 in -- like, really increase year over year. 8 I think that's going to help with teacher 9 retention as well, because at the end of the year, 10 you're seeing that your efforts are coming out in 11 the data; right? It makes you feel a lot better, 12 too. I think that's the hardest thing I've ever had 13 to do is working with teachers who work, you know, 14 60 hours a week. They're putting in everything they 15 have into it and not seeing the results in their 16 kids and feeling like, "I don't get the disconnect." 17 So really supporting the teachers and 18 making sure they have every single thing they need 19 in order to make sure. That science of instruction, 20 especially kinder to third; right? Like, that 21 literacy instruction during that time period is a 22 science, and it's important to make sure that, like, 23 the teachers have the learning they -- I mean, they 24 seem like they want it. So making sure they have it 25 is important.</p>	<p style="text-align: right;">97</p> <p>1 that and make that your anchor. I really, really 2 appreciate it. So thank you. 3 THE CHAIR: Thank you, Commissioner. 4 Commissioner Clahchischilliage. 5 COMMISSIONER CLAHCHISCHILLIAGE: Good 6 morning. Thank you for being here. I'm listening 7 to what-all you're going through and understand your 8 experiences, understand where you're going, because 9 it's a -- your work in bilingual education is 10 very -- requires a lot of translating, interpreting, 11 and requires you to really have an understanding of 12 where you are within the two cultures. 13 Like, in my culture -- I'm from the Navajo 14 culture. We were trying to explain to some 15 first-graders math. You know, they couldn't -- we 16 had a difficult time explaining how to approach 17 math. 18 So, finally, one teacher said, "Okay. 19 It's like this." 20 So she explained the process, thinking in 21 Navajo. (Navajo spoken.) In other words, "our 22 way." And then she explained that. And (Navajo 23 spoken), on that side, it's this way. (Navajo 24 spoken.) So you put the two together, (Navajo 25 spoken); in other words, this is what it is with</p>

<p style="text-align: right;">98</p> <p>1 this and this. You pull it together.  2 And then you could just see the kids light  3 up.  4 Then the questions start. Okay. Then  5 that way doesn't make sense. (Navajo spoken.) How  6 come?  7 So they're wanting to understand that  8 process, so we explained the process on our side.  9 And the success of that -- of explain --  10 it's a lot of explanation. You know that. It's a  11 lot of explanation. It's a lot of drawing lines  12 this way, that way. The vocabulary, learning the  13 vocabulary.  14 There was some -- I'm just going to take a  15 few minutes to explain this, and I think you could  16 relate to it.  17 There was this woman who married -- a  18 woman from New Jersey who married this Navajo man.  19 And they had three children. Two children entered  20 school. And the father was always talking Navajo to  21 them, so they were Navajo speakers.  22 When they'd go back home, go back to the  23 mother's home in New Jersey, the grandmother would  24 get really upset because they kept talking Navajo,  25 and she didn't know what was going on. And the</p>	<p style="text-align: right;">100</p> <p>1 the two older ones. So they were constantly talking  2 Navajo. And the mother felt very left out because  3 she didn't know what was being said, what was going  4 on.  5 And so she decided she was going to  6 teach -- she taught English in the regular  7 classroom. She decided she was going to teach  8 English in the immersion program.  9 So she joined, taught. And then while --  10 when she was open, she would go into the immersion  11 program and learn what was going on, learn the  12 processes.  13 And so then they, every summer, went home  14 to Grandmother and Grandpa. And they got  15 frustrated, because now it's the mother talk- -- all  16 three of them were talking Navajo. So, finally, the  17 grandmother came out for the summers instead of them  18 going out there, because she wanted to learn.  19 So she went into the summer program and  20 wanted to know how math was taught, because she was  21 a math teacher.  22 And so they explained it together. And  23 she was very frustrated because she had to learn the  24 numbers, how to say the numbers. She had to learn  25 the process, the thinking process within the Navajo</p>
<p style="text-align: right;">99</p> <p>1 mother felt the same way, too.  2 So when they returned, the mother enrolled  3 her children into the immersion program, Navajo  4 immersion program. You're familiar with that;  5 right? Okay.  6 So the two older children went into the  7 immersion program and learned Navajo. The one area  8 that they learned and were really intrigued with was  9 math.  10 And so I listened to the math -- I was  11 listening to how the math was presented, all oral.  12 Say, one plus one. You explain the one (Navajo  13 spoken); in other words, you add this. Then how  14 many?  15 And most -- most of the students knew the  16 numbers in Navajo, you know. And they could answer  17 them. And then -- so then they go to explaining  18 each problem, all the way up into -- let's see --  19 what -- that was first grade. They were learning --  20 they got up to almost multiplication at that point,  21 just explaining. It was a long process, but it  22 worked.  23 Well, they went -- the mother decided, all  24 right, this is getting ridiculous, because they talk  25 among themselves. The little one was learning from</p>	<p style="text-align: right;">101</p> <p>1 language.  2 Then the kids said when they got older and  3 got into fourth, fifth grade, math was a breeze in  4 English, because they could just look, and they were  5 right there. They knew -- they knew how -- they'd  6 just look at the formula; they knew the answer.  7 And the mother was explaining to Congress  8 the immersion program. And she was explaining the  9 process I'm giving you actually went through. That  10 is what the success of bilingual programs are is  11 constantly going back -- and you know this -- going  12 back and forth, going from the base language to the  13 other language and vice versa.  14 So I applaud you for what you're doing.  15 It's a lot of work. It's a tremendous amount of  16 work.  17 And, you know, we're talking about the  18 math scores. I can only imagine why. Because a lot  19 of the students -- you know, math, from the cultural  20 standpoint, doesn't make a lot of sense. But when  21 they learn the process, then it makes sense, and  22 they can jump right in.  23 So I think that's probably what you all  24 are going through. Am I correct on that?  25 So it'll come. The minute they get the</p>

<p style="text-align: right;">102</p> <p>1 concept. Concept is very important. But getting to 2 the concept is a lot of work. So I applaud you for 3 that.</p> <p>4 And my background is special ed. And I 5 feel like I was more -- a lot of the special ed 6 students that I had really weren't challenged, 7 academically challenged. They were just culturally 8 challenged. Those were the students I got. Those 9 are the ones I did a lot of work with and learned 10 from the immersion program as well.</p> <p>11 I think you're doing a phenomenal job, 12 because I know what you're going through. Let me 13 tell you. Jumping back and forth and getting all 14 these concepts and learning the concepts -- let me 15 give you another example very quickly.</p> <p>16 There was this student who was from Yale 17 on the reservation wanting to learn the language. 18 And he was learning and wanted to know how to say 19 "bullshit" in Navajo. "How do you say 'bullshit' in 20 Navajo?"</p> <p>21 So my grandmother was sitting there, and 22 she says (Navajo spoken). So I said, "He wants to 23 know how you say 'bullshit' in Navajo?"</p> <p>24 And she sat there and said, "What -- why 25 on earth does he want to learn that?"</p>	<p style="text-align: right;">104</p> <p>1 "bullshit" was, but learned that it didn't make 2 sense in our language.</p> <p>3 So thank you. And you're doing a great 4 job. Thank you.</p> <p>5 THE CHAIR: Thank you, Commissioner. I 6 just have a few items to comment on and just some 7 questions.</p> <p>8 First of all, thank you so much for being 9 here and for your presentation and being prepared 10 the way that you did. I think -- I know this is one 11 day out of thousands that you have between our 12 five-year renewal process, and I know the work that 13 you all put into this.</p> <p>14 I'm also -- Commissioner Gipson gave the 15 brief history at the beginning. And this is the 16 first time where I've actually been able to talk and 17 not be recused from a process.</p> <p>18 Right after we went through the hardship 19 of the process, I was appointed to be in Corina's 20 seat. And so then as they went through the appeals 21 process with the PEC, I had to actually hire 22 somebody else through PEC's 2 percent so that I 23 could recuse myself, because I obviously had a dog 24 in the fight before, and wholeheartedly disagreed 25 with the acting Secretary.</p>
<p style="text-align: right;">103</p> <p>1 And I said because (Navajo spoken); in 2 other words, "Outside, those people, that's how they 3 cuss." She says, "(Navajo spoken) to each other? 4 That does not make sense."</p> <p>5 We had -- we were just laughing about 6 that.</p> <p>7 But that's kind of what we're talking 8 about. What makes sense in one culture doesn't 9 necessarily make sense in another.</p> <p>10 And so we had to explain.</p> <p>11 So he said, "Well, if it doesn't make 12 sense, then, how do you-all cuss?"</p> <p>13 And it was, like, "Oh, my God. Do we even 14 want to go there?"</p> <p>15 Because in my language, the way we cuss is 16 not like "bullshit." It's giving -- putting a curse 17 on you.</p> <p>18 And I think it's similar in your language. 19 I mean we go, (Navajo spoken); in other words, 20 that's a curse. We're going to recommend you to the 21 negative spirits. I'm being polite. I'm saying 22 negative spirits. You can imagine.</p> <p>23 Okay. So those are some of the -- that's 24 what I mean by translating, and that's what I mean 25 by understanding to -- so the guy learned what</p>	<p style="text-align: right;">105</p> <p>1 So it feels liberating to be able to talk 2 to you.</p> <p>3 One of the things I just wanted to share, 4 like, one of the best 20-hours days I ever had at 5 work, was my time with Lucía, when we went down to 6 Chaparral, which seems eight years ago now, maybe 7 2016. And Lucía is a community organizer, a natural 8 community organizer.</p> <p>9 And one of the first things I did with her 10 was to go down to Chaparral for a meeting. And 11 there was probably 40 or 50 people in this house 12 meeting. I was the only non-Spanish speaker. And 13 it was just so heart- -- it was so heartfelt to see 14 the community, at a very early stage of creating 15 this charter. You know, there wasn't even pen to 16 paper yet, and there was 50 people in this one house 17 meeting, who were really interested and thinking 18 innovatively and uniquely about what a 19 bilingual/dual language/Xinachtli-centered school 20 could look like.</p> <p>21 And I think that's one of the best skills 22 and opportunities that you-all have. You have great 23 community connections. You have community 24 connections with NMSU that provides deep 25 partnership, and many other organizations. And I</p>

<p style="text-align: right;">106</p> <p>1 think that's fabulous.</p> <p>2 So when I think about, like, next steps, I</p> <p>3 do think about, you know, centering on -- centering</p> <p>4 on, yes, the straight data, and yes, all the other</p> <p>5 things that you bring into your school that is</p> <p>6 really -- like, a different world view, if I'm</p> <p>7 honest. It's a different world view about what</p> <p>8 education can look like.</p> <p>9 And with that new world view, it does not</p> <p>10 separate you from the need for students to know --</p> <p>11 I'm going to sound like Commissioner Carrillo --</p> <p>12 reading in both languages and maybe even a third</p> <p>13 language as well, knowing math in multiple lenses</p> <p>14 and multiple world views, and being able to apply</p> <p>15 that.</p> <p>16 So you're still on the hook for that. And</p> <p>17 I know that you feel bad. But I also know, when</p> <p>18 working with schools that have such a different</p> <p>19 world-view model, sometimes things give. You know,</p> <p>20 you kind of -- in most schools, we only focus in on</p> <p>21 academics, and now it's just become fashionable to</p> <p>22 think about culturally responsive education.</p> <p>23 You-all are working on culturally</p> <p>24 responsive education in ways that are beyond most</p> <p>25 folks' comprehension in our state and the world, and</p>	<p style="text-align: right;">108</p> <p>1 that. Most of our high schools don't even think</p> <p>2 about those things. And, like, here we are hearing</p> <p>3 and seeing with our own eyes a capstone and a</p> <p>4 graduate profile on an elementary-school level.</p> <p>5 So I think that's amazing. I think that's</p> <p>6 opportunity for you all to help lead in the</p> <p>7 elementary setting across our state as well, to show</p> <p>8 that this is something that matters to prepare our</p> <p>9 students.</p> <p>10 The one question I have for you -- because</p> <p>11 everyone else asked a lot of questions already -- we</p> <p>12 talked about teacher turnover. I know there's been</p> <p>13 principal turnover. And I'd love to just hear,</p> <p>14 like, you know, what the -- you know, you don't have</p> <p>15 to give me the history and all that stuff. But I</p> <p>16 just wanted to -- I thought somebody else was going</p> <p>17 to bring this up.</p> <p>18 You did. You did.</p> <p>19 But I wanted to make sure that we -- I</p> <p>20 just want to hear a little bit more about how are we</p> <p>21 going to ensure that we're going to have -- we're</p> <p>22 going to have more -- I guess -- what's the word? --</p> <p>23 more sustainability and stability in that role as we</p> <p>24 move forward, because I think that matters a lot.</p> <p>25 I don't want us to be here five years from</p>
<p style="text-align: right;">107</p> <p>1 I applaud you for that. But you have that great</p> <p>2 opportunity to kind of really still commit to making</p> <p>3 sure that the education of your young people is</p> <p>4 centered on academic performance as well.</p> <p>5 And so I think that's your next phase, and</p> <p>6 finding that balance and finding what is that center</p> <p>7 point that's going to lead to not one or the other,</p> <p>8 but a "both/and"-style school.</p> <p>9 And with the support of NACA-Inspired</p> <p>10 Schools both beside you and behind you, I think that</p> <p>11 there's really great opportunities for that.</p> <p>12 And so that's my challenge to you-all is</p> <p>13 to think about -- the next time we see you-all, I</p> <p>14 think you can really -- I think you can really do</p> <p>15 it. And because it's so connected to cultural</p> <p>16 relevance and opportunity -- and just igniting and</p> <p>17 nurturing both Spanish, but also the Xinachtli</p> <p>18 component and the Nahuatl language and heritage that</p> <p>19 you're providing, when you figure out that right</p> <p>20 balance, like, I just imagine the student leadership</p> <p>21 that you'll have. I see it. I see it in front of</p> <p>22 me.</p> <p>23 I think it's amazing that you have a</p> <p>24 graduate profile and a capstone for a</p> <p>25 kindergartener. Most of our high schools don't have</p>	<p style="text-align: right;">109</p> <p>1 now and we've gone through seven principals. We</p> <p>2 have a principal here who's seen, especially with</p> <p>3 the call to ensure that we have that balance of</p> <p>4 culturally responsive pedagogy, the Xinachtli</p> <p>5 community programming, and the centering on academic</p> <p>6 performance, all those things are possible with --</p> <p>7 with leadership sustainability I think in a lot of</p> <p>8 ways. I'd just love to hear what your response is</p> <p>9 and how you all are thinking about that.</p> <p>10 MR. DERRICK WHITE: I think we might have</p> <p>11 a few answers for that question, but I appreciate</p> <p>12 the time. Thank you, Commissioner/Chair Brauer. To</p> <p>13 circle back and just address something that</p> <p>14 Commissioner Burt mentioned earlier as well, is we</p> <p>15 do have LEAP teachers at Raíces. We do have</p> <p>16 indigenous education core members at Raíces as well.</p> <p>17 So our intent is to grow our own. So that</p> <p>18 continues to provide that stability that not only</p> <p>19 the school and the community need, but the</p> <p>20 administration and the board and all of the</p> <p>21 operations folks are going to need as well.</p> <p>22 In coming out of this reauthorization</p> <p>23 process, we got a chance to sit down after the first</p> <p>24 day of the PCSNM conference, and we talked about</p> <p>25 digging in and providing support to our board</p>

<p style="text-align: right;">110</p> <p>1 members and wanting to make sure that they feel 2 really supported by NISN. 3 And so part of that is breaking down a 4 little bit of my philosophy around boards and the 5 purpose and the intent, and wanting to make sure 6 that, you know, as the authorizing entity, that you 7 guys are putting your full faith and effort into 8 evaluating the operation, evaluating the mission, 9 and then handing off that legal authority to the 10 board. 11 So then from the board, most of which are 12 not licensed educators or not -- have not had that 13 background, they're handing off that authority to 14 the credentialed individual sitting here. 15 So it's all of us to support Dr. Artiaga 16 in moving incrementally towards achieving the school 17 mission and making sure that not only are these 18 fantastic community-led, mission-aligned elements 19 achieved, but also these academic components are 20 achieved. And we can honestly and fully say to you, 21 if we're not making our goals, this is what we're 22 doing and how we're changing those things and making 23 continual effort and not trying to bang our head 24 against the wall trying the same thing over and 25 over.</p>	<p style="text-align: right;">112</p> <p>1 the county -- in the county area or in the city. 2 And the -- the way how this -- this coming 3 is, even with this old rotation, is have a 4 meeting -- have a -- there's a reason. Because it's 5 hard to get this -- this perception of Xinachtli 6 component, which is pedagogy tools that Mr. Aceves 7 and other teachers found and expressed in different 8 states, actually -- in Phoenix, Arizona, in Tejas, 9 in Albuquerque, some areas, some in different ways. 10 Either there's a mentorship program -- like in 11 Austin we know they have a program called 12 "nepohualtzintzin," which is the Aztec abacus they 13 use for math. They can compute with fingers. The 14 students in kinder, they start to compute up to 100. 15 I mean, they count up to 100 with the fingers and 16 learn how this is related. 17 So what I'm saying is all this enrichment 18 programs coming from ancestral culture individualize 19 how related is to astronomy, to math. And 20 everything is still kind of in -- in early stage to 21 understand or grasp by -- including by a cohort of 22 teachers that we have, including the head 23 administrator, the rotation of head administrators, 24 they're there for retirement, personal decision, or 25 for maybe not grasp that precisely that foundation.</p>
<p style="text-align: right;">111</p> <p>1 What we've talked about in January is 2 starting a process of mid-year strategic planning, 3 looking from the board level and the administrator 4 level and the teacher level to align how we're all 5 supporting the mission-aligned goal that you are 6 going to authorize. 7 So when we talk about in five years, not 8 only do we have a plan for how that looks like at 9 each of those levels, but Dr. Artiaga's evaluation 10 in that process is also weighed against achieving 11 the mission and making sure that we're continuing to 12 move along that path. 13 Because I think that all those things are 14 very, very important. I know the board does as 15 well; I know that the staff does as well. And I'm 16 really excited about what that's going to look like 17 here in the near future. 18 MS. LUCÍA CARMONA: Thank you, Chair 19 Brauer. It's an honor to sit here at this point and 20 part of this amazing team, starting with a dream 21 there, like, back in the years already. And the -- 22 the sustainability part that I see growing, evolving 23 since day one, when we brought that idea and shared 24 it with the community, we did not even know where is 25 going to be the school based, even if it's out of</p>	<p style="text-align: right;">113</p> <p>1 It is hard. 2 Parents were really convinced, because 3 they witnessed presentations. And they witnessed a 4 successful curriculum that was implemented in a 5 public Canutillo district for 20 years by 6 Mr. Aceves, and how he brought this knowledge to the 7 students to enhance their ability to grasp in going 8 to a natural way learning math, how it's embedded 9 into their bodies, and then how, going from there -- 10 but the teachers, during the early stage, and the 11 principals, it was really hard to get it. But not 12 impossible. 13 I mean, currently, thanks -- I want to 14 acknowledge the leadership with Dr. Artiaga and have 15 this vision to say, "Okay, wait a minute, 16 Mr. Aceves. We need you to teach the students and 17 replicate what is happening in your classroom." 18 It's amazing what is happening, but it's 19 not fair that those students goes to the next -- 20 next grade and not experience the same. And knowing 21 that having more teachers, like right now, 22 Mr. Montezuma is a new amazing teacher that he's 23 embedded into this knowledge under Carlos -- 24 Mr. Aceves' wing and going -- and maybe Dr. Artiaga 25 will give more on this part. Thank you.</p>

<p style="text-align: right;">114</p> <p>1 DR. MARÍA ARTIAGA: So thank you, Chair 2 Brauer. I'll speak for myself. 3 Having over 20 years of experience as an 4 administrator and coming to Raíces is still a 5 challenge for me. First of all, I think the support 6 from the board is very critical. They've been very 7 supportive. So that's a big huge plus for a new 8 administrator. 9 Also the school team, learning what the 10 mission is and getting that support from all team 11 members. And one of the meetings that we had, it's, 12 like, I can't lead if I don't have people following. 13 It's knowing about respect, knowing about -- knowing 14 what to do, and taking it as we take it, whether we 15 go slow to get far, and/or -- but the support from 16 the school team. 17 I also want to thank Matt Pahl and his 18 team for the charter leaders. Every Tuesday we have 19 meetings, and on Thursdays as well, that group of 20 team members sitting in and just listening, because 21 as a new learner, whether you're a child or adult, 22 you've got to listen. That's a very important skill 23 set that you've got to listen to absorb a lot of 24 things. So they've been amazing. 25 Another thing is, again, the NACA, the</p>	<p style="text-align: right;">116</p> <p>1 about that. That's our job, and that's our role. 2 So thank you. 3 MS. LUCÍA CARMONA: The last part that I 4 want to mention, kind of an idea from Dr. Artiaga, 5 to continue this vision and to sustain -- with 6 sustainability -- we are not eternal as well. Like 7 Lucía, okay, I have a lot of relationships, 8 connections, the open doors, whatever that is. I'm 9 not there forever. Not no mas. I liked the way how 10 she started to engage, let's say, with the admin 11 staff, to write it down. "What do you do?" "What 12 is your role?" "How it's going to take from someone 13 else who would take your position, what is going to 14 happen, how it looks like?" 15 And that is really key, including for her 16 or for the teachers that are there, that, we'll say 17 the senior staff, to reproduce ourselves, and the 18 same with the board members. 19 So what is the mission? Because the 20 mission of the school is also a living document that 21 can be changed based on the circumstances; so -- 22 that are changing from our families and everybody 23 having input. Maybe the 90/10 model. I don't know. 24 There's many things that, at some point, may need 25 change.</p>
<p style="text-align: right;">115</p> <p>1 NISN team, they've been there. And yes, I consider 2 myself family now, because they don't let you fail. 3 They're spending a lot of time. So the multiple 4 hats that a chair leader uses, it's enormous. I see 5 that. 6 So it's, again, identifying new charter 7 leaders and actually ensuring that that individual 8 gets the support in multiple ways, because, if not, 9 then it is -- you do kind of like Commissioner Burt 10 said. You feel like at the end of the day, "Am I 11 making a difference" -- right -- pushing yourself 12 not only as a teacher, but as an administrator. 13 So the more support there is, the better 14 it is for any charter leader to continue the 15 stability of the school, and whenever they have 16 questions, for there to be other people. Corina has 17 been amazing, and her team; also, Dr. Russell, when 18 they visited, getting that communication, getting 19 those questions answered to really know and learn 20 about the charter way. 21 I had a lot of experience in LCPS. But 22 now it's learning about new ways to get the job 23 done, and never, never, never losing sight, not 24 their purpose that we're here is for our students 25 and our children. And I always remind everyone</p>	<p style="text-align: right;">117</p> <p>1 But that's why we want to write it down, 2 because then somebody else can take your -- your 3 (incomprehensible.) 4 THE CHAIR: Thank you so much. I 5 appreciate your response. I put in my notes that 6 you're all there for five more years when we see 7 each other -- only kidding. Only kidding, Cindy. 8 One last thing I wanted to share -- and 9 thank you for bearing with me, and then I'm going to 10 pass over the mic to Commissioner Gipson. 11 I -- another experience that I had with 12 Lucía and her team prior to joining the Charter 13 School Division was -- and maybe you all have done 14 this before, but I didn't -- I never did this, 15 because I spent most of my time in the northwest 16 corner of the Navajo Nation, and then here in 17 Albuquerque -- we -- we walked across the border 18 from El Paso, like many students do. 19 And we walked across to Juarez. We had 20 lunch. We walked back. 21 And you felt that sense of do I have my 22 papers? That was the first time I ever felt that 23 feeling, as a White man, do I have my papers to get 24 into the other side of this gate? And it was high 25 intensity.</p>



118	<p>1 And some of the people we had with us did</p> <p>2 not have their papers. And it was intense. And it</p> <p>3 built such a deep sense of empathy that I had that I</p> <p>4 never -- I never had to put it right in my face.</p> <p>5 And I was very thankful for that day,</p> <p>6 Lucía, just like that day in Chaparral, where</p> <p>7 there's -- your school has been a circle of learners</p> <p>8 since that moment.</p> <p>9 Commissioner Gipson.</p> <p>10 COMMISSIONER GIPSON: Before I make the</p> <p>11 motion, I don't think you have, but could -- could</p> <p>12 you explain to Commissioners what Xinachtli means?</p> <p>13 MS. LUCÍA CARMONA: Okay. Xinachtli</p> <p>14 started in the '80s with a couple of elders coming</p> <p>15 together in Phoenix, Arizona, and recently,</p> <p>16 actually, one of them passed.</p> <p>17 And they decided to -- just the word</p> <p>18 "Xinachtli" is emotional to me. It's the meaning of</p> <p>19 the seed when it start to sprouting. It's not</p> <p>20 anymore a seed, but still not a plant. It has</p> <p>21 infinite ways to become, to have -- to grow and to</p> <p>22 be. That is how the new generational leaders that</p> <p>23 we want, in building a better world to live,</p> <p>24 something like that, to model and remodel and</p> <p>25 replicate new ways of relationship.</p>	120
119	<p>1 And that's how it's based on this. And so</p> <p>2 the Xinachtli is in Nahuatl language, and it has</p> <p>3 that meaning.</p> <p>4 And the name of the school is organic as</p> <p>5 well. Spanish, English, and Nahuatl words. And the</p> <p>6 parents and the participants were, "Oh, I want to</p> <p>7 have a community school."</p> <p>8 So since then, the community school was</p> <p>9 their name, and it's part of the name of the school.</p> <p>10 It's not that we are a community school itself with</p> <p>11 the framework, but it's part of the name because of</p> <p>12 that.</p> <p>13 COMMISSIONER GIPSON: Thanks. I thought</p> <p>14 it was important for Commissioners to understand</p> <p>15 that.</p> <p>16 COMMISSIONER CARRILLO: Thank you so much</p> <p>17 for asking that question.</p> <p>18 COMMISSIONER GIPSON: Thanks. 'Cause I</p> <p>19 didn't remember them. The first time I heard it, it</p> <p>20 was so moving. It was, "I don't think I heard that</p> <p>21 today," because I think people would have responded,</p> <p>22 unless you're really the OAPs I think you are.</p> <p>23 Thank you so much. I really appreciate</p> <p>24 that.</p> <p>25 I move that the Public Education</p>	121

<p style="text-align: right;">122</p> <p>1 brain during the break, my confusion.</p> <p>2 But I wanted to -- our agenda will be</p> <p>3 hearing from the Public Education Department and</p> <p>4 their evaluation. You'll have 40 minutes for your</p> <p>5 school comments.</p> <p>6 We'll move into Public Comment. We'll</p> <p>7 have, likely, people on the Zoom and people in</p> <p>8 person that may want to provide comment.</p> <p>9 And then we'll move into the PEC questions</p> <p>10 and comments as well. And then we'll close out with</p> <p>11 our vote.</p> <p>12 Director Chavez, the floor is yours.</p> <p>13 DIRECTOR CORINA CHAVEZ: Thank you,</p> <p>14 Commissioners, Chair Brauer. Welcome to the school.</p> <p>15 We're glad to have you here.</p> <p>16 I actually was not a member of the site</p> <p>17 visit team, unfortunately. I can't wait to visit</p> <p>18 your school.</p> <p>19 But I have my esteemed colleague, Cheryl</p> <p>20 Rowe, who is here to provide the PED evaluation of</p> <p>21 the school. We know she went on the visit.</p> <p>22 MS. CHERYL ROWE: Good morning, Chair</p> <p>23 Brauer and Commissioners. My name is Cheryl Rowe,</p> <p>24 Authorizing Practices Administrator for the Charter</p> <p>25 Schools Division.</p>	<p style="text-align: right;">124</p> <p>1 Comprehensive Support school, for the past two</p> <p>2 years.</p> <p>3 Therefore, Southwest Secondary will</p> <p>4 demonstrate a record of continuous improvement in</p> <p>5 academic proficiency and graduation rates over the</p> <p>6 duration of the charter term. Using their 90-day</p> <p>7 DASH plan, Southwest Secondary will present their</p> <p>8 academic progress at the June or July PEC meeting</p> <p>9 each year of the term.</p> <p>10 The recommendation is based on the record</p> <p>11 of the school's performance over the course of the</p> <p>12 contract term, more recent adult actions to make</p> <p>13 improvements, as described in the school's</p> <p>14 application, and verification of those actions and</p> <p>15 improvements during the CSD's renewal and annual</p> <p>16 visits.</p> <p>17 According to NM Vistas, academic</p> <p>18 proficiencies went down slightly from 2021-'22, to</p> <p>19 2022-'23, and the school received a designation of</p> <p>20 CSI due to graduation rates.</p> <p>21 However, it has been brought to our</p> <p>22 attention that the PED does not currently have</p> <p>23 accurate graduation rates for Southwest Secondary</p> <p>24 from last year, which are likely affecting their</p> <p>25 most recent NM Vistas score and designation.</p>
<p style="text-align: right;">123</p> <p>1 I'm here to provide the PED evaluation for</p> <p>2 Southwest Secondary Learning Center.</p> <p>3 Southwest Secondary opened it's doors in</p> <p>4 2001 and was authorized by Albuquerque Public</p> <p>5 Schools upon opening.</p> <p>6 They renewed with PEC in 2010, and this is</p> <p>7 their fourth renewal with PEC.</p> <p>8 Southwest Secondary offers flexible</p> <p>9 self-paced, hybrid learning, dual enrollment,</p> <p>10 allowing students to earn credit at CNM or UNM. And</p> <p>11 their very popular STEAM SMART Lab.</p> <p>12 Our team, Site Leader Dr. Brigitte</p> <p>13 Russell, Rachel Stofocik, and I visited the school</p> <p>14 on October 5th, 2023. The Charter Schools Division</p> <p>15 recommends that Southwest Secondary Learning Center</p> <p>16 be renewed of five years, with the following</p> <p>17 condition, which is based on criteria required by</p> <p>18 law for charter renewal.</p> <p>19 Condition: Southwest Secondary Learning</p> <p>20 Center failed to meet or make substantial progress</p> <p>21 towards achievement of the Department standards of</p> <p>22 excellence or student performance standards</p> <p>23 identified in the charter contract, as academic</p> <p>24 growth has dropped in both ELA and math, and the</p> <p>25 school has maintained a designation of CSI,</p>	<p style="text-align: right;">125</p> <p>1 I'm going to address this more when I go</p> <p>2 over the Part B ratings.</p> <p>3 On mission goals, Southwest Secondary met</p> <p>4 or exceeded standards for all three years that data</p> <p>5 was available during their contract term.</p> <p>6 In terms of financial and organizational</p> <p>7 ratings on the performance framework, the first year</p> <p>8 of the contract showed room for improvement. But</p> <p>9 Southwest Secondary quickly rose to the task and</p> <p>10 improved in all areas.</p> <p>11 In fact, they have earned Meets Standard</p> <p>12 on all indicators for the past three years, with the</p> <p>13 exception of one indicator Working to Meet Standard</p> <p>14 on attendance and retention.</p> <p>15 As Lucy and I like to say, you see a lot</p> <p>16 of green on their performance snapshot for the past</p> <p>17 three years.</p> <p>18 Southwest Secondary's ratings on Part B of</p> <p>19 the renewal application are as follows:</p> <p>20 They met the standards on mission goals,</p> <p>21 educational program, financial compliance,</p> <p>22 governance responsibilities, equity, and identity.</p> <p>23 They demonstrated substantial progress on</p> <p>24 other performance indicators because of 4.b.,</p> <p>25 attendance and retention.</p>

<p style="text-align: right;">126</p> <p>1 For student outcomes, this remains 2 unrated. There is a significant discrepancy between 3 the graduation figures that Southwest Secondary has 4 recorded and the figures that appeared on NM Vistas. 5 When 2023 Vistas data was released, 6 Southwest Secondary Learning Center's four-year 7 graduation rate appeared on the site as 16 percent. 8 The school contacted PED, as the school's own data 9 showed a graduation rate of 61 percent, up from 10 56 percent the previous year. 11 The school's data is not currently 12 displayed on the NM Vistas site, as PED's 13 Assessment, Research, Evaluation, and Accountability 14 Director, Lynn Vasquez, has been working to clarify 15 the discrepancy. 16 Ms. Vasquez has advised CSD that the 17 16 percent rate was not accurate and was caused by 18 an error in S.T.A.R.S. reporting in prior years. 19 These errors were specific to Southwest Secondary. 20 Unfortunately, it is PED policy that 21 S.T.A.R.S. data for prior years cannot be changed. 22 However, Ms. Vasquez and her team are working with 23 the school to ensure that reporting is accurate 24 going forward. 25 Joining us on Zoom today is an associate</p>	<p style="text-align: right;">128</p> <p>1 them. 2 At Southwest Secondary, students seem 3 genuinely happy and engaged and share that they feel 4 safe and accepted there. The students confirm that 5 they receive a great deal of support from teachers 6 and advisers. They love the SMART Lab. They were 7 so excited to share their projects with us. And 8 they appreciate the self-paced core curriculum and 9 dual enrollment. 10 A couple of students who graduated from 11 Southwest Secondary liked it so much there that they 12 returned to teach there. One is a science teacher; 13 another is the SMART Lab teacher and dual credit 14 program coordinator. And I don't know if there are 15 others. I thought that was pretty cool. 16 It was a delightful visit. The place has 17 a hum of productivity, a flow that works, and I saw 18 a lot of smiling faces on those high-schoolers. 19 Thank you. 20 THE CHAIR: Thank you, Ms. Rowe. 21 We are going to move on to the next part 22 of our agenda, which is the school's opportunity for 23 comment and presentation. So you'll have 24 30 minutes. 25 And do we have everything teed up in terms</p>
<p style="text-align: right;">127</p> <p>1 from Accountability if you have any questions about 2 that. 3 Nonetheless, during our visit, Southwest 4 Secondary leadership acknowledge they are 5 continuously working toward improving proficiency 6 rates and graduation outcomes. And it was evident 7 that the entire team is wholeheartedly committed to 8 supporting students and helping them grow. 9 Every student at the school works closely 10 with an adviser who tracks their progress and 11 provides support and guidance. 12 Weekly progress reports are generated by 13 the school's newly hired academic team, who is in 14 charge of data collection. The school routinely 15 uses data to identify areas of need, to inform 16 instruction, and to make improvements. 17 Incidentally, we asked Southwest Secondary 18 leaders if they had considered combining with 19 Southwest Preparatory Learning Center, since they 20 share the same campus. However, after visiting both 21 campuses -- or both schools, I should say -- we 22 discovered the schools are quite unique from one 23 another. One doesn't necessarily flow right into 24 the other; yet both schools have attracted students 25 and families who have found a just-right fit for</p>	<p style="text-align: right;">129</p> <p>1 of multimedia? Okay. Great. 2 And then if you don't mind, as you share, 3 for the first time, if you can share your name, 4 spell it out for us for our -- our court recorder, 5 just so we have that on the record. 6 You do not have to, like many schools, 7 spell your name every single time you talk. Just 8 the first time will do. Thank you. 9 MS. EILEEN JOHNSON: Good morning, 10 Commissioner Brauer and -- I'm sorry -- and other 11 esteemed members of the Public Education Commission. 12 I'm Eileen Johnson, E-i-l-e-e-n, vice president of 13 the -- of GC Council. This is Chris Moore, 14 Assistant Business Director of K-12. Anthony 15 Padilla, General Council member. Deborah Burns, 16 current secretary of the GC, and former president of 17 the GC, and Lisa Mora, Executive Director, former 18 vice principal and former teacher. 19 And then online we should have -- 20 THE CHAIR: I'm sorry. I know you're doing 21 your greatest with the microphone. If you could 22 kind of almost eat it, that would be great so the 23 people online -- that sounds so much better. 24 Thanks. I know it's awkward, but it would be 25 helpful for us.</p>

<p style="text-align: right;">130</p> <p>1 MS. EILEEN JOHNSON: Okay. Online on 2 Zoom, we should have the president, Michael Hamel. 3 He's traveling for work and should have written a 4 letter of support for rechartering. 5 We also have a handful of students and -- 6 let's see -- and we could have another General 7 Council member, Danielle Parker. 8 MS. LISA MORA: Thank you. I'm Lisa Mora, 9 the Executive Director. That's L-i-s-a M-o-r-a. 10 And we're going to start off with a video to let you 11 learn a little bit more about our school. 12 (Video is played.) 13 MS. LISA MORA: Hold on a second. 14 Thank you for watching the video. The 15 rest of our presentation will focus on some of the 16 things our school has accomplished over the term of 17 the charter and also the questions the PEC provided 18 to us. 19 Lucy, it should have just been the next 20 slide. There we go. 21 All right. So it's been a busy few years. 22 We've been able to do a lot over the last 23 several years. Especially during COVID, we have had 24 the ability to provide both in-person and remote 25 academic programs. We finalized a lease-purchase</p>	<p style="text-align: right;">132</p> <p>1 increase, which we're really proud of. 2 This chart just shows you the growth in 3 that course progress completion over the last 4 several years. 5 You see the 67 percent there on the left. 6 You see a jump there in 2020. That is the COVID 7 year when everyone received pass-fail because of the 8 school shutdown. But you can see it's continued to 9 grow over the term of our contract. 10 We also began tracking subpopulation data 11 and not just the school as a whole. Here you can 12 see -- I guess the numbers are a little hard to 13 read. But we did have growth across the board in 14 our subpopulations as well. 15 We saw tremendous growth in -- I put that 16 back in the wrong place -- sorry. 17 We saw tremendous growth in students with 18 disabilities, in our 504 population, in our ELL 19 population. All across the board, every 20 subpopulation was improving in the number of courses 21 they completed for credit, which, of course 22 contributes to their graduation progress overall. 23 A couple of years ago, we engaged with 24 some help for strategic planning to help us really 25 dig deep into the data we had at school, to do a</p>
<p style="text-align: right;">131</p> <p>1 agreement for our building, so now we're in a 2 publicly-owned facility. 3 We also procured portable buildings that 4 we put to work right away. We put that additional 5 space to use with direct instructional classes to 6 support that transition to online coursework, which 7 is a challenge. 8 Also, because we have that online learning 9 environment, we implemented something called "Secure 10 Access," which locks tests. While students still 11 have access to their curriculum 24/7, the Secure 12 Access requires that they take their assessments on 13 campus for academic integrity. 14 We also created an academic dean position 15 to begin looking deeply at the school and collect 16 and analyze our data. 17 One of the first things that Ms. Dixon 18 began looking at is the number of courses that our 19 students are completing for credit. When she began 20 tracking this in the 2018-2019 school year, in 21 May of 2019, we found that only 67 percent of our 22 courses were being completed for credit. 23 We implemented a number of changes. And 24 that has grown to 91 percent of our courses being 25 completed in May 23. So that's a 24 percent</p>	<p style="text-align: right;">133</p> <p>1 needs assessment and identify where we needed to 2 improve. But not just where. We created action 3 steps to work on how we were going to do that. 4 We did meet or exceed our mission-specific 5 goals each year of the contract term. We offered a 6 STEM team that won the Governor's STEM Challenge 7 three out of the four years they competed. We've 8 seen tremendous growth in our extracurricular 9 offerings for students, which promotes their sense 10 of belonging to the school, their social-emotional 11 wellness, and their reengagement and learning. 12 We had a National Merit Scholarship 13 finalist. 14 We've had strong financial controls, very 15 few audit findings, which is a big win for the 16 school. 17 And we've implemented a school-wide PBIS 18 system, which is Positive Behavioral Interventions 19 and Supports. 20 Another success that you heard about in 21 the video is our dual enrollment program which we're 22 really quite proud of. When we began tracking the 23 data in 2018, from then through this fall here of 24 2023, our students have completed 858 dual 25 enrollment courses over that term.</p>

<p style="text-align: right;">134</p> <p>1           Currently, right now, we have 24 percent 2 of our eligible students -- which is tenth grade and 3 above -- 24 percent of them are taking a 4 dual-enrollment class. 20 percent of our senior 5 class is currently taking a dual enrollment class. 6           I do want to point out they're not all 7 college-bound students. We've had students graduate 8 with certificates in diesel mechanics, auto 9 mechanics. She didn't actually finish the dental 10 hygiene. She was really close. But she got most of 11 her dental hygiene training while in high school. 12           We've also had students working toward an 13 associate degree, but had others enter trade routes 14 and graduate high school with certificates from CNM 15 and ready to enter the workforce. 16           That was a lot of successes. But it's 17 certainly not been without challenge. A big 18 obstacle that the school is facing is we've had 19 declining enrollment, which also comes with 20 declining funding. 21           You heard a bit about our graduation rate 22 decline and our CSI designation. We saw drops in 23 academic proficiency in both reading and math. 24 We've doubled the number of students that we support 25 that have disabilities. We've seen a substantial</p>	<p style="text-align: right;">136</p> <p>1           that and helping to understand exactly why it 2 happened. 3           I've just recently had that question 4 answered, which indicates that we didn't properly 5 validate the data when we had the opportunity. I 6 can't explain why that happened, but we're working 7 in moving forward to do this correctly. I have 8 another meeting scheduled with them next week to 9 understand exactly what happened so that we can 10 prevent that from happening again. 11           Now, we do know that the 16 percent is 12 incorrect. As we dug into that shared 13 accountability report, there were 89 students listed 14 on it. And we found that 55 percent of those 15 students were incorrectly coded as still enrolled. 16 Now, they are coded correctly in our student 17 information system. So, again, we're looking 18 internally at exactly how that happened there with 19 the wrong data being reported to the State. 20           But 32 of those students, or 36 percent of 21 those on the report, have graduated. 17 students, 22 or 19 percent of them, were withdrawn. And some of 23 them had withdrawn back in 2018-2019, which would 24 have been their freshman year. 25           Once we made those corrections and</p>
<p style="text-align: right;">135</p> <p>1           increase in our economically disadvantaged 2 population. That Attendance for Success Act, those 3 tiered interventions are tough. We're working on 4 it, and we're really trying to get students in 5 school and engaged in school. But it's a challenge. 6           We transitioned to a new business 7 management group. 8           And then, of course, we've transitioned to 9 new leadership. This is my first year as director 10 of the school. 11           We just wanted to point out that we've had 12 some pretty significant shifts in our demographics 13 over the term of the contract. Again, we saw a 14 32 percent increase in economically disadvantaged 15 students, a 10 percent increase in students with 16 disabilities, which doubled that population, an 17 increase in ELL and Native American populations as 18 well. 19           Here's the big one. In 2022, with the 20 release of Vistas, Southwest Secondary received a 21 CSI grad designation. In 2021, our published 22 graduation rate was 56 percent. In 2022, it was 23 incorrectly published at 16 percent. 24           Fortunately, we've been able to work with 25 the PED. They've been very responsive in looking at</p>	<p style="text-align: right;">137</p> <p>1           recalculated the data using PED's formula, it gives 2 us a graduation rate of about 60 percent. It hovers 3 between 58 percent and 64 percent, depending on what 4 happens with those withdrawn students. Obviously, 5 if they left New Mexico public education, they 6 should not count negatively as non-grad 7 accountability units. And we can't identify what 8 happened to all of those, and that's the reason for 9 the range. 10           Now, while 60 percent is obviously not 11 where we want it to be, it is moving in the right 12 direction from 56 percent the year prior. 13           So we wanted to look a little deeper at 14 that. This year's current 2024 cohort in our group 15 of seniors that we have right now, if we've had them 16 for four years, if we've had four years of impact on 17 those kids, 80 percent of them are on track to 18 graduate this year. If we've had them for three 19 years, 80 percent of them are on track to graduate. 20 If we've had them for two years, it's 75 percent. 21 And if it's our first year with them, 60 percent of 22 them are on track to graduate. 23           As we looked a little further into that, 24 this is identified with our current students by 25 cohort.</p>

<p style="text-align: right;">138</p> <p>1           So if you start over there on the 2 right-hand side, that's this year's freshmen, the 3 class of 2027. Right now, 100 percent of them are 4 on track to graduate, because we haven't finished 5 the first semester yet. Obviously, we know not 6 every student is going to pass every class, and that 7 number will go down. But right now it's at 8 100 percent. 9           For our sophomores, the class of 2026, 10 85 percent of them are on track to graduate. For 11 our juniors, 75 percent of them are on track to 12 graduate. And for our seniors, overall, the cohort 13 of 2024, 75 percent of them are on track to 14 graduate. 15           Then we have five fifth-year seniors. All 16 of those are on track to graduate this year, and, in 17 fact, we have one that's graduating in December. 18 She just finished up her coursework. And then we 19 have one sixth-year and one seventh-year that are 20 both on track to graduate this year. 21           So, obviously, we know our grad rate needs 22 help. So what are we doing about it? 23           First of all, we've increased our parent 24 engagement. We've always done weekly progress 25 updates to families so that they can see how their</p>	<p style="text-align: right;">140</p> <p>1           identify students that are in need and implement 2 interventions as quickly as possible to hopefully 3 help them turn things around. 4           Well -- and it's not just -- not just the 5 grad rate. Our academic proficiency has fallen as 6 well. 7           Our science scores have improved. We went 8 from 48 proficient in 2022 to 55 percent in '23. 9 But our math SAT scores decreased. To address that, 10 we've implemented some direct instruction support 11 classes for Algebra I and Geometry. Because of our 12 blended environment, our students do take those core 13 classes online. But we have an in-person support 14 class that meets in a small group to go over 15 difficult concepts, practice hands-on -- hands-on 16 lessons and different strategies to work through the 17 material. 18           We also added -- we found Algebra I to be 19 particularly challenging for students coming from 20 middle school. So we added a traditional-model 21 algebra class. It's kind of what we call flipped. 22 We teach it in person; they meet every day, but have 23 access to Edgenuity online as well. So they retain 24 that 24/7 access where they can watch lectures and 25 practice things to make sure that they're moving</p>
<p style="text-align: right;">139</p> <p>1           student is performing. And we've added in, as part 2 of our DASH Plan, increased family engagement. 3 Families are now receiving, in addition to that 4 weekly e-mail, they get a monthly outreach from 5 their sponsor teacher. 6           It might be a telephone call, an in-person 7 conference, or even over Zoom. We're able to stay 8 in touch with our families, make sure they know how 9 their student is performing so we can partner with 10 them, making sure kids are on track to graduate. 11           We've also added support classes in both 12 English and math, which tend to be the subjects 13 students struggle the most with that puts them 14 behind in graduation progress. We do some potential 15 failure notices mid-semester, so, again, families 16 know, "Hey, your kid is at risk of not finishing 17 this class," which would put them behind in 18 graduation progress. 19           We hold Next Step conferences with our 20 families every spring with students and parents 21 together to look at their progress towards 22 graduation and to map out their next steps to make 23 sure that they're on track. 24           And we will continue that course progress 25 analysis. We do that biweekly so that we can</p>	<p style="text-align: right;">141</p> <p>1           forward and understanding the content. 2           And we also added a support class that's 3 available to all of our students for remediation of 4 basic skills. Again, especially coming out of COVID 5 we found that a lot of students lacked the 6 foundational skills they needed to move forward in 7 Algebra I, so we've added this class. 8           It meets twice weekly, and, again, it's in 9 a small group where they have some hands-on support 10 to go back and work on those foundational skills. 11 Students are scheduled into that class by teacher 12 recommendation. When we can see that they're 13 struggling with something, we just move them into 14 that support class for the additional help. 15           And the reading scores went down as well. 16 Again, we've implemented direct instruction support 17 classes. We decided to focus on the ninth-grade 18 classes to build a strong foundation as students 19 move forward. 20           Again, the reading is difficult when you 21 have an online curriculum. So the small group 22 allows time for group discussion, for digging into 23 concepts. And this year, again, as part of our DASH 24 Plan, we decided to focus on developing essays. We 25 found that as we looked at the data, one reason</p>

<p style="text-align: right;">142</p> <p>1 students were struggling with English is they were 2 avoiding those essays, and they were not performing 3 well. 4 So we've put all of those into this 5 ninth-grade class, where students are really working 6 on developing their writing skills, which we're 7 hoping will create a strong foundation as they move 8 forward with their English classes. 9 Something else that's new for us this year 10 is we're implementing observation feedback and 11 coaching cycles for our teachers. 12 I mentioned that this is my first year as 13 director. And as a new administrator, I am part of 14 the New Mexico RISE program with the Priority 15 Schools Bureau. 16 So one of the things I've learned there is 17 this coaching cycle, which provides more consistent 18 observation for teachers rather than one big 19 observation a year or two, going into -- more 20 frequently to work with them. It's quicker 21 observations, with feedback coaching conferences 22 within a day or two following, where we can work on 23 one small action step. 24 And, of course, the idea behind that is 25 that with more frequent feedback and with little</p>	<p style="text-align: right;">144</p> <p>1 data. We also use the NWEA, which is a nationally 2 normed assessment for our short-cycle test. This 3 fall when we took the NWEA, 30 percent of our 4 students scored proficient or advanced in math. And 5 38 percent scored proficient or advanced in reading. 6 We do not, however, focus on just the 7 overall scores of the school. We really want to 8 focus on their individual growth and their scores 9 there as well. We recognize student growth through 10 our positive behavioral support system. We hold 11 awards assemblies, and students are recognized for 12 scoring proficient or advanced. 13 But they're also recognized if they met 14 their growth goal, which incentivizes everybody and 15 celebrates their learning and celebrates their 16 growth. 17 This chart just shows you the students 18 that met their growth goal over the last couple of 19 years. 20 So this is the NWEA in math. And you can 21 see that we went from 67 percent of students meeting 22 their growth goal in 2022 to 77 percent meeting 23 their growth goal in 2023. That's for math. 24 The next one is for reading, where we went 25 from 50 percent of the students meeting their growth</p>
<p style="text-align: right;">143</p> <p>1 tweaks all throughout the year, that would compound 2 and we'll see increased growth over the course of 3 the year. 4 It's new for us. It's new for me. So 5 we're learning together. But I'm really confident 6 that this is going to make a big difference for us. 7 And then one other thing that we've done 8 is we've added some English and math support classes 9 that are available to all grades. As you heard in 10 the video, one of the great things about our program 11 is that you don't have to do math every morning at 12 8:00. You can choose when you want to work on 13 something. 14 One of the bad things about our program is 15 you don't have to do math every Monday at 8:00. 16 We found that students that may have some 17 reservations about a particular class, that they 18 tend to avoid that class. By implementing these 19 classes, it requires students to work on that class. 20 It combats the subject avoidance. It gives them a 21 small group environment to work, where they have the 22 direct support of the teacher. And it meets twice 23 weekly. And that's new this year, so we hope to 24 have data later on as to how successful that was. 25 We don't just look at our course progress</p>	<p style="text-align: right;">145</p> <p>1 goal to 67 percent of them meeting their growth 2 goal. 3 One of the questions asked about our 4 English Language Learner progress, because it was 5 masked in Vistas, we did have ten students last year 6 we tested. Five of them had attended SLCC for two 7 or more years. Four of those five showed growth on 8 their Access test, with one them scoring proficient. 9 We had five students that were new to SSLC last 10 year, and we're going to have a smaller population 11 this year, as four of them have graduated. 12 This tells a little bit more about our 13 SMART Lab. And if you wouldn't mind skipping to the 14 next slide, because I'm running out of time. 15 We implemented a professional 16 certification class that you heard a little bit 17 about. And we're so excited about it because these 18 credentials go right on a student's resume. It is 19 not us saying they're proficient in this. It is 20 Microsoft or Adobe or MakerBot saying that the 21 students are proficient. 22 And the first year we ran it, we had six 23 students earn eleven credentials. This year, as we 24 opened it up a bit, so far this semester, we've had 25 19 students earn 23 credentials.</p>

146	<p>1 These are just pictures of those kids.  2 And if you'd skip to the last one, please,  3 Lucy.  4 Just go to the next one, please. Thank  5 you.  6 So where are we looking -- sorry. Go back  7 one.  8 Where are we looking to go in the future?  9 We're working on increasing our enrollment. We're  10 actively working with a marketing company on  11 rebranding and clarifying our targets and our  12 objectives. We're working on increasing student  13 retention. We're using conservative budgeting so  14 that we have financial stability. We're continuing  15 strategic planning. We're implementing those  16 regular observation and feedback coaching cycles.  17 We are coordinating with this other school  18 we share the building with, with Southwest  19 Preparatory, on implementing a school lunch program,  20 because we don't currently have one. We're  21 developing our new gifted identification. We're  22 hoping to renew our Cognia accreditation this  23 spring. We're in the process of receiving NCAA  24 accreditation right now. And of course, we hope to  25 exit CSI status and even improve to a Spotlight</p>	148	<p>1 offer, all the extracurriculars, the dual credit,  2 and that was something that I took advantage of.  3 During my high school career, I got 52  4 credits at CNM and a certificate in the medical  5 office field.  6 And having a jump-start to college while  7 still in high school was a huge key to my college  8 success. I mean, it really truly prepared me for  9 what it would be like to take college on full-time.  10 Like, this semester, I took five classes,  11 and I graduated with A's -- not graduated -- I  12 finished with all A's. And if it wasn't for  13 Southwest, I would have struggled profusely.  14 And during my high school career, I took  15 part in sports, extracurricular stuff as the  16 Governor's STEM Challenge, Student Council, and  17 other clubs.  18 Being a part of those extracurriculars  19 really allowed me to connect with the students and  20 create a sentimental -- multitude of sentimental  21 memories with the students, with the teachers, and  22 everyone, which I believe is very, very crucial to  23 mine and others' social development, especially  24 after the pandemic. Being part of those  25 extracurriculars and all the classwork and</p>
147	<p>1 School.  2 Thank you very much.  3 THE CHAIR: Thank you very much.  4 We're going to move into public comments.  5 Let's see. Do we have anyone online that  6 signed up or has a hand raised?  7 THE CHAIR: If you'd like to make public  8 comment on Zoom, please raise your digital hand.  9 I see somebody in there right now.  10 FROM THE PUBLIC: Hi. Can you see us?  11 THE CHAIR: Yeah. If you don't mind, you  12 can just introduce yourselves and then spell your  13 names for us, and you can jump into your comment.  14 Thank you.  15 FROM THE FLOOR: I'm Amelia Riehl. I'm a  16 SMART Lab instructor, and I have five students here  17 who would like to speak, please, starting with  18 Antoinette Reazin, a Southwest graduate.  19 FROM THE PUBLIC: Hello, my name is  20 Antoinette. A-n-t-o-i-n-e-t-t-e R-e-a-z-i-n. I'm a  21 recent valedictorian graduate here at Southwest, and  22 I am proud to say that every single aspect of the  23 school has truly prepared me for life.  24 During my high school career, I did take  25 part of almost everything that the school has to</p>	149	<p>1 everything, it really prepared me, and it taught me  2 new skills, such as organization, communication,  3 time management, and so forth; so, like, a ton of  4 skills that are very key to success in life.  5 And, yeah, that's everything I have.  6 THE CHAIR: Thank you.  7 MS. AMELIA RIEHL: We now have Mateo  8 Archibeque.  9 FROM THE PUBLIC: Hello. I am Mateo  10 Archibeque. M-a-t-e-o A-r-c-h-i-b-e-q-u-e.  11 So I'm going to be talking about  12 extracurricular activities that I've participated  13 in.  14 So here we have Model UN and Youth in  15 Government, the government clubs, where we  16 participate in mock government practices in Santa Fe  17 and get to write our own bills, participate as  18 lawyers or judges, and participate in Mock UN  19 debates.  20 I've also done e-sports, played League of  21 Legends and Super Smash Bros.  22 I am a two-time second vice president of  23 the Student Council and a two-time member of the  24 STEM team. Thank you.  25 THE CHAIR: Thank you.</p>



150	<p>1 MS. AMELIA RIEHL: Thank you. We now have 2 Mercedes Largo. 3 FROM THE PUBLIC: Hi. I'm Mercedes Largo. 4 M-e-r-c-e-d-e-s L-a-r-g-o. I have been with 5 Southwest for about a year. And I had seven 6 classes, which was stressful, but I got through it 7 because I had the support from the teachers in every 8 classroom, support lab, and main lab. 9 I had taken advantage of the flexibility 10 of my time on the classes, especially when I had 11 outside -- when I had outside activities. I am also 12 in academic clubs as well. I was in Model UN and 13 Youth in Government, which is actually pretty fun. 14 So thank you. 15 THE CHAIR: Thank you. 16 FROM THE PUBLIC: Okay. So my name is 17 Marisol Rodriguez. M-a-r-i-s-o-l R-o-d-r-i-g-u-e-z, 18 and I'm currently in the eleventh grade. I've been 19 with Southwest since fourth grade. So it's been a 20 really good school to me. 21 What I like about the school is the dual 22 credit. I'm currently taking CNM. And I like it 23 because all your college classes are paid for. So 24 it could really help you get ahead on your career 25 and your certificate so you don't have to stress,</p>	152	<p>1 motivation to continue my education after such a 2 poor experience in the public school system. 3 "I've had the opportunity to work 4 full-time and pursue other goals of mine, while also 5 being able to finish high school education on my own 6 time. 7 "SSLC offers an alternative learning path 8 that I've thrived on, and I believe many other 9 students would as well if given the chance. I'm 10 beyond thankful for the time I had here and hope the 11 school will continue to grow as well as give 12 students the opportunity to thrive in their 13 education." 14 And that is end of quote. 15 THE CHAIR: Thank you. 16 MS. AMELIA RIEHL: Thank you very much. 17 THE CHAIR: Thank you so much. 18 Missy, anyone else on Zoom? 19 MS. MISSY BROWN: No. 20 THE CHAIR: None in the galley here who 21 would like to speak on behalf of the school? Or 22 just provide comment? 23 All right. We're going to conclude the 24 public comments, and we're going to move into the 25 PEC questions and comments as well.</p>
151	<p>1 like, in the future if money is a problem, because 2 college is very expensive. 3 So I've currently taken five classes at 4 CNM. I mapped out my math and reading requirements 5 to really get a head start and my -- my associate's 6 in business. And the support here is really great 7 for really anything CNM-wise. The teachers are 8 really great. They know how to work with CNM 9 systems and can help you sign up for fall term, 10 spring term, and could help you if you're falling 11 behind, how to contact CNM advisers, where to get 12 your CNM books, how to get there, your CNM permits. 13 So they're really helpful with CNM-wise, 14 and that's why I like Southwest. 15 THE CHAIR: Thank you. 16 MS. AMELIA RIEHL: And last we have Noelle 17 Hansen. She's going to read a statement from one of 18 our remote students, Cailey Valley. It's 19 C-a-i-l-e-y. Last name is V-a-l-l-e-y. Thank you. 20 FROM THE PUBLIC: So as mentioned, I 21 represent one of my peers. And she writes: 22 "To Whom It May Concern. I'd like to 23 briefly talk about how Southwest Secondary was one 24 of the greatest things for me in my education. The 25 school helped me tremendously when I had no</p>	153	<p>1 Commissioner Beck. 2 COMMISSIONER BECK: Thank you, Chair 3 Brauer, for looking right. 4 THE CHAIR: You noticed. I've only turned 5 left most times; so... 6 COMMISSIONER GIPSON: He only looks left. 7 COMMISSIONER BECK: Thank you guys for you 8 all coming up. I obviously have been to your school 9 since you're in my world. 10 And I know a lot of the Commissioners have 11 questions, so I'll try to be brief. But I have a 12 lot of concerns. 13 I was pretty shocked when the Vista 14 numbers came out a month ago, or a month and a half 15 ago. And, you know, I don't have to tell you. You 16 know they are. 17 And I see that you've, in your 18 presentation, done a lot to address some of those 19 deficiencies. 20 One of the concerns I have, when looking 21 at it, and when I look at your mission goals, you're 22 very, very, very focused. And when I walked through 23 your school, you're very focused, and, I would 24 almost say, overly focused on the SMART Lab. 25 If you look at your numbers in terms of</p>

<p style="text-align: right;">154</p> <p>1 the proficiencies, needless to say, you're 11 points 2 behind APS in ELA, 15 behind in math, and you're 20 3 ahead in science.</p> <p>4 And both of your mission goals were 5 directly focused, and narrowly focused from what I 6 could see, on the proficiency of the SMART Lab.</p> <p>7 So that makes me concerned that the 8 over-focus -- and I can see it. And, of course, 9 that's where they were coming from for their -- 10 their talk, the kids. The energy that's focused on 11 that SMART Lab might challenge the focus that's on 12 the traditional academic parts that are so critical.</p> <p>13 And I saw -- and I read in your Part B -- 14 and you put it in the presentation -- the improved 15 growth in the NWEA reports for math and English.</p> <p>16 And I'd like you to speak, you know, a 17 little -- just briefly on how you reconcile those 18 growth rates that you have in the NWEA with the 19 truly challenged numbers you have on the Vista 20 report. I'd like to hear that real quick.</p> <p>21 MS. LISA MORA: All right. Thank you, 22 Commissioner Beck. I will do my best to address 23 that.</p> <p>24 You're right. SMART Lab has been a really 25 big part of our program and centers on the future</p>	<p style="text-align: right;">156</p> <p>1 COMMISSIONER BECK: Your academic dean, is 2 that a full-time job or a part-time job?</p> <p>3 MS. LISA MORA: It's a supplemental job. 4 She's one of our instructors. I apologize that 5 she's not here today. There was an emergency. 6 Otherwise, she'd be able to speak directly to you.</p> <p>7 COMMISSIONER BECK: I get it. I get it. 8 And I saw that -- are students required to be in 9 person? Or can they opt to be totally online 10 without any direct instruction on campus?</p> <p>11 MS. LISA MORA: That's a great question. 12 We have both programs, sir. We do offer a fully 13 remote program. However, it comes with a contract. 14 When -- we meet at the beginning of the semester 15 with every family and design their student's year. 16 At that time, if a family is interested in a remote 17 program, they have a specific reason for it.</p> <p>18 We talk about the requirements of that. 19 They do have to sign a contract that states that 20 they will maintain progress in their courses, that 21 they will come to campus for all testing events. 22 So they must come and take the NWEA 23 assessment and other tests, and they also have to 24 take their cumulative exams on campus. 25 They receive the same level of monitoring.</p>
<p style="text-align: right;">155</p> <p>1 readiness for college and career. But that also 2 encompasses the dual enrollment. And they have to 3 be proficient in math and reading in order to be 4 ready for college and career. We are working -- you 5 saw we are taking steps to address that.</p> <p>6 One possible explanation I have for the 7 discrepancy in the proficiency scores versus the 8 NWEA is that the SA- -- our proficiency scores come 9 solely from the SAT tests that only eleventh graders 10 take. And the NWEA is reflective of the entire 11 student body.</p> <p>12 I will tell you honestly I haven't dug 13 into the data surrounding that very deeply. But at 14 the surface level there, if only eleventh graders 15 take that test, it's not representing the entire 16 body. And as we're seeing growth from the 17 interventions, or the changes, we've made with those 18 direct -- excuse me -- the direct support classes, I 19 would expect we will see those SAT scores come up as 20 well.</p> <p>21 With seeing the growth in the NWEA, it's 22 indicative we're going to see growth in those SAT 23 scores as well.</p> <p>24 COMMISSIONER BECK: Thank you. 25 MS. LISA MORA: Yes, sir.</p>	<p style="text-align: right;">157</p> <p>1 They get weekly progress updates. They still have 2 that monthly conference with the sponsor teacher.</p> <p>3 And we have -- if they're not in person, 4 they can come in person at any time. We call it an 5 "extra," where they're not scheduled, but they can 6 come in for some instruction if they need it.</p> <p>7 We also offer -- we call it a "help line," 8 where they can ask to have an assignment reset 9 through e-mail. But if they're struggling with 10 something, and they're a remote student, and they 11 would like to meet with a teacher, they send in an 12 e-mail or call, and we set up a Zoom with them so 13 they can work directly with a content teacher and 14 maybe work through that math concept that has them 15 stumped or whatever it is they assistance on.</p> <p>16 COMMISSIONER BECK: Okay. Thanks. 17 I saw -- in all the stuff I was looking at 18 and analyzing, I saw that 11 percent of the students 19 are fully remote? Would that be correct?</p> <p>20 MS. LISA MORA: Yes, sir. This year 21 11 percent of them are fully remote. And we do have 22 few students that are fully at UNM as well. They're 23 not taking Edgenuity classes. All of their credits 24 are coming from CNM. So we don't see them a lot. 25 COMMISSIONER BECK: Have you been able to</p>

158	<p>1 look at that?</p> <p>2 MS. LISA MORA: No, I have not. I have</p> <p>3 data on their course progress analysis. And they're</p> <p>4 keeping pace. The in-person and the remote students</p> <p>5 have been really tight together this year, which</p> <p>6 told us that the students that are in the remote</p> <p>7 program were well chosen for that, because they're</p> <p>8 keeping pace with the in-person students.</p> <p>9 But I have not analyzed the difference in</p> <p>10 their test scores.</p> <p>11 COMMISSIONER BECK: Okay. I know a lot of</p> <p>12 the Commissioners have questions, so I'm going to</p> <p>13 try to be brief.</p> <p>14 You alluded to your PLC structure, and you</p> <p>15 said that they meet twice a month; is that right?</p> <p>16 MS. LISA MORA: Yes, sir. They meet every</p> <p>17 other Friday.</p> <p>18 COMMISSIONER BECK: Okay. That concerns</p> <p>19 me that they're not getting more PLC involvement.</p> <p>20 That was a concern to me, for sure.</p> <p>21 So explain to me how your PLC is</p> <p>22 structured, 'cause that -- I see that as a</p> <p>23 challenge.</p> <p>24 MS. LISA MORA: The PLC includes both</p> <p>25 general ed and special education instructors across</p>	160	<p>1 total group, the whole staff together.</p> <p>2 MS. LISA MORA: Most of the staff.</p> <p>3 COMMISSIONER BECK: Most of the staff.</p> <p>4 MS. LISA MORA: Yes, sir. The SMART Lab</p> <p>5 teachers are not always involved in that. They try</p> <p>6 to be. And, occasionally, we have one of our</p> <p>7 special education staff members that can't be</p> <p>8 present because they have an IEP to attend. And I</p> <p>9 am sometimes present and sometimes not.</p> <p>10 COMMISSIONER BECK: Okay. Do you have a</p> <p>11 teacher mentoring program?</p> <p>12 MS. LISA MORA: Yes, sir, we do have a</p> <p>13 mentoring program for our beginning teachers. They</p> <p>14 have a checklist of items, monthly conferences,</p> <p>15 and -- to make sure that they're learning about</p> <p>16 the -- first of all, the obvious: orientation things</p> <p>17 and procedural things, but that they're receiving</p> <p>18 support. And we do have one first-year teacher.</p> <p>19 COMMISSIONER BECK: For a period of a</p> <p>20 year? Do you have it organized structurally?</p> <p>21 MS. LISA MORA: Definitely their first</p> <p>22 year. And it can continue while they're a Level 1</p> <p>23 teacher.</p> <p>24 COMMISSIONER BECK: And you have, like,</p> <p>25 organized feedback and forms.</p>
159	<p>1 the school.</p> <p>2 Because we have one content teacher in</p> <p>3 each area, it's not divided by grade level or by</p> <p>4 content. It's everybody together at once.</p> <p>5 We do look at the course progress data and</p> <p>6 see overall how the students are doing, and then we</p> <p>7 dig into more specific students.</p> <p>8 We use -- we also call that an MLSS</p> <p>9 meeting. We assess individual students. Maybe</p> <p>10 we've had a report that a specific student has</p> <p>11 something going on at home, or we're knowing that</p> <p>12 they're becoming increasingly resistant to math. Or</p> <p>13 whatever the case may be, that individual student is</p> <p>14 addressed during the PLC.</p> <p>15 We keep notes about that, and there are</p> <p>16 records for it. And then we can identify, maybe</p> <p>17 this student is falling behind, and we want to put</p> <p>18 them into that math support class. Or maybe we need</p> <p>19 to schedule an additional conference with their</p> <p>20 family to discuss concerns that we have.</p> <p>21 COMMISSIONER BECK: Okay. So when you</p> <p>22 meet every other Friday, how long is that meeting?</p> <p>23 MS. LISA MORA: It varies. An hour, hour</p> <p>24 and a half, sometimes longer.</p> <p>25 COMMISSIONER BECK: And so you meet as a</p>	161	<p>1 MS. LISA MORA: Yes, sir. We have forms</p> <p>2 for that, and we keep record for it.</p> <p>3 COMMISSIONER BECK: Thanks. I might ask a</p> <p>4 few more questions. But thank you.</p> <p>5 THE CHAIR: Thank you.</p> <p>6 Commissioner Gipson.</p> <p>7 COMMISSIONER GIPSON: (Inaudible) for the</p> <p>8 presentation. I have a couple of questions for now.</p> <p>9 I think I need to see how the -- your blended</p> <p>10 learning is really working in terms of how many core</p> <p>11 curricular classes do students take live?</p> <p>12 MS. LISA MORA: Our entire core curriculum</p> <p>13 is online with the Edgenuity program.</p> <p>14 COMMISSIONER GIPSON: Online. I meant</p> <p>15 in --</p> <p>16 MS. LISA MORA: We have support classes --</p> <p>17 now, it's online, but students come to campus. They</p> <p>18 come -- you saw pictures of the main lab. It's like</p> <p>19 a very large computer lab. So you had students</p> <p>20 working on the computer, taking notes, watching</p> <p>21 lectures, completing assignments. But they're in</p> <p>22 person on campus with our teachers in the same room.</p> <p>23 So while they're working online, if they</p> <p>24 have a question, if there's something that they're</p> <p>25 struggling with, they want support on, they go over</p>

<p style="text-align: right;">162</p> <p>1 to the teacher, and they get help with that from a 2 live teacher, one on one.</p> <p>3 COMMISSIONER GIPSON: But what about 4 direct instruction live in a classroom? How much of 5 that actually takes place out -- I'm not talking the 6 lab. I get the whole lab setup. But how much live 7 and direct instruction is occurring in front of a 8 real person?</p> <p>9 MS. LISA MORA: Okay. Okay. Sorry if I 10 misunderstood. The traditional algebra class is a 11 live instruction class that's taught in person every 12 day. The rest of our classes, they have support 13 classes for Algebra I and for geometry. So though 14 they're taking it online, they go once a week for a 15 direct instruction portion of that, where they work 16 directly with a teacher in a classroom in a smaller 17 group to work through difficult concepts that are 18 coming up in the instruction that week and try 19 different things in person.</p> <p>20 The English support classes also meet once 21 a week, but that is only for ninth graders at this 22 time.</p> <p>23 Oh. And then, of course, the support lab, 24 which services our students with disabilities. 25 They're also using the Edgenuity program, but they</p>	<p style="text-align: right;">164</p> <p>1 can you speak to me about how you've actually taken 2 your deep dives into the data and then created 3 professional development around what you've 4 discovered from those deep dives of the data?</p> <p>5 MS. LISA MORA: Sure. Thank you for the 6 question.</p> <p>7 While we do analyze that, and we've 8 also -- and worked on that as a whole group, we 9 have -- as I mentioned, we have two math teachers. 10 But we have one content teacher in each area.</p> <p>11 We have had school-wide professional 12 development on things like verbal de-escalation and 13 ELL strategies for supporting English Learners in 14 the classroom.</p> <p>15 But we have haven't had specific 16 professional development around -- around English. 17 We do offer individualized professional development. 18 Like our English teacher just went to a conference 19 on engaging students specifically in English.</p> <p>20 But I -- I don't have a -- a specific 21 professional development I can speak to, 22 Commissioner Gipson.</p> <p>23 COMMISSIONER GIPSON: That's a little 24 worrisome for me, that when scores were particularly 25 low, and that the -- you've mentioned that you've</p>
<p style="text-align: right;">163</p> <p>1 have some content that, according to their IEP 2 accommodations, that is reduced content. They don't 3 reduce the standards. They just take out some of 4 the repetitive content to allow time for direct 5 instruction that they receive in the support lab.</p> <p>6 Did I answer your question?</p> <p>7 COMMISSIONER GIPSON: You did. I mean, 8 I'm just -- this isn't how I visualized learning, to 9 be perfectly honest, because I think the beauty of 10 blended learning is the enrichment that takes place 11 with students when they're getting the basics 12 online, and they're coming in with direct 13 instruction with a teacher who enriches that 14 curriculum with the students. And I think that 15 truly helps to reinforce the -- especially the 16 skills of communication that students often lack.</p> <p>17 So to me this is less of a blended 18 learning model than most other blended learning 19 models. And I think that could be -- could speak to 20 why your scores have -- in the way they -- the way 21 they are.</p> <p>22 But I did have another question.</p> <p>23 What about profession- -- now, 24 Commissioner Beck talked about PLCs. But what about 25 actual professional development and taking the -- so</p>	<p style="text-align: right;">165</p> <p>1 done deep dives into this data, and that, to me, 2 there's this disconnect with, well, we've kind of 3 looked at what's happening, but then we're not doing 4 anything -- because I appreciate the fact that 5 teachers are allowed to, at times, choose 6 professional development that they want to go to. 7 That doesn't necessarily mean it's going to help 8 the -- you know, the school as a whole.</p> <p>9 I think the school needs to come up with a 10 plan and -- to move forward as a whole body and 11 develop strategies and then create the supports that 12 are going to help the school implement those 13 strategies to move the school forward.</p> <p>14 There just appears to be, once again, that 15 disconnect with, "We know what's wrong, but we 16 haven't taken that step forward to really work on 17 something."</p> <p>18 And that speaks -- and I worked in a high 19 school. And I understand the difficulties with, 20 like, a PLC being able to meet every day. That's -- 21 you know, we had to -- we had to create the 22 schedules. But we did it at least once a week. And 23 there were opportunities for smaller groups to still 24 meet. And we had those scheduled in. 25 It's challenging to me for -- for any</p>

<p style="text-align: right;">166</p> <p>1 school, let alone a school that needs to really 2 create targeted supports, to have that little 3 opportunity. And although I support the notion that 4 at the PLCs you're talking about behavioral issues, 5 which you identified, but it goes beyond that with a 6 school that needs to create strategies to help 7 support growth. And that's what -- that's not what 8 I'm hearing at this point in time. 9 And I'll -- I'll yield my time at this 10 moment. 11 MS. LISA MORA: May I speak to that? 12 THE CHAIR: Go ahead. 13 MS. LISA MORA: Commissioner Gipson, a lot 14 of that work has been through the strategic 15 planning. I didn't identify it specifically as 16 professional development, but it's been through 17 strategic planning. 18 We did work with someone to help us with 19 that process, where we looked at that. We have met 20 in groups and created program changes to address the 21 loss in proficiency and to address -- some of those 22 direct instruction classes I talked about were 23 created from the strategic planning. 24 I think Ms. Burns would like to add on to 25 that if that's all right.</p>	<p style="text-align: right;">168</p> <p>1 they're working on -- and since everybody is working 2 on different things, if that student is having a 3 struggle with a -- a different subject -- and I just 4 can imagine students not being too quick to engage 5 with another teacher. 6 They may develop a relationship with their 7 sponsor teacher. But other teachers, they may 8 struggle to engage with them. What it sounded like 9 to me is that it's all on the student to engage with 10 whatever subject matter teacher there is. 11 I -- I can imagine that being a struggle 12 for less outgoing students to engage in those 13 things, and that it feels like, to me, that those 14 content teachers need to have a personal 15 relationship also with each student, so they can 16 know. Because without having their eye contact with 17 those students, they're not going to know if that 18 student is dodging or just uncomfortable or just not 19 willing to ask the question, stand up and ask the 20 question. 21 That's just an observation. 22 MS. LISA MORA: Thank you, Commissioner 23 Ingham. And you are correct that there are some 24 students that would struggle to reach out to a 25 different teacher that they didn't feel as connected</p>
<p style="text-align: right;">167</p> <p>1 COMMISSIONER GIPSON: And I appreciate 2 that. But when you change -- once again, that talks 3 to, well, we changed the program, but where is the 4 support for the teachers when you're changing the 5 program. Where is the professional development 6 that's occurring, because what we identified, once 7 again, we had a problem, so we changed the problem. 8 But now that you're changing the program, we need to 9 support the teachers with helping the students. 10 So that's -- you know, that's the 11 disconnect I'm getting at this point in time. 12 MS. LISA MORA: Okay. Thank you. 13 THE CHAIR: Commissioner Ingham. 14 COMMISSIONER INGHAM: Just one quick 15 thought from a non-educator. 16 I -- it feels like you -- you have a 17 teacher that a student engages with -- at least 18 that's what it was on the video -- that you have one 19 person that follows that student throughout their 20 time at your school; right? 21 MS. LISA MORA: Yes, a sponsor teacher, 22 sir. 23 COMMISSIONER INGHAM: A sponsor teacher. 24 Right. And that sponsor teacher would be one of the 25 four core subjects. But then during the time that,</p>	<p style="text-align: right;">169</p> <p>1 to. However, most of our students do have 2 relationships with most of the teachers. Again, 3 because it's a small environment it's hard to go 4 unnoticed. 5 And it's not completely dependent on the 6 student to reach out for help. We also have our 7 sponsor teachers. If -- if the sponsor is in charge 8 of this particular group of students, but if they 9 see that this particular student is really stuck on 10 that English essay, then they will go talk to the 11 English teacher and say, "Can you reach out to this 12 student and help them with that English essay," or, 13 of course, they'll help themselves. 14 We use those weekly progress updates to 15 look at where students are struggling. The sponsor 16 teacher also reaches out directly to the students. 17 They'll come and get them and say, "Hey, let's come 18 work on the science." "You're falling behind in 19 science. Let's get that done today. Do you have 20 questions?" 21 It's both, sir. The students come up and 22 ask for help. They can ask for help from any 23 teacher. But the sponsor teachers do also seek them 24 out. 25 It's one of the things that's discussed at</p>

<p style="text-align: right;">170</p> <p>1 the PLCs. "I notice so-and-so is doing this and 2 what can we do about it?"</p> <p>3 THE CHAIR: Thank you. I just wanted to 4 make sure that the record shows that Vice Chair Burt 5 stepped out for a few minutes. We still are in a 6 quorum, though.</p> <p>7 COMMISSIONER CARRILLO: I missed that. 8 You were waiting for Commissioner Burt to return?</p> <p>9 THE CHAIR: I'm not waiting for anyone, 10 Commissioner. I just wanted to make sure the record 11 shows --</p> <p>12 COMMISSIONER CARRILLO: Oh, I see. I see. 13 I got it. I usually raise my hand earlier. I see 14 people online. I do have a question. Who is David 15 Winjum? Does he work for your school?</p> <p>16 THE CHAIR: He works for the PED. If 17 there's a question we have about the graduation 18 rate, if we wanted to ask David any question, I 19 think he'd be able to answer that.</p> <p>20 COMMISSIONER CARRILLO: Got it. That 21 makes sense. Thank you.</p> <p>22 Okay. So -- all-righty then. SMART Lab. 23 Kudos. Kids love it. Same thing at the Prep, the 24 Southwest Preparatory.</p> <p>25 And it seems like, you know, that's --</p>	<p style="text-align: right;">172</p> <p>1 And I've said that to them directly so I 2 don't mind saying that now. They do. They just 3 perform horribly. And it is what it is, and we'll 4 address all that stuff at another time.</p> <p>5 Where sometimes kids really like the idea 6 of hybrid, I don't think they're in a position to 7 determine what's best for them.</p> <p>8 Maybe their parents like it, too. I don't 9 know. It seems challenging.</p> <p>10 So I have a question regarding the video. 11 But something about it seemed very produced. And 12 I'm wondering if you had an outside -- obviously, 13 the kids are the kids. They're in it. The photos 14 of the SMART Lab, of the big lab where everyone is 15 working, that's all yours.</p> <p>16 Was there -- was this production done 17 outside by somebody who does this professionally?</p> <p>18 MS. LISA MORA: Yes, sir, it was.</p> <p>19 COMMISSIONER CARRILLO: Okay. Thank you. 20 It was great. Just the narrator, too. It was 21 just -- it was good. It was really well-done.</p> <p>22 MS. LISA MORA: Thank you, sir. We did 23 have a number -- he was on campus multiple times to 24 film. We held interviews with parents, with 25 students, with governing council members. And he</p>
<p style="text-align: right;">171</p> <p>1 yeah, the kids are super into that. And anytime we 2 can provide something like that and make -- where it 3 gives them relevance, they get to use their 4 creativity, they get to interact with others, that's 5 great.</p> <p>6 I echo Commissioner Gipson's concerns 7 about this seems to be more of an online school with 8 the occasional drop-in than the hybrid model.</p> <p>9 I say that because I have a bias -- and 10 really not much anymore, and it's all public. Traci 11 Phyllis and the Taos Academy and the way they read 12 it up there, she really made me think differently, 13 opened my whole, like, world in terms of what hybrid 14 can be.</p> <p>15 And then I visited the school and have 16 spoken to her a lot.</p> <p>17 I represent the north. I -- you know, I'm 18 here all the way to the Colorado border. There's 19 nothing in Colfax, pretty much, except the Four 20 Corners.</p> <p>21 And so I share that concern with 22 Commissioner Gipson. As I'm sure you're aware, we 23 have two schools that are fully online: New Mexico 24 Connections and Pecos. Yeah. And they perform 25 horribly.</p>	<p style="text-align: right;">173</p> <p>1 put the video together.</p> <p>2 And a big part of the decision for that 3 was a lack of time. There's --</p> <p>4 COMMISSIONER CARRILLO: Well, it's a lot 5 of time, and you don't necessarily have a studio and 6 all this video equipment lying around. It's good.</p> <p>7 So grad rate. Well, this said 16. I 8 don't care about that. I know that's not real." 9 You look at this and say, "There's definitely an 10 error here," you know. And -- but then we go from 11 56 to 61. Not good at all.</p> <p>12 And then -- the thing that I've brought up 13 so often in these meetings, and also when I -- I was 14 on the school board for Santa Fe Public Schools for 15 nine years. And what I bring up all the time: Grad 16 rates, schmad rates.</p> <p>17 Proficiency. You can graduate with D's. 18 Doesn't mean anything. You can graduate and end up 19 having to take remedial anything. You drop out of 20 college in two years. And what have we done for 21 you? We've failed you, because you're so 22 discouraged from having to take remedial classes, 23 and also monetarily, the idea of going for another 24 four years after all this remedial work must be 25 really disparaging -- not disparaging; that's not</p>

<p style="text-align: right;">174</p> <p>1 the right word -- definitely despairing, yes, for  2 young people to have to essentially repeat things  3 that we should have been doing for them all along.  4 I come from the point of view -- and the  5 number of schools has been very trying this time  6 around, where there is no time; right? I mean, I  7 look at a school from the other day. And it was a  8 school that mostly -- and I was thinking to myself.  9 The little kids, kinder to grade -- five years old  10 to eight years old. And I'm thinking what's  11 happening -- what responsibility do we have to them  12 to make sure that whatever school has their act  13 together by the time they're nine or ten?  14 It's just there's -- there's -- the state  15 in general, I'm very impressed with what Arsenio --  16 Secretary Romero said the other day.  17 There doesn't seem to be an urg- -- I've  18 been here 33 years, so I can say that. I'm not some  19 transplant that came in who thinks he knows  20 anything. There just doesn't seem to be an urgency  21 around accountability and around -- and I  22 remember -- I remember being in a luncheon -- were  23 you there, Tim, the luncheon where we met our --  24 Secretary Romero. And I remember asking a question  25 about accountability. And he went on.</p>	<p style="text-align: right;">176</p> <p>1 One is in Santa Fe -- and, granted, NMSA  2 has really addressed and -- not corrected, because  3 there was no wrongdoing -- but addressed the lack of  4 diversity within the school. And this was process.  5 They realized they were being perceived a certain  6 way. And they went from being 63 percent White to  7 being, like, 37 percent. Just the fact that they  8 addressed it head-on was really impressive.  9 And I went to one of their workshops  10 around that. And it was just, like, wow.  11 And then with -- and what they did with  12 math -- so here they are. And I'm bringing this up  13 as an example, because I want -- I just want schools  14 to succeed; right? I believe whether they're  15 private or public or parochial or whatever, they're  16 all kids. All of these kids are our kids.  17 At NMSA, they were, like, off the charts  18 in, you know, science and English and everything  19 else. But in the math, they were in the cellar.  20 Not as bad at some schools in New Mexico, but they  21 weren't doing nearly as well as they wanted to.  22 What did they do? They looked for grants.  23 They said they have to be laser-focused on this.  24 They found some grants -- there are so many grants  25 and scholarships that people don't even know exist.</p>
<p style="text-align: right;">175</p> <p>1 And my question was two parts; it was  2 accountability and consequence. He didn't answer  3 the consequence part at all. Because I don't  4 believe that there is a consequence part in  5 New Mexico. I don't think there really is at all.  6 I think people say they want to be accountable until  7 they're the ones held accountable. So the  8 consequence piece.  9 So I'm looking at notes here. Questions.  10 Concern about the professional development.  11 We had two schools already. And since  12 this is all on the record, I can -- there was Middle  13 College, which I was super-duper impressed with in  14 Gallup. Talk about dealing with just challenges in  15 just being in Gallup-McKinley District. I mean,  16 Alan -- Chair Brauer -- and I spoke about that. I  17 won't go into detail about what we said.  18 But we'll just say what an amazingly  19 challenging district to have to operate within that  20 completely does not support kids except their own.  21 You know what I mean?  22 But -- so, you know, Middle College -- and  23 I bring this up because of math. Middle College, as  24 well as NMSA -- talk about A Tale of Two Cities;  25 right?</p>	<p style="text-align: right;">177</p> <p>1 And I imagine NMSA is going to get all  2 these calls, because I keep mentioning them. It was  3 specifically around math instruction. It's in  4 New Hampshire. It's totally paid for, doesn't have  5 to come out of your operational, a whole way of  6 thinking around math, tutoring around math, meeting  7 kids where they are, and almost giving --  8 modeling -- not modeling -- but allowing them to  9 be -- to find an inspiration in math.  10 I love math, and it's a result of certain  11 teachers that I had in junior high school.  12 But, anyway, so taking advantage of those  13 kinds of opportunities. Again, I'm looking at this  14 note that says, "No professional development" that  15 Ms. -- or "not extensive professional development,"  16 as Ms. Gipson mentioned.  17 One of the things I think of also when I  18 think of the grad rate versus proficiency is I think  19 of something we instituted -- unfortunately, it's no  20 longer part of the thing up in Santa Fe -- oh, we're  21 in Santa Fe, I always say "up in Santa Fe" --  22 here -- the portrait of a graduate.  23 What do we want out of this person after  24 they leave our place?  25 We want them to be comfortable speaking in</p>

<p style="text-align: right;">178</p> <p>1 groups. We want them to be comfortable 2 problem-solving. We want them to be in a leadership 3 role. 4 All these different things, the portrait 5 of a graduate. What -- for us, what that meant was, 6 this needs to be back-mapped all the way down to 7 kinder, but relative -- I mean, obviously, you're a 8 high school. So you can map it all the way down to 9 ninth grade and do everything you can to support 10 whatever you believe is your portrait of a graduate. 11 The -- whew, the remedial thing just 12 scares the heck out of me. 13 So concern -- I mean, I'm looking at this 14 sheet here. And I know that the NWEA scores were 15 higher. But that makes me think of, when you had 16 said earlier, these different groups are "on track" 17 for this and "on track" for that. And sometimes I 18 say, when people say things like that, I say, "Hope 19 is not a strategy"; right? 20 And I'm sorry. There's something bizarre 21 happening right there. 22 And when I -- one of the things -- and 23 there's been schools, not just this week, but that 24 we've had to deal with over the last couple of 25 years, where one of them that -- you know, the</p>	<p style="text-align: right;">180</p> <p>1 a school in a very positive light. But the bottom 2 line in everything for me, it comes down to are they 3 learning? Can he write an essay? Can they fill out 4 a job application and spell all the words correctly? 5 Can they -- like, the attributes of a 6 graduate? Can they look a potential employer in the 7 eye and shake their hand and look them in the eye 8 and properly introduce themselves? But there's all 9 these things that encompass a whole person to move 10 on to whatever is next. 11 I love the dual enrollment. A note here 12 that says that. I love that they're going to 13 college. One of you said they're going on to diesel 14 engine. There's so much available that has 15 absolutely nothing to do with college for kids. 16 Certifications. Yeah. And it doesn't 17 require college. Yeah. You end up being a great 18 plumber in a couple of years. You start out being 19 an apprentice journeyman or whatever. You end up 20 making 70 or 80 grand in a few years. And, boy, are 21 you needed. And you don't need college for that. 22 You do need math. You need to be able to 23 write contracts. You do need to be able to send out 24 invoices and understand everything. 25 So my challenge is are they learning? And</p>
<p style="text-align: right;">179</p> <p>1 attorney representing the school, because of a 2 decision we made, it's, like, his -- God bless 3 him -- his argument was, "Please, please, please, 4 just give us one more chance," because they -- they 5 just -- that's all he could do. That's all he could 6 do was try to reach our heart strings, if you will. 7 So I love hearing the kids that you 8 brought into the video. And what I wrote down at 9 that moment was "Happy vs. District." And what that 10 means to me is, it's, like -- and I'll use Santa Fe 11 as the example. When we were doing our 360 -- come 12 on, man, where is the word? -- our surveys. Thank 13 you. You're knowing what I'm saying before I'm 14 saying it. 15 On our 360 degree surveys, so I'll take a 16 school like Sweeney that was on the old system, God 17 bless them. They're trying hard, but they're not a 18 very good school. But they love the district. I 19 mean they love their school, but they don't like the 20 district. That's what I was trying to say. They 21 love their little school and their school community; 22 right? And it's solid. But, man, they don't like 23 the district. 24 And so a lot of times, I'll hear kids 25 speak about their school, their parents speak about</p>	<p style="text-align: right;">181</p> <p>1 while I think there are a lot of things that you're 2 perhaps wanting to put into place, the school's been 3 around -- and I know -- maybe all of you have not 4 been around for the 22 years -- the school has been 5 around long enough. 6 There was a school that came before us 7 this last year that we had talked about. And 8 this -- my sense was, "You have had decades to be 9 able to really look at this and address this." 10 And even though there was plenty of blame 11 to go around in the district and everywhere else, 12 it's, like, no, you're professional educators, man. 13 And even the people that are helping support, the 14 board. And the question -- I have a question for 15 the board around board oversight. 16 THE CHAIR: Commissioner Carrillo, did you 17 ask a question already for them to respond to? 18 COMMISSIONER CARRILLO: Did I ask you a 19 question? I want -- 20 THE CHAIR: I just want to make sure. 21 Like, I do appreciate when we all -- and I know I'm 22 guilty of this, too. We have comments. But I also 23 want to make sure that we get to our questions so 24 that our -- their team can answer. 25 COMMISSIONER CARRILLO: Please. Please.</p>



<p style="text-align: right;">182</p> <p>1 MS. LISA MORA: If I can respond to your 2 comments, sir, I believe what you're looking for is 3 a future-ready graduate, which is what we're looking 4 for as well. And there are areas that we're doing 5 really well in that, and there are areas that we 6 have room for improvement. 7 So we're focused on the future and how we 8 can improve those things so that it's a more 9 balanced, future-ready graduate. 10 COMMISSIONER CARRILLO: Thank you. I 11 appreciate that very much. I don't remember the 12 introductions or -- you have board members here; 13 right? You have? Right. Okay. What oversight? 14 How long have you been on the board? 15 MS. DEBORAH BURNS: Chair Brauer and 16 Commissioners, my name is Deborah Burns. 17 D-e-b-o-r-a-h B-u-r-n-s. I've been on the board 18 since the month before the last rechartering 19 meeting, which is November of 2018. I'm a former 20 president and -- well, I'm a parent of a graduate. 21 And I'd like to speak to a number of 22 issues raised by Commissioner Beck, Commissioner 23 Gipson, and yourself, because I -- I really believe 24 that there's a lot of strengths of the school that 25 have not been brought forth that are leaving you</p>	<p style="text-align: right;">184</p> <p>1 He discovered his artistic opportunities 2 through the SMART Lab, the Wakkems [ph]. He's an 3 animator. Without any input from us, he discovered 4 through Naviance, the opportunity, and with, I 5 think, support of the students, a career in computer 6 animation. 7 He applied for two of the top ten schools 8 in the country. Was admitted. He's two-thirds of 9 his way through an accelerated bachelor of science 10 in computer animation at Full Sail University. He 11 got an "A" in his math, college math, because of the 12 supports he learned at the school. 13 He did not show proficiency at all on any 14 of the standardized tests. And yet he is looking at 15 trying to get hired on to do defense simulations at 16 someplace like Kirtland at six digits plus benefits 17 with a security clearance. 18 As a parent, you can understand why I'm 19 invested in this school. And let me just explain 20 some of the things the school did for me as a parent 21 and for my son that you can't find. 22 And I'm sure there's all kinds of blended 23 learning environments. The fact is one box does 24 not -- these students don't fit in every single 25 blended learning environment.</p>
<p style="text-align: right;">183</p> <p>1 with a misimpression. 2 So my son enrolled in eighth grade. He 3 was a disengaged kid with an undiagnosed disability. 4 He hated school. He thought he was stupid. And he 5 was angry. 6 And I remember he told the former head 7 administrator, "I don't do that." Not a formula for 8 success. 9 In the first year, the autonomy, and yet 10 the safety and the support he received by not being 11 publicly humiliated in a classroom environment -- he 12 had to do seventh-grade math and English, but nobody 13 knew that, as an eighth-grader, because he was 14 behind. He found support and one-on-one 15 encouragement, and within a year, he was Student of 16 the Year at the high school. 17 That recognition changed everything. He 18 has serious processing disabilities, especially in 19 math. But he gained so many supports over those 20 years. He was never going to go to college. And we 21 were really struggling about how to prepare him for 22 a self-sufficient lifestyle of success. 23 By his junior year, he described himself 24 as happy, content, wanting to be a good person, and 25 doing very well in school.</p>	<p style="text-align: right;">185</p> <p>1 From day one, I got a text every morning 2 at 3:00 a.m. showing me where he was academically in 3 terms of progress and grades. There was an 4 accountability. Every week, I got a real meaningful 5 e-mail from his sponsor teacher, which then he had 6 gone untested because there was an 18 to two-year 7 queue to test him to get him on an IEP. For years. 8 That happened in the first year at SSLC. 9 And that student -- that support special 10 ed teacher told us what was going on and how we 11 could support him. And we could celebrate his 12 progress at breakfast and at dinner, daily. 13 But we could also -- he knew that if he 14 was really falling behind or if he had done very 15 poorly on the test, that would come up at breakfast 16 and dinner as well. 17 Within a few years, he was a 18 self-advocating, conscientious student who enjoyed 19 the autonomy and being able to self-direct his days. 20 It empowered him. And it empowers parents to be 21 actively engaged with their students if they want to 22 be. 23 So I think that while he won't show up as 24 a very good score other than having graduated on 25 your matrix or the school's matrix -- and, like,</p>

<p style="text-align: right;">186</p> <p>1 it's a changing world. I'm a product of traditional 2 education. And I excelled. I was an Eldorado 3 student. I graduated from the Academy. I got a BA 4 in economics from Princeton and an MBA from NYU in 5 finance. I believe in standardized testing and 6 traditional education.</p> <p>7 But the world that's opening up to these 8 kids doesn't necessarily mean they test well. And 9 yet there are -- there are future careers for them 10 that can be very gainful and allow them to find 11 fulfillment.</p> <p>12 And I just think that we haven't brought 13 out the stories, you know, Spotlight CNM students, 14 ESL student that was their Spotlight student, two 15 associate degrees upon graduation. You know, they 16 came from SSLC. There are kids that have had five 17 eye surgeries and thought they were going to go 18 blind, and their parents are so grateful for SSLC 19 getting their child through high school and 20 graduating.</p> <p>21 And so those kinds of stories, I don't 22 think get told very well. But I can tell you there 23 are countless stories of student engagement and 24 parent engagement going on because of the systems 25 supporting the students and supporting the parents</p>	<p style="text-align: right;">188</p> <p>1 are not destined for success when they walk in the 2 door, as well as the extremely gifted kids who have 3 the ability to excel and, you know, get two 4 associate's degrees by the time they graduate, to 5 help them on their journey in life.</p> <p>6 So I thank you for your indulgence.</p> <p>7 COMMISSIONER CARRILLO: No. Thank you. 8 Thank you very much. I just love moments, you know, 9 when you -- those kinds of moments, you know. Thank 10 you very much.</p> <p>11 The reason I had the board question was 12 that -- what I went on with about opportunities with 13 other schools and oversight and everything and 14 opportunities missed and how many opportunities have 15 been missed, how many years we're going to let go 16 by, how many kids end up not getting what they need, 17 and how many kids are we going to fail again and 18 again and again.</p> <p>19 I am so grateful for you. And what I 20 would ask from you specifically is more oversight. 21 So if there's going to be some kind of plan -- and I 22 don't even know where I'm going to land on this now. 23 If there's going to be -- you're kind of getting a 24 sense of where I was going to land. Honestly, the 25 sense I got from reading everything here and hearing</p>
<p style="text-align: right;">187</p> <p>1 and the three -- the teacher, student, and parent 2 working together.</p> <p>3 Not all parents are engaged, but they have 4 every opportunity to be at the school.</p> <p>5 And so I hope that -- I know that's 6 anecdotal. I'm passionate about this school. 7 There's magic going on in engaging with these 8 students. No bullying, no cliques. Each teacher 9 knows every student. And I hear my kid has been 10 hanging out with some guys cursing outside the 11 doors. You know, just, kid behavior.</p> <p>12 And I don't think that story is being 13 told, and yet it's an environment for some students 14 where they will thrive. And I'm very grateful to 15 the school. And I consider -- I don't know what 16 would have happened to my son if it hadn't been for 17 SSLC. And you can line this whole room with parents 18 who feel a similar gratitude to the school for their 19 student, even if it doesn't show up on the 20 standardized tests.</p> <p>21 So I appreciate your listening. But there 22 are countless stories like my son's. And we have 23 countless kids that need that kind of environment to 24 turn things around for them. And I think SSLC has 25 done a great job with kids walking in the door that</p>	<p style="text-align: right;">189</p> <p>1 the sunny disposition from CSD, sometimes it makes 2 me think, you know, are we ever going to close a 3 school? Ever? Or non-renew -- I know you took 4 great exception to that -- or non-renew a school 5 ever?</p> <p>6 My feeling is, having been on this 7 Commission for three years, is I could open a 8 charter, and you know what? I've got a guaranteed 9 job for life. Because what it takes to non-renew a 10 school or close a school, it's an insurmountable 11 amount of obstacles.</p> <p>12 And then the Secretary, and then 13 inevitably, District Court, you know? It's just -- 14 and I don't want it to be that way. And I know that 15 others in education and others, you know, think 16 New Mexico -- I don't know if you read the report. 17 They're -- I would ask them to send it to you.</p> <p>18 They were very concerned about charters 19 that are allowed to exist that have been allowed to 20 exist for decades that are just horrible schools. 21 And why are they here? Why are they there? Because 22 we constantly renew them. We constantly give them 23 another chance. There's a new administrator that 24 comes with a new plan, and we say, "Okay, let's just 25 see how this works out."</p>

<p style="text-align: right;">190</p> <p>1 Five years later, it's, oh, we have a new 2 administrator. Listening to you, Deborah, was 3 profound for me. Thank you. 4 THE CHAIR: Thank you, Commissioner. Do 5 you have any other questions at this stage? 6 COMMISSIONER CARRILLO: My question is -- 7 because I'm going to suggest it -- would you be 8 willing to accept three years with conditions as 9 opposed to five? 10 I know you guys don't like that, either. 11 But that's too bad. We're the elected officials. 12 We're the Commission. We decide what happens with 13 charter schools. 14 Is that something you would consider? If 15 your attorney were here right now, they would say 16 no, okay? But is that something you would consider? 17 Three years with conditions. 18 Is one of you the attorney, and I don't 19 know that you are? 20 Okay. 21 MS. DEBORAH BURNS: Chair Brauer and 22 Commissioner Carrillo, respectfully, I don't feel 23 like the school deserves that. But we'll obviously 24 agree with whatever the Commission finds. 25 I think the graduation data is really</p>	<p style="text-align: right;">192</p> <p>1 examiner, if that means anything to you, a quality 2 organization manager. We instituted strategic 3 planning because the feedback loop is necessary for 4 continuously improving education. 5 There is a monthly dashboard that gets 6 reported quarterly to the board. The administration 7 and teachers are setting goals for improving 8 education every year, and they're reporting out to 9 us. Constantly. The PBIS and various other things. 10 And there's dashboards -- it's SMART goals, and you 11 have to meet them. 12 Is there room for improvement? Yes. I 13 have no doubt that there's room for improvement. 14 But the other thing that's happened is the mix of 15 our students has changed dramatically over the last 16 five years. We were a school that had no IEPs in 17 2014. And I think the staff has done an amazing job 18 of continuously developing new ways to meet a 19 totally transformed student body, which I think it 20 should be. 21 It's meeting -- it's a representative 22 student mix, which it wasn't five years ago. And 23 I'm really proud of the amazing results they've 24 gotten academically in equity, in focusing on all 25 the subgroups, as well as focusing on ways to</p>
<p style="text-align: right;">191</p> <p>1 disappointing, the lack of being able to have 2 validated it. 3 And I just want to say, you have a board 4 that is very engaged, very focused on opportunities 5 for improvement. But I want to just put you in my 6 shoes as a board member. 7 I'm a finance person, a high-level finance 8 person. Until we got a new business manager and got 9 a new customized course on finance for schools, I 10 spent two and a half years not understanding the 11 finances of this school. 12 So when you have a governing council that 13 comes in -- we have done twelve major things in the 14 last five years, some of which were not in that 15 presentation. 16 We came in. We overhauled the bylaws. 17 That's a process. We started the LPA process to buy 18 the school, so that we could make the necessary 19 physical improvements to enhance education. 20 I have eleven items on my list. 21 We have had to -- we had to get a new 22 business manager. 23 THE CHAIR: Ms. Burns, could you be a 24 little bit brief to make your point and move on? 25 MS. DEBORAH BURNS: I'm a Baldrige</p>	<p style="text-align: right;">193</p> <p>1 improve. 2 Is it the results you'd like to see? No. 3 And we are going to commit ourselves as a board -- 4 we even had it in our minutes a couple of months ago 5 on our self-evaluation as a board -- now is the time 6 to dig in on academic outcomes. 7 We feel like our financial house is in 8 order, our physical plant is in order. We've got 9 strategic planning. We have hired a new head 10 administrator who is just hitting the ground 11 running. 12 You know, I think that we deserve to be 13 rechartered for another five years, knowing that 14 we're committed to getting those numbers to becoming 15 a Spotlight School. It's just -- it's hard -- it's 16 a steep learning curve as a -- you know. And you 17 just -- the Vistas stuff was, you know, a shock. 18 And we'll just stay at it. 19 But I would respectfully -- I believe that 20 the school deserves to be rechartered for five 21 years. But we obviously will accept whatever the 22 Commission decides. 23 COMMISSIONER CARRILLO: I understand. And 24 I know this -- I know you get frustrated with time 25 sometimes, to which I would also say, "It is what it</p>

<p style="text-align: right;">194</p> <p>1 is."</p> <p>2 So I often compare things to athletics.</p> <p>3 And, like, if a -- like a football team, if you've</p> <p>4 got a new high school coach coming in with a team</p> <p>5 that's horrible, give them four. If not by the five</p> <p>6 years, you're not breaking 500 or at least going to</p> <p>7 provisional playoffs, he's out.</p> <p>8 And a general manager in pro sports.</p> <p>9 Three years. Out. You know. Sales manager for a</p> <p>10 hotel -- because I came from hotels. You're not</p> <p>11 turning things around? Out.</p> <p>12 There's no time, you know, to give</p> <p>13 everyone the chance.</p> <p>14 And for me, I understand -- I empathize</p> <p>15 with sitting where you're sitting, hearing someone</p> <p>16 like me saying three with conditions. And it's,</p> <p>17 like, "You don't believe in us. You don't" --</p> <p>18 whatever it might be. I hear everything you're</p> <p>19 saying, and I do believe.</p> <p>20 And I -- you know, I was -- am impressed</p> <p>21 with you. I am very impressed with you, and I want</p> <p>22 you to be -- a lot of oversight as a board, and have</p> <p>23 others do the same sort of a thing.</p> <p>24 And I'm going to say this -- and it's very</p> <p>25 frank and it is what it is -- for me, it's three</p>	<p style="text-align: right;">196</p> <p>1 our stories to a limited amount, given what time it</p> <p>2 is, and that we do have decisions to be made today.</p> <p>3 If you want to listen to that, that's</p> <p>4 great. If you don't, don't listen to that. That's</p> <p>5 where my mind is.</p> <p>6 Commissioner Manis.</p> <p>7 COMMISSIONER MANIS: Commissioner Manis.</p> <p>8 Thank you. I don't want to beat a dead horse, and I</p> <p>9 want to just get direct to my questions.</p> <p>10 I wanted to ask -- because I know you had</p> <p>11 mentioned enrollment. And some of the issues that</p> <p>12 you believe that you have with proficiencies was due</p> <p>13 to an increase in enrollment with students with</p> <p>14 disabilities and economically disadvantaged</p> <p>15 students.</p> <p>16 And so I really wanted to -- while you've</p> <p>17 had an increase in enrollment with those particular</p> <p>18 student populations, you've had an overall decrease</p> <p>19 in enrollment. You had mentioned that. To what do</p> <p>20 you attribute your decrease in enrollment over the</p> <p>21 past couple of years?</p> <p>22 MS. LISA MORA: Thank you, Commissioner</p> <p>23 Manis. Quite honestly, first and foremost, it's</p> <p>24 COVID. As an online learning -- as a blended</p> <p>25 learning environment, we've talked about -- we lost</p>
<p style="text-align: right;">195</p> <p>1 with conditions, or it's not at all. It's because</p> <p>2 the English and math are low. They're not just low;</p> <p>3 they're so low.</p> <p>4 I want you to come back every year and</p> <p>5 show us what's going on. That's what I want. The</p> <p>6 same way a sales director would come to me and say,</p> <p>7 "You say you're turning this restaurant around.</p> <p>8 Show me the numbers, or you're out." That's what</p> <p>9 he'd tell me.</p> <p>10 Okay. I get that. Thank you. That is</p> <p>11 all for now. Thank you.</p> <p>12 THE CHAIR: Thank you, Commissioner</p> <p>13 Carrillo.</p> <p>14 Commissioner Manis, thank you for your</p> <p>15 patience.</p> <p>16 I do just want to direct the Commission,</p> <p>17 just in terms of time -- and I am time-oriented. I</p> <p>18 do not apologize for that. I just want to be sure</p> <p>19 we're staying on track, and that's part of my role.</p> <p>20 I just want to make sure that we're asking</p> <p>21 questions. We're putting a premium on that, and</p> <p>22 we're not repeating any questions that may not have</p> <p>23 been asked already.</p> <p>24 You can do what you want to do, but I just</p> <p>25 want us to be cognizant of that, and that we keep</p>	<p style="text-align: right;">197</p> <p>1 a number of students during that year of remote</p> <p>2 learning during the school closures. We lost a</p> <p>3 whole bunch of students for a GED. And they weren't</p> <p>4 going to another high school. They weren't looking</p> <p>5 for a different program. They were done, period.</p> <p>6 And we lost a number of them to a GED.</p> <p>7 We are working with a marketing company on</p> <p>8 rebranding our school. We are working with parents</p> <p>9 to offer tours and make sure that the students that</p> <p>10 are enrolling with us understand what they're</p> <p>11 signing up for.</p> <p>12 By being better at communicating exactly</p> <p>13 what we offer to families, we're hopeful that we</p> <p>14 will get the students that are going to thrive in</p> <p>15 that very unique environment.</p> <p>16 Each student is welcome, but not all of</p> <p>17 them are the best fit for that specific style of</p> <p>18 learning.</p> <p>19 COMMISSIONER MANIS: Great. Thank you for</p> <p>20 that.</p> <p>21 I have a couple of follow-ups based on</p> <p>22 your responses and, just overall, related to</p> <p>23 enrollment.</p> <p>24 I know that there's approximately</p> <p>25 86 percent of your student population that are in</p>

<p style="text-align: right;">198</p> <p>1 person at least some of the time, and then it also  2 had stated about 6 percent are fully remote. What  3 for you is an ideal breakdown of your student  4 population, those who are in-person, those who would  5 be completely online? What would an ideal breakdown  6 for you be considering that you're thinking of  7 recruiting this marketing firm to help increase your  8 enrollment? What would you expect to see that to  9 be, that breakdown in the future?</p> <p>10 MS. LISA MORA: We would expect to see  11 more of our students in person. We did not have a  12 remote program prior to COVID. We did have the  13 blended model, where every student, while they're  14 learning online, they also had to come to campus.  15 We only offered the remote program following COVID  16 because we saw so many of our students were  17 successful with it.</p> <p>18 It's not advertised that we have a remote  19 program. Families have to ask about it. Again, we  20 meet with them. They have to have passing grades.  21 They have to demonstrate progress.</p> <p>22 It's not just that you can sign up for  23 remote, and we won't watch you.</p> <p>24 Most of our students, and what we're  25 focusing on with recruitment, is beginning to</p>	<p style="text-align: right;">200</p> <p>1 general, the younger you are, the more often you're  2 here. And as you move into junior and senior,  3 they're on campus less often. But they're enrolled  4 in dual credit; they have a job; they're doing other  5 things.</p> <p>6 COMMISSIONER MANIS: Okay. That helps me  7 get a better understanding of what that is.</p> <p>8 Moving on from enrollment, I know we have  9 talked about graduation rate. And you had mentioned  10 it as a deficiency.</p> <p>11 I really wanted to focus on your  12 graduation rate for students with disabilities,  13 because it is so much lower than all the others. I  14 can't recall if the other Commissioners brought this  15 up. But I believe it was at 5 percent whenever I  16 was looking at some of these. And these -- these  17 graphs.</p> <p>18 And so I just wanted to get an idea from  19 you why do you think your graduation rate is so poor  20 for students with disabilities? And what are you  21 going to do to address that?</p> <p>22 MS. LISA MORA: Sir, I'm sorry. I'm  23 confused by that question, because I don't believe  24 our graduation rate is poor. I don't know where  25 that number came from that only 5 percent of our</p>
<p style="text-align: right;">199</p> <p>1 increase the number of students that are coming to  2 campus. (Inaudible due to simultaneous speaking.)</p> <p>3 COMMISSIONER MANIS: Okay. Good. I like  4 that you're wanting to have more students in person,  5 because I think that that's important.</p> <p>6 I do have a question surrounding the "in  7 person at least some of the time." What is  8 considered "at least some of the time"?</p> <p>9 MS. LISA MORA: Our ninth-grade students  10 are on campus most -- most days. We meet on campus  11 Monday through Thursday. And most of our  12 ninth-grade students are there every day, Monday  13 through Thursday, the entire day.</p> <p>14 As students get older, they're allowed  15 more flexibility in their schedule.</p> <p>16 So it's dependent on family and student  17 need.</p> <p>18 Each schedule is individually designed for  19 students. And that's based partially on their  20 demonstrated proficiency, their demonstrated need.  21 Family concerns, maybe they're trying to accommodate  22 a job. Maybe they're taking dual enrollment classes  23 at CNM.</p> <p>24 So I don't have an exact breakdown for you  25 because it's so individualized for each student. In</p>	<p style="text-align: right;">201</p> <p>1 students with disabilities are graduating.</p> <p>2 I don't have that number right in front of  3 me. I apologize. I don't know it off the top of my  4 head. But we're seeing improved outcomes for  5 students with disabilities, not decreased outcomes.</p> <p>6 COMMISSIONER MANIS: Yeah. And I'd have  7 to go back to what I was looking at. I pulled up a  8 whole bunch of tabs on my screen.</p> <p>9 So let me go to where I was looking at  10 that at. I believe it was in -- in Part A, the  11 revised Part A -- let's see here. It was the  12 five-year graduation. This was your 2020 cohort,  13 that it showed -- showed 5 percent there. So  14 that's -- it just kind of struck me whenever I --  15 whenever I saw that number.</p> <p>16 MS. LISA MORA: Commissioner Manis, I see  17 what you're looking at. I have a copy of that here.</p> <p>18 I don't have an answer for that. What I  19 can tell you is that if you look at the four-year  20 cohort in 2021, that the students with disabilities  21 were at 61 percent. And I would point out that we  22 know that there are problems with the graduation  23 data in Vistas going back at least to 2020, because  24 as we were investigating this problem, I found my  25 own son, who graduated on time in 2020, listed on</p>

<p style="text-align: right;">202</p> <p>1 the six-year graduation report for 2022. So...</p> <p>2 COMMISSIONER MANIS: Got you. Yeah,</p> <p>3 just -- whenever I saw that, it was just kind of</p> <p>4 like, whoa, what's going on here? That's why I</p> <p>5 asked.</p> <p>6 MS. LISA MORA: I understand.</p> <p>7 COMMISSIONER MANIS: And my last question.</p> <p>8 I think it's been kind of, you know, brought up in a</p> <p>9 roundabout way in responses to Commissioner</p> <p>10 Carrillo, Commissioner Gipson, Commissioner Beck,</p> <p>11 the questions that they had, but I want to hear,</p> <p>12 maybe again, if it's a repeat. But what</p> <p>13 specifically are you doing or planning to do to turn</p> <p>14 your declining proficiency rates around,</p> <p>15 specifically in the math? Really, I think that's</p> <p>16 the worst of them. But what specifically are you</p> <p>17 doing to turn that around?</p> <p>18 MS. LISA MORA: As I mentioned earlier we</p> <p>19 are implementing direct instruction classes. We are</p> <p>20 offering additional supports for students to</p> <p>21 supplement their online learning. We have classes</p> <p>22 designed to accompany the algebra and geometry</p> <p>23 classes -- so their first- and second-year</p> <p>24 classes -- to offer additional supports.</p> <p>25 We've offered a basic skills remediation</p>	<p style="text-align: right;">204</p> <p>1 finding, okay, "This is a struggle for you guys,</p> <p>2 let's try it this way," and trying different methods</p> <p>3 of presentation to help students understand and</p> <p>4 solidify their skills.</p> <p>5 COMMISSIONER MANIS: All right. Thank you</p> <p>6 so much. I appreciate the responses to my</p> <p>7 questions.</p> <p>8 MS. LISA MORA: Yes, sir.</p> <p>9 THE CHAIR: Thank you, Commissioner Manis.</p> <p>10 I just have a few questions.</p> <p>11 Thank you very much for coming in today.</p> <p>12 Thank you for the anecdotes. I think anecdotes</p> <p>13 matter to us. We live in those. Those make the</p> <p>14 numbers real children, real people. And I just want</p> <p>15 to make sure you know that. That's what we care</p> <p>16 about. We care about the young people.</p> <p>17 But we also know that data doesn't lie.</p> <p>18 It can tell different stories. But we also have to</p> <p>19 work within the data and the trends that we see that</p> <p>20 contribute to our whole understanding. So anecdotes</p> <p>21 plus data helps us become an informed Commission to</p> <p>22 make decisions.</p> <p>23 I -- two anecdotes that I think about, I</p> <p>24 think about Marisol, the one young woman who shared</p> <p>25 in person today, or in Zoom today, the way she</p>
<p style="text-align: right;">203</p> <p>1 class where, hopefully, we can get them that</p> <p>2 functionality they need before they get to college</p> <p>3 and have to take remediation classes. So we're</p> <p>4 working to backfill gaps that they may have in their</p> <p>5 learning in math.</p> <p>6 And I was very intrigued by the grant</p> <p>7 that -- Commissioner Carrillo mentioned several</p> <p>8 grants. I wrote several of them down so I can look</p> <p>9 into this, so we can provide additional supports</p> <p>10 that would help boost that proficiency.</p> <p>11 COMMISSIONER MANIS: Some of the classes</p> <p>12 that you offer, just for clarification, the direct</p> <p>13 instruction, you're talking about, like, a</p> <p>14 lecture-style class with somebody in front of the</p> <p>15 classroom working through different things.</p> <p>16 Currently, some of those classes may just be through</p> <p>17 the videos on Edgenuity?</p> <p>18 MS. LISA MORA: Their core class is</p> <p>19 through Edgenuity. But those support classes that</p> <p>20 I'm referencing are direct with a live teacher at</p> <p>21 the front of the classroom. They may use some of</p> <p>22 the Edgenuity content, but they're not watching a</p> <p>23 video in class with the live teacher.</p> <p>24 They are practicing skills. They're</p> <p>25 pulling out manipulatives. They're going back and</p>	<p style="text-align: right;">205</p> <p>1 talked about the dual credit or the getting credit</p> <p>2 at CNM. Boy, I tell you what. I love that idea.</p> <p>3 I shared this recently with another school</p> <p>4 about how I personally feel that high schools who</p> <p>5 offer dual credit systems, where kids can punch</p> <p>6 their ticket, like, changes their lives.</p> <p>7 Only 24 percent of your kids are doing</p> <p>8 that now? Why is that? Why isn't it 60 percent or</p> <p>9 70 percent? Because I think that's something that,</p> <p>10 like, as a dual credit school that offers blended</p> <p>11 learning, there should be more opportunities for</p> <p>12 that.</p> <p>13 And so I want to know why that's not the</p> <p>14 case, because I feel -- the other data matters to</p> <p>15 me. But if I'm honest with myself and the</p> <p>16 Commission, if I saw that number being 80 percent,</p> <p>17 kids -- young people taking credits and getting</p> <p>18 credits, I could be so forgiving of some of the</p> <p>19 other data points, because I see that translating</p> <p>20 into lifelong outcomes and pathways to prosperity.</p> <p>21 And why only 24 percent of eleventh and</p> <p>22 twelfth graders?</p> <p>23 MS. EILEEN JOHNSON: Eileen Johnson again,</p> <p>24 Commissioner Brauer, and other Commissioners.</p> <p>25 I can only talk about my particular</p>

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1 situation. I have a sophomore in high school. He  
2 started off at Southwest Preparatory, and we have  
3 started Southwest Secondary.

4 But after being online for three years  
5 during COVID -- right? -- he really needed a more  
6 social situation, because he's a social child. We  
7 thought, even when we started him in fourth grade,  
8 ready to graduate through this, that it was going to  
9 be fantastic for him. But we decided last year that  
10 it wasn't.

11 So he moved on to a different charter.  
12 But I personally love this school so much that I'm  
13 still a board member, because I believe in this  
14 curriculum.

15 What I think we can do better is to  
16 educate the people, the parents -- right? -- and  
17 their families what this school is and make sure  
18 that they understand what they're signing up for,  
19 and that it is the right thing for them.

20 Now, despite having two engaged parents,  
21 we're not positive that he's going to graduate on  
22 time. There's only so much hand-holding that you  
23 can do with a child --

24 I'm going for my master's; his dad has his  
25 bachelor's. We're engaged. We're working with him.

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1 But he also has to find his passion, which I think  
2 is probably not inside a four-walled building.

3 But one of the things that he really  
4 enjoyed was the SMART Lab. And the IEP system that  
5 Southwest has is -- it's fantastic. It changed his  
6 education from what he started at APS, and then at  
7 Southwest, both of them. I just really think that  
8 it was a big game-changer for us. And we're still  
9 working on him. We're still hoping he'll graduate  
10 on time.

11 But we might be one of the statistics that  
12 add to Southwest not having a perfect four-year  
13 graduation rate. And it isn't because we're not  
14 trying, and it isn't because Southwest is not  
15 trying.

16 Thank you.

17 MS. DEBORAH BURNS: So, again, Chair  
18 Brauer and Commissioners. My son tried for two  
19 years to qualify for dual enrollment. He never  
20 quite hit. He did additional study. He was always  
21 within three or four points of getting the minimum  
22 score to be able to be qualified for dual  
23 enrollment.

24 So it speaks to proficiency at being able  
25 to qualify for dual enrollment. He would have loved

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1 to have done dual enrollment. But he just -- and he  
2 had a lot of supports from his teachers. He did a  
3 lot of online additional work. And his course just  
4 never changed. And it was very discouraging for  
5 him. But he found a path in spite of that.

6 MS. LISA MORA: And I would tell you,  
7 Commissioner -- excuse me -- Chair Brauer -- that  
8 not every student is -- those numbers -- I'd love to  
9 see 80 percent involved in dual enrollment as well.  
10 Not every high school student is ready for college  
11 classes. Not every high school parent wants their  
12 child on a college campus.

13 So while we continue to promote that, we  
14 offer the ACCUPLACER on our campus so students can  
15 take it in a familiar environment. We've researched  
16 offering CNM classes by our instructors at our  
17 campus to help students transition to that.

18 We don't currently have an instructor that  
19 would meet CNM's qualifications for that. It's  
20 something we've looked into.

21 To address the career readiness, we've  
22 expanded that SMART Lab with certifications. So if  
23 a student is not enrolled in dual credit, they still  
24 have the opportunity to pursue a career, things that  
25 they can put on their resume by what they're doing

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1 in the SMART Lab.

2 Maybe they can get certified in MakerBot.  
3 One of those students you saw a picture of last year  
4 was not only a MakerBot operator but a MakerBot  
5 technician. He was certified through the SMART Lab.  
6 We offer multiple pathways for students to enrich  
7 their education.

8 THE CHAIR: Thank you for that. I just  
9 want to share -- I'm not going to go into detail  
10 about my background. I grew up on a dairy farm,  
11 grew up poor. I did not have teachers who thought I  
12 would ever go to college. I think that having that  
13 expectation is really important.

14 And that promotion, as you shared, I think  
15 is really important, because there are -- you know,  
16 maybe it's not English and math -- I don't know  
17 enough about the details about how dual credit -- I  
18 know the ACCUPLACER is there. But I also think  
19 there's opportunities for certification programs at  
20 CNM and other things that probably do not require  
21 that.

22 I challenge you all. Yes, I get, like,  
23 "Some parents don't want their kids to go to  
24 college." I've heard that millions of times. I've  
25 heard that -- "You don't want to go to college."

<p style="text-align: right;">210</p> <p>1 I just think we're making decisions for 2 someone as opposed to letting them make those 3 decisions based on the way that we are expecting 4 something from them. 5 And I'm fully aware that there are other 6 options other than college. But I think that 7 college should not be taken off the table for our 8 children. 9 MS. LISA MORA: Great. 10 THE CHAIR: The other anecdote I wanted to 11 share that's going to help me with the question -- 12 if there was a young man -- I think he meant this in 13 a kindhearted way. There was a young man who said 14 that he really likes that his schedule works around 15 his school schedule, not the other way around. 16 And I think, "What world do you live in 17 that you -- what are you going to do -- I mean, 18 unless you're going to be a YouTuber or -- I don't 19 know what else you do remotely -- you're going to 20 be -- you have to know how to..." -- I get what he 21 was saying. 22 But I -- but I do suggest that, like, my 23 question is, I understand there's opportunities for 24 choice. And our schools are inherently offering 25 choice for our children. You're offering different</p>	<p style="text-align: right;">212</p> <p>1 have boundaries. This is inherently important for 2 your success, even though it might be painful to, 3 like, what you wanted to do Thursday at 2:00. 4 So I'd love to hear a little bit of, 5 like -- with that student in mind -- and I know it's 6 not as extreme as I somewhat am making the picture. 7 But I have to ask how do you work with young people 8 when, you know, being able to make your own schedule 9 is a privilege; it's not a God-given right. 10 So how do you approach that when students 11 do need things that -- and they need to take their 12 medicine -- when they're not meeting the standard? 13 MS. LISA MORA: Sorry. I can answer that 14 very easily, and I apologize that we did not make 15 that clear. 16 Students design their schedule with their 17 parent and their teacher at the start of the 18 semester. That means, "You're going to be here on 19 Monday and Tuesday. On Wednesday, you're going to 20 go do this other thing. So you're not going to come 21 to class, but you're going to be here on Thursday," 22 whatever it looks like. It is designed; it is set. 23 They don't get to pick whatever day they 24 don't feel like coming to school. When they have 25 that scheduled time where they're not on campus,</p>
<p style="text-align: right;">211</p> <p>1 types of blended learning and hybrid approaches 2 ranging from completely remote versus being in 3 person. And I really appreciate that. 4 But it raises what little hair I have up a 5 little bit when I hear a child, "Like, I really love 6 this school because I get to make my own choices 7 about my schedule and then work school around it," 8 because no work-related thing works that way in the 9 world. That's just not the world in which we live 10 in. 11 And, yes, there are a few people -- but 12 I'm going to roll my eyes and say that, yes, there 13 are some people that can work remotely. But most of 14 us have to work in person. We don't get to make our 15 own schedule. 16 I wonder how that bleeds into students 17 seeing the high expectations that you all inherently 18 have for them to complete their stuff, sometimes not 19 on their own schedule. It has to be on the school 20 schedule, because if you're having support sessions 21 for a student who might be falling behind or who 22 might need remediation, we're going to wait for them 23 to make a decision on when they're going to come 24 into school and talk to a teacher? 25 No. No, it can't be way. You have to</p>	<p style="text-align: right;">213</p> <p>1 where they're not accessing their courses remotely, 2 it comes with demonstrated success. 3 One of the policies we have is that if you 4 are not making progress in your classes, you get 5 some of that flexibility revoked. 6 I, just last month, had a conversation 7 with a remote student, and I had to pull out their 8 remote contract. I said, "I cannot let you stay 9 remote, because you're not making progress in your 10 classes." 11 We had to make a schedule, and she is now 12 back on campus. So the flexibility comes with 13 proven success, and we do yank it back when 14 necessary. 15 THE CHAIR: Thank you for that. I will 16 support renewal when we get to a stage where we're 17 making decisions. I do -- I do -- I will support 18 conditions as well, because I think there are 19 opportunities for the school to grow. And to have 20 specific conditions is good for you, good for us, 21 good for our relationship; most importantly, good 22 for your students to show a good path to change 23 management and where you inherently know things need 24 to change. 25 Commissioner Beck?</p>



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1 COMMISSIONER BECK: Last question. You  
 2 said that the students are there for four days. Are  
 3 none of the students on campus on Friday?  
 4 MS. LISA MORA: No, sir. On Fridays, they  
 5 access their courses remotely.  
 6 COMMISSIONER BECK: Okay. And you have an  
 7 hour to hour and a half every other week for PLC on  
 8 Friday?  
 9 MS. LISA MORA: Roughly that amount of  
 10 time, sir. It may be longer than that. On Fridays,  
 11 we also send out those sponsor e-mails, where every  
 12 parent gets a personalized e-mail about their  
 13 student's progress. They make the connections with  
 14 families where they make those personal phone calls  
 15 and hold conferences. And we hold a lot of IEPs on  
 16 Friday. We have staff meetings on Friday.  
 17 COMMISSIONER BECK: Okay. Okay. So that  
 18 was my question. Thanks.  
 19 THE CHAIR: Commissioner, would you like  
 20 to --  
 21 COMMISSIONER BECK: I'd like to make a  
 22 motion, Chair, if that's okay?  
 23 THE CHAIR: Yes.  
 24 COMMISSIONER BECK: Okay. I move that the  
 25 Public Education Commission approve the application

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1 for Southwest Secondary Learning Center for a  
 2 five-year term, 2024 to 2029, with the following  
 3 conditions:  
 4 A, that the school's record of performance  
 5 demonstrates improved student academic growth  
 6 beginning with specific immediate action. The  
 7 specific immediate action to improve student  
 8 academic growth consistent with State standards,  
 9 particularly in ELA, math, and graduation growth,  
 10 will be outlined in the school's negotiated  
 11 performance framework.  
 12 And, B, that the school identify a robust  
 13 strategic educational plan to improve student  
 14 outcomes and appropriate staff professional  
 15 development related to content instruction. First  
 16 annual report will confirm completion of each item  
 17 listed above, or, if either -- if either concern is  
 18 not corrected, will identify the uncorrected  
 19 unsatisfactory performance that will be subject to  
 20 further PEC action.  
 21 COMMISSIONER GIPSON: Second.  
 22 THE CHAIR: Okay. We have a second. We  
 23 have a second to that motion. So now we're in  
 24 conversation about this motion.  
 25 And, again, I just want to remind the

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1 Commission, this is not opening conversation again  
 2 to the school, but we are only having conversation  
 3 about this specific motion.  
 4 Commissioner Beck.  
 5 COMMISSIONER BECK: I truly understand  
 6 Commissioner Carrillo's idea of the three-year. I  
 7 fully understand that. But I believe that with some  
 8 concerted effort on your behalf, on the behalf of  
 9 the team here, that they will be able to make  
 10 certain improvements.  
 11 And I just think -- as a point of  
 12 reference, I think that charter schools learning  
 13 from each other could be a huge benefit in many  
 14 cases. And this would be one, where working with  
 15 the PCSNM and working and learning from other  
 16 charter schools that do remote, and do it well,  
 17 could really be beneficial.  
 18 Thank you.  
 19 THE CHAIR: Thank you, Commissioner Beck.  
 20 Commissioner Ingham.  
 21 COMMISSIONER INGHAM: Yeah. It's  
 22 concerning to me about the data we're -- sorry.  
 23 It's concerning to me -- concerning to me about the  
 24 data that is, we're sure, inaccurate, and that can  
 25 we have the same expectation that we get accurate

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1 data from PED in the same time frame, so if there  
 2 are issues with their -- with the data that they  
 3 were given, that we can -- that they can rectify  
 4 that in the same time frame.  
 5 THE CHAIR: Thank you.  
 6 Commissioner Gipson. I turned right. I  
 7 turned right.  
 8 COMMISSIONER GIPSON: So partly in  
 9 response to that, I have faith and a significant  
 10 amount of confidence in the performance framework  
 11 we've created. So even if we don't get the full  
 12 data we need from the State, we're going to be able  
 13 to put in and use the performance framework that's  
 14 going to get us, I believe, the information we need.  
 15 I think that was part of the work that we  
 16 engaged in was to make sure that it didn't matter  
 17 what we were getting from outside sources, that we  
 18 were going to be able to get, through our own  
 19 processes, the information that we needed.  
 20 So I have confidence moving forward with  
 21 the performance framework and the annual report,  
 22 that process that we've created, that we will -- we  
 23 will be able to make a quality decision with the  
 24 information that's -- that will be gathered for us.  
 25 So that's why I can support five years,

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1 because -- and it's specifically outlined in there  
 2 that the uncorrected, unsatisfactory, it'll be  
 3 immediately addressed by the Commission, most likely  
 4 in the Intervention Ladder.  
 5 COMMISSIONER INGHAM: Okay. I just -- for  
 6 me sometimes, when you -- not having data at all is  
 7 not as bad as having data that's wrong. And when  
 8 it's wrong, then I lose confidence in the whole  
 9 deal, and it puts me in a place where I -- it's  
 10 difficult to make a judgment. So I just -- it's  
 11 very disconcerting to me to have inaccurate data.  
 12 COMMISSIONER GIPSON: I hear you. But the  
 13 data we'll be relying on more is data that's being  
 14 directed from, like, their -- their assessment  
 15 portal, so that there should be less opportunity for  
 16 error in that.  
 17 THE CHAIR: Other comments?  
 18 COMMISSIONER CARRILLO: Sure. Since I  
 19 understand -- sorry.  
 20 THE CHAIR: Commissioner Carrillo.  
 21 COMMISSIONER CARRILLO: As I understand  
 22 it, the data problem was only the grad rate thing;  
 23 it wasn't the other. That's as I understand it.  
 24 And I hear what you're saying. We --  
 25 that's a whole other massive issue that we're

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1 dealing with.  
 2 So I would like to offer what I know would  
 3 be an unfriendly amendment, and that is to change  
 4 the five-year to three-year with conditions. Is  
 5 there -- do we have to hear a second on that, and  
 6 then I can sell it, or not, if I know it's  
 7 unfriendly?  
 8 THE CHAIR: It's unfriendly to the person  
 9 who made the motion.  
 10 COMMISSIONER CARRILLO: Does it have to be  
 11 a second for an unfriendly amendment? I don't know  
 12 personally.  
 13 THE CHAIR: I believe the person who made  
 14 it can -- yeah. Yeah.  
 15 Oh. He's just the one that's unfriendly.  
 16 I'm just kidding. That's cool.  
 17 COMMISSIONER CARRILLO: Okay. So relative  
 18 to the motion, I totally disagree with you guys. So  
 19 it's --  
 20 THE CHAIR: Commissioner Carrillo, did you  
 21 want to hear his answer or no?  
 22 COMMISSIONER CARRILLO: Okay.  
 23 Respectfully, would you entertain an amendment for  
 24 three years?  
 25 COMMISSIONER BECK: I respectfully would

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1 not. Thank you.  
 2 COMMISSIONER CARRILLO: Respectfully, I  
 3 respectfully understand your answer.  
 4 So I disagree with all of you. I think  
 5 three years is plenty of time. And the -- the thing  
 6 is -- and I think we all know this from looking at  
 7 past experience, of the schools we renewed five  
 8 years ago and what we went through, the horrific  
 9 experience that all of us had in June, July, August  
 10 and early September, that once you agree to  
 11 something -- I don't recollect how many -- you can  
 12 check in monthly -- it's near impossible, because  
 13 then, yeah, you go to the Intervention Ladder.  
 14 You say, "Hey, you didn't do this."  
 15 And this school that I'm referring to --  
 16 it's La Tierra that I'm referring to -- over the  
 17 year, they kept coming back with a modified this and  
 18 a modified that. "We're doing this, and we're doing  
 19 that."  
 20 And I'm not exaggerating. If you really  
 21 want to make yourself nauseous, you could look at  
 22 the year's worth of video.  
 23 We -- just once it's done, it's done.  
 24 And, you know -- and I'm not saying you won't. I'm  
 25 not say- -- there's no guarantee that you're going

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1 to be a board member in two years, and there's no  
 2 guarantee that you're going to be the head  
 3 administrator in two years. Life happens; right?  
 4 But there's nothing we can do about it.  
 5 Nothing. And no matter what we use the Intervention  
 6 Ladder for -- we saw how the Intervention ladder was  
 7 abused over -- with that last school that I  
 8 mentioned.  
 9 And that's why I suggest three years. And  
 10 to me, three years makes such perfect sense, because  
 11 in the private sector -- and that's where I come  
 12 from if it wasn't obvious. In the private sector,  
 13 you don't get five years. No one gives you five  
 14 years. You get that first year. Then they come  
 15 back, "You're on probation for the second year.  
 16 This is what we need to see."  
 17 Only in the public sector do you get that  
 18 kind of room to constantly fail and have your job.  
 19 And that's the last I'll say. I was very  
 20 clear, and I told you how I felt, that for me it was  
 21 three years with conditions or none at all. So I'm  
 22 not going to support the motion.  
 23 I have -- while hope is not a strategy, in  
 24 five years, I hope that I'm here, and you come back,  
 25 and it's, like, "Oh, my God, look what they've done."

222	<p>1 How can we learn from that?"</p> <p>2 But, again, for me, it's about three</p> <p>3 years; so...</p> <p>4 THE CHAIR: Thank you, Commissioner</p> <p>5 Carrillo.</p> <p>6 Commissioner Beck.</p> <p>7 COMMISSIONER BECK: Yeah. I just wanted</p> <p>8 to say I fully understand your logic. I get it.</p> <p>9 The one thing that also stood out to me a little bit</p> <p>10 is -- the shock, of course, for me was the Vista</p> <p>11 report, as the shock was for everybody.</p> <p>12 And as a high school, to your point,</p> <p>13 that's eleventh-grade SAT. That's your number. And</p> <p>14 so the other data wasn't great, but it wasn't awful.</p> <p>15 And so I hope that I'm alive and here in five years</p> <p>16 to be able --</p> <p>17 THE CHAIR: I'll second that.</p> <p>18 COMMISSIONER BECK: -- to be able to -- to</p> <p>19 be able to -- well, it's about my -- what do you</p> <p>20 call it? -- average life expectancy in five years.</p> <p>21 But I hope that you've heard -- I'm sure they've</p> <p>22 heard us and our deep concerns. And I'm sure</p> <p>23 they're going to take action.</p> <p>24 Thank you.</p> <p>25 THE CHAIR: Seeing no other comments, I'm</p>	224	<p>1 you heard us loud and clear. You know what our call</p> <p>2 to arms is. You know that we need to work together</p> <p>3 to continue -- continuous improvement. And we thank</p> <p>4 you for your time, and safe travels home.</p> <p>5 MS. LISA MORA: Yes, sir. Thank you very</p> <p>6 much. I do have a vase that our SMART Lab printed</p> <p>7 for you with our 3-D printers. Would it be all</p> <p>8 right if I left them at our desk? Or leave them on</p> <p>9 the table?</p> <p>10 THE CHAIR: Thank you so much. Those are</p> <p>11 beautiful.</p> <p>12 Commissioners, we are at 1:02. We are a</p> <p>13 little bit behind. What would you like to do in</p> <p>14 terms of break? A half hour?</p> <p>15 COMMISSIONER CARRILLO: Forty-five</p> <p>16 minutes. People understand that, just like</p> <p>17 committees across the street --</p> <p>18 THE CHAIR: Commissioner Carrillo, 1:45.</p> <p>19 1:45?</p> <p>20 COMMISSIONER CARRILLO: Okay.</p> <p>21 THE CHAIR: 1:45, we'll come back. Thank</p> <p>22 you.</p> <p>23 (A recess was taken at 1:02 p.m., and</p> <p>24 reconvened at 1:49 p.m., as follows:)</p> <p>25</p>
223	<p>1 going to go ahead and take a roll-call vote.</p> <p>2 Here we go. I'm Secretary, Vice Chair,</p> <p>3 and Chair, I guess, right now.</p> <p>4 So Commissioner Beck.</p> <p>5 COMMISSIONER BECK: Yes.</p> <p>6 THE CHAIR: Commissioner</p> <p>7 Clahchischilliaige.</p> <p>8 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>9 THE CHAIR: Commissioner Ingham.</p> <p>10 COMMISSIONER INGHAM: Yes.</p> <p>11 THE CHAIR: Commissioner Gipson.</p> <p>12 COMMISSIONER GIPSON: Yes.</p> <p>13 THE CHAIR: Commissioner Manis.</p> <p>14 COMMISSIONER MANIS: Reluctantly, yes.</p> <p>15 THE CHAIR: Commissioner Carrillo.</p> <p>16 COMMISSIONER CARRILLO: No.</p> <p>17 THE CHAIR: Commissioner Taylor.</p> <p>18 COMMISSIONER TAYLOR: Yes.</p> <p>19 THE CHAIR: And Commissioner Brauer says</p> <p>20 yes.</p> <p>21 So the motion passes, renewal with</p> <p>22 conditions, seven to one. Thank you all very much.</p> <p>23 Best wishes. We look forward to working</p> <p>24 with you.</p> <p>25 I know, as Commissioner Beck mentioned,</p>	225	<p>1 I. CESAR CHAVEZ COMMUNITY SCHOOL</p> <p>2 THE CHAIR: Thank you. All right. We're</p> <p>3 going to reconvene from our recess. It's 1:49.</p> <p>4 Thank you, Cesar Chavez, for the extra</p> <p>5 time, too. I know you were going to be on at 1:15,</p> <p>6 and we were little behind today.</p> <p>7 It's great to have you here. I'm just</p> <p>8 going to run through the agenda briefly.</p> <p>9 We're going to start with the PED's</p> <p>10 evaluation.</p> <p>11 Then we're going to move into your school</p> <p>12 comments. You'll have 30 minutes to present to us.</p> <p>13 If you haven't already, which I'm sure you already</p> <p>14 have, sent anything over to Missy or Lucy for</p> <p>15 multimedia purposes.</p> <p>16 Then we'll move into public comment after</p> <p>17 that. We'll make sure that everyone who does want</p> <p>18 to share will have a chance to do that.</p> <p>19 Then we'll move into PEC questions.</p> <p>20 Then we'll do a final vote.</p> <p>21 And just for the record, I believe</p> <p>22 everyone is here except for Vice Chair Burt. She'll</p> <p>23 be back after a work-related item.</p> <p>24 So we have -- how many is that? One, two,</p> <p>25 three, four, five, six -- eight. We have eight of</p>

226	<p>1 us. Great.</p> <p>2 DIRECTOR CORINA CHAVEZ: Thank you. Good</p> <p>3 afternoon, Commissioners, Cesar Chavez Community</p> <p>4 School. Welcome to the renewal hearing.</p> <p>5 I am here to provide the PED evaluation of</p> <p>6 Cesar Chavez Community School.</p> <p>7 The school first applied to and was</p> <p>8 authorized by Albuquerque Public Schools in 2003.</p> <p>9 In 2008, the school submitted a renewal to the</p> <p>10 Public Education Commission, who had just been</p> <p>11 granted the authority to authorize charter schools;</p> <p>12 so it was a transfer school.</p> <p>13 This is the school's third renewal with</p> <p>14 the PEC.</p> <p>15 The Charter Schools Division conducted a</p> <p>16 school site visit on Wednesday, October 18th. The</p> <p>17 team lead was unable to make the visit. So Kristen</p> <p>18 LaVolpa and I conducted the visit. Between the two</p> <p>19 of us, we were able to observe, and, during the</p> <p>20 focus groups, hear about how the school has been</p> <p>21 able to implement the educational program.</p> <p>22 Despite visiting the school a few times in</p> <p>23 the past three years, before this visit, I did not</p> <p>24 believe the school was implementing a program that</p> <p>25 met the students' needs. I left the visit believing</p>	228	<p>1 identified in the charter contract, as the</p> <p>2 proficiency rates have dropped in ELA. Some</p> <p>3 graduation rates have decreased. And the school</p> <p>4 maintained the designation of More Rigorous</p> <p>5 Intervention.</p> <p>6 Therefore, Cesar Chavez will demonstrate a</p> <p>7 record of continuous academic improvement over the</p> <p>8 duration of the charter term. Using their 90-day</p> <p>9 DASH Plans and annual ed plan, Cesar Chavez will</p> <p>10 present their academic progress at the June or July</p> <p>11 PEC meeting each year of the charter term.</p> <p>12 Condition 2: Cesar Chavez violated any</p> <p>13 provisions of law from which the charter school was</p> <p>14 not specifically exempted, as the charter school had</p> <p>15 Working to Meet for Indicator 1.c., Rights of</p> <p>16 Students with Disabilities, on their performance</p> <p>17 framework, three out of four years of the term. The</p> <p>18 CSD recently learned that the school was placed on a</p> <p>19 special ed Corrective Action Plan stemming from a</p> <p>20 formal complaint to the PED Special Ed Division.</p> <p>21 Cesar Chavez must successfully complete</p> <p>22 the special ed Corrective Action Plan in accordance</p> <p>23 with the PED requirements and timelines.</p> <p>24 This recommendation is based, first, on</p> <p>25 the record of the school's performance over the</p>
227	<p>1 that, and being very clear about student needs and</p> <p>2 the complex, but effective, way the school was</p> <p>3 providing multiple and effective supports for a</p> <p>4 population that have seen multiple failures in other</p> <p>5 educational experiences in other schools.</p> <p>6 I believe the school is building its</p> <p>7 capacity to implement what is an innovative approach</p> <p>8 to serve this population through this post-COVID,</p> <p>9 hybrid approach.</p> <p>10 The mission of Cesar Chavez Community</p> <p>11 School is to offer intensive supports to students</p> <p>12 entering or reconnecting to high school through</p> <p>13 flexible and personalized programs during</p> <p>14 non-traditional hours.</p> <p>15 The school prepares graduates for their</p> <p>16 next steps, including education, training, work,</p> <p>17 family, and participating in the community.</p> <p>18 The Charter Schools Division recommends</p> <p>19 renewal for five years with the following</p> <p>20 conditions, which are based on criteria required by</p> <p>21 law for charter schools:</p> <p>22 Condition 1: Cesar Chavez Community</p> <p>23 School Failed To Meet or Make Substantial Progress</p> <p>24 towards achievement of the Department's standards of</p> <p>25 excellence or student performance standards</p>	229	<p>1 course of the contract term; second, the school's</p> <p>2 renewal application with ratings based on a rubric;</p> <p>3 and, third, the adult actions to make improvements,</p> <p>4 as verified by the CSD.</p> <p>5 The special ed condition, I just wanted to</p> <p>6 make note that it stems from recent notification to</p> <p>7 the CSD about the Corrective Action Plan that I</p> <p>8 believe CSD had noted as a concern a few years ago</p> <p>9 when we visited the school, and had already made</p> <p>10 comments to the school about the special ed program</p> <p>11 when we visited the school.</p> <p>12 We have already -- I believe the school</p> <p>13 has already made headway with the corrections.</p> <p>14 During the site visit, we met a recently hired</p> <p>15 co-director for special ed. So now the school has</p> <p>16 two. And -- and I believe that between the two</p> <p>17 co-directors, special ed is getting more attention.</p> <p>18 The school is paying more attention to special ed</p> <p>19 students.</p> <p>20 I am now going to summarize the record of</p> <p>21 performance and talk about the performance rating</p> <p>22 over the charter term.</p> <p>23 In terms of academic data, we have two</p> <p>24 years' worth of Vistas data. For the past two</p> <p>25 years, the school has maintained the Vistas</p>

<p style="text-align: right;">230</p> <p>1 designation of MRI, meaning that the graduation rate 2 has remained lower.</p> <p>3       However, the most recent Vistas data score 4 indicates an increase from 20 to 29 over the past 5 year.</p> <p>6       In terms of graduation rate, Cesar Chavez, 7 in the '21-'22 school year, had a masked four-year 8 graduation rate. So I am unable to -- we were 9 unable to report on what that was.</p> <p>10       But in '22-'23, the graduation rate for 11 the four-year cohort was 34 percent. And if you 12 look on Vistas, you see that there is an increase. 13 And so now the school is above the pre-pandemic 14 rate, because in 2019-2020, we had rates that were 15 25 and 26 percent. So there has actually been an 16 increase in the four-year graduation rate over time.</p> <p>17       If we look at five- and six-year 18 graduation rates, we see that there is also an 19 increase in the six-year graduation rate with a 20 44 percent graduation. The five-year graduation 21 rate this past year shows a slight decrease.</p> <p>22       If you look at the Vistas website to look 23 at growth in graduation rates, we see some uneven 24 progress among subgroups. Acknowledging that the 25 school has a smaller number of graduates and that</p>	<p style="text-align: right;">232</p> <p>1 again, below the State and district rates. The 2 school experienced no growth in math and a negative 3 growth in ELA.</p> <p>4       So you see, overall, there's been some 5 uneven progress. But because of the proficiencies 6 and lack of growth and because our rubric only 7 allows for "substantial" improvement, not "some" 8 improvement, we rated the school as Failing to Meet. 9 Performance on mission goals. The school 10 has earned a Demonstrates Substantial Progress. It 11 did not meet the goal in '21-'22 and had Working to 12 Meet in '22-'23, although with the site visit with 13 the school, the review team received additional data 14 that shows goal accomplishment.</p> <p>15       I believe, again, that the processes 16 developed by the PEC to scaffold the data collection 17 and set a hard timeline will help, moving forward, 18 clarify when we need to have the mission-specific 19 data in place.</p> <p>20       The school has struggled to meet some of 21 the deadlines for submitting that data, and so 22 that's why it has changed over time.</p> <p>23       When we look at finance and operations in 24 the performance framework snapshot that you see on 25 Page 18 of Part A, you get a summary of and</p>
<p style="text-align: right;">231</p> <p>1 makes data volatile, the school has increased 2 graduation rates for as much as 20 percent for 3 students with -- with IEPs, for example.</p> <p>4       These numbers, although they are below 5 State average, which is not surprising, because -- 6 these numbers are below State average, and that's 7 not surprising.</p> <p>8       New Mexico does not have a SAM School 9 designation, so there is no alternative means of 10 assessing charter schools that serve the population 11 that Cesar Chavez does.</p> <p>12       I think the performance framework that the 13 PEC has recently passed accommodates for this so 14 that we could look at other data.</p> <p>15       And so I just want to acknowledge that 16 this school was designed to reengage students, to 17 work with the population of students that may 18 otherwise not be in school.</p> <p>19       The school does have a DASH Plan with the 20 ambitious goal of increasing graduation rates by 21 25 percent.</p> <p>22       In terms of proficiency, in the '22-'23 23 school year, the school's proficiency rates for ELA, 24 math, and science were 5 percent, less than 25 5 percent, and 23 percent respectively. These are,</p>	<p style="text-align: right;">233</p> <p>1 explanations for all of the indicators that the 2 school -- where the school Did Not Meet, or if they 3 are Working To Meet.</p> <p>4       The school has some green, some yellow, 5 and some red.</p> <p>6       The school has questions -- has questioned 7 ratings that took place a number of years ago. And, 8 as you know, it's extremely difficult for us to 9 update the record from that long ago. So that is 10 why it is important, whenever we are asking for 11 schools to provide any of the reports, that we hear 12 back in a timely way.</p> <p>13       The Does Not Meet rating for accounting 14 principles -- hold on sec. Oh, geez, Commissioners, 15 I got lost.</p> <p>16       Okay. In terms of -- excuse me.</p> <p>17       In terms of financial performance, the 18 school has had a Working To Meet indicator in 2019, 19 and is green across the board since then. And same 20 with accounting principles. Responsiveness to audit 21 findings is green across the board.</p> <p>22       Managing grant funding, there was one 23 indicator that was yellow in school year '21-'22, 24 and staffing for financial management, the school 25 had a Does Not Meet in school year '21-'22. And</p>

<p style="text-align: right;">234</p> <p>1 that was due to the CPO license not being on the 2 website.</p> <p>3 The school has green across the board for 4 governance responsibilities or requirements for 5 nepotism, conflict of interest, reporting 6 requirements, rights of students. But when we look 7 at Indicator 4.b., which is attendance and 8 retention, we see that that has been a struggle at 9 the school across the charter term. Again, with the 10 reengagement community that the school works with, 11 it has been difficult to maintain the attendance and 12 retention.</p> <p>13 And so, in conclusion, I think that when 14 we look at this school and we think about the 15 struggles, we have seen some recent improvement in 16 having the hybrid program in place. With the most 17 recent site visit that we conducted, there were more 18 in-person opportunities for students as well as 19 online.</p> <p>20 When listening to the students and the 21 families articulate what meets their needs, they 22 were able to articulate both how the online and the 23 in-person and the care that they get from the staff 24 at the school was really important. So that's why 25 we made the recommendation that we did.</p>	<p style="text-align: right;">236</p> <p>1 MS. ANACELIE VERDE-CLARO: All right. 2 It's a long one. A-n-a-c-e-l-i-e. Last name, 3 V-e-r-d-e hyphen C-l-a-r-o. Thank you.</p> <p>4 MR. DAN HILL: Thank you, Mr. Chair, 5 Commissioners. I'm Dan Hill. D-a-n H-i-l-l. And I 6 am the school's attorney.</p> <p>7 MS. REBEKAH RUNYAN: Good afternoon. I'm 8 Rebekah Runyan. R-e-b-e-k-a-h R-u-n-y-a-n. And I'm 9 the school's business manager.</p> <p>10 MS. TANI ARNESS: Thank you. We will also 11 have more members of our community who hope to go on 12 during public comment after this.</p> <p>13 So, again, we want to start by 14 highlighting our mission. So if you want to 15 progress.</p> <p>16 This statement really represents our 17 school's core values and the passion that we have 18 for serving our particular students and providing 19 the intensive supports that are needed.</p> <p>20 Our school is unique because our students 21 often come to us having experienced traumatic 22 events, such as the death of a loved one, pregnancy, 23 homelessness, incarceration, social and systemic 24 inequities, lack of safety and stability, substance 25 use, poverty, mental and/or physical illness,</p>
<p style="text-align: right;">235</p> <p>1 Thank you.</p> <p>2 THE CHAIR: Thank you, Director Chavez. 3 Now, the next part of our agenda is the 4 school's opportunity. You have 30 minutes. Just 5 let Missy know when to tee up anything that you 6 might have, or let Lucy know.</p> <p>7 MS. TANI ARNESS: Thank you, Director 8 Chavez and Chair Brauer. We appreciate your time 9 today to be able to talk with you and get to know 10 our school more. So we look forward to introducing 11 first our renewal team who is here with us today.</p> <p>12 So my name is Tani Arness, and I'm the 13 head administrator at Cesar Chavez Community School. 14 I have next to me Nathan Everett, who is our dean of 15 students.</p> <p>16 And I will let our governance council 17 chair introduce herself.</p> <p>18 MS. ANACELIE VERDE-CLARO: Good afternoon, 19 Commissioners. My name is Anacelie Verde-Claro. I 20 am the governing board chair for Cesar Chavez. I am 21 here representing the entire board in support of the 22 school. Thank you.</p> <p>23 FROM THE FLOOR: Mr. Chair? 24 THE CHAIR: Can you spell your name, too, 25 please? Sorry. Just the first time.</p>	<p style="text-align: right;">237</p> <p>1 trauma, or abuse.</p> <p>2 Students arrive at our school with an 3 average of 12 F's already on their transcripts.</p> <p>4 Students arrive with an average of a 5 fifth- to sixth-grade reading level in reading and 6 math.</p> <p>7 Students spend, for our four-year cohort, 8 more than one full year not enrolled in any school, 9 on average.</p> <p>10 And students spend an average of about a 11 year and a half of their four years at our school. 12 We often come in as the emergency response team with 13 students.</p> <p>14 So given our high-risk population, all 15 staff, regardless of how many years experience they 16 have, when they come to our school, are provided a 17 mentor through our staff to help them learn to 18 navigate our unique systems and the differentiated 19 supports that we provide to our students.</p> <p>20 MR. NATHAN EVERETT: All right. Next 21 slide, please.</p> <p>22 As a reengagemet school, Cesar Chavez 23 must be able to respond to students, who, for a 24 variety of reasons, have dropped out of school or 25 have disengaged from school.</p>

<p style="text-align: right;">238</p> <p>1 Examples would be failing classes and/or 2 very low attendance, getting ready to or already 3 having given up and dropped out of school. 4 Many of these students experience feelings 5 of failure due to feeling unsupported or pushed out 6 of the traditional school settings because they are 7 too narrow and too rigid. CCCS provides a space 8 where these students can find an opportunity to be 9 successful. 10 CCCS was ranked 15 out of 820 New Mexico 11 schools for its at-risk index. At Cesar Chavez, we 12 are providing our students with a caring and 13 committed staff, a strong sense of purpose, low 14 student-to-adult ratios allowing students the 15 attention and care they deserve, flexible 16 scheduling, and individualized learning programs. 17 Can we play the video, please? 18 (Video played.) 19 MR. NATHAN EVERETT: At Cesar Chavez 20 proactive means putting supports and interventions 21 in place before the student is in crisis. The 22 school focuses on supports each step of the way, 23 including small class sizes with educational 24 assistance, daily one-on-one tutoring, attendance 25 coaching, and academic advising.</p>	<p style="text-align: right;">240</p> <p>1 needs, and parents frequently tell us they have 2 never experienced the level of communication that 3 they get from our school. It's truly a consistent 4 and collaborative effort of support. 5 Mentors are the first point of contact for 6 families. They help connect parents to other staff 7 and make referrals as needed. Siblings within a 8 family are all placed with the same mentor, and 9 mentors keep their mentees and their sibling 10 families as long as they are enrolled year to year. 11 This allows for very deep relationship-building. 12 I personally have worked with families 13 where we've had four, or even five, siblings from 14 the same family come to our school through the 15 years. And I have been able to get to know the 16 families in a way that's really quite incredible, 17 where the family -- the parent will call me, you 18 know, on a Wednesday evening and say, "Tani," you 19 know, their father overdosed -- sorry -- and other 20 very traumatic life events. 21 When you know the whole family like that, 22 it touches you at a very deep level. 23 Thank you. 24 And it's an honor to be able to step in 25 and support in any way that you can. And this</p>
<p style="text-align: right;">239</p> <p>1 Our attendance coach tracks attendance and 2 makes daily outreach calls. And our attendance team 3 works in depth with the families to resolve 4 persistent issues. 5 While mentors are trained quarterly and at 6 the beginning of every school year to support 7 students, it is also important to note that every 8 teacher, regardless of outside experience, is 9 provided with one on-site mentor, so that they are 10 able to be supported while learning our team's 11 unique system of support. 12 Cesar Chavez has an amazing staff who are 13 dedicated to our students and our mission. CCCS 14 provides over 114 hours of professional development 15 every year, focusing on trauma-informed response, 16 engagement and instructional strategies, and student 17 mentor strategies. We are using our federal grant 18 funds, including family income index, to increase 19 staffing that is essential to meeting our students' 20 needs. 21 MS. TANI ARNESS: Cesar Chavez has found 22 that parents love our mentoring model. All staff at 23 our school are mentors. And mentors are established 24 collaborators and relationship-builders. We, as 25 mentors, work alongside parents to meet student</p>	<p style="text-align: right;">241</p> <p>1 obviously affects the entire family and how they 2 relate to school. 3 Unfortunately, these are not rare 4 instances. Our families are dealing with a lot of 5 pieces that they're having to overcome to do well in 6 school. 7 I'm happy to say that with these families 8 all four of the siblings were able to graduate, and 9 I'm still in touch with them today. They will call 10 me and tell me what's going on in their lives and 11 their families and continuing on with school. And 12 that is a beautiful thing to be able to be a part 13 of, and I'm grateful for that. 14 This communication and 15 relationship-building really helps the school get to 16 the root of the complex barriers to education, and 17 it allows the school to support families in very 18 unprecedented ways that just can't happen in a 19 traditional system. 20 In a mentor relationship, communication is 21 always two-way. So the family does not have to wait 22 for the school to reach out to them. They are given 23 a Google Voice phone number for every mentor and are 24 welcomed to reach out to the mentors as well as 25 weekly calls that the mentors make to the families.</p>

<p style="text-align: right;">242</p> <p>1 All staff are trained formally and 2 informally to support mentorship. And they're 3 taught how to maintain boundaries, as well as use 4 open and supportive communication to build trust and 5 communication. It's a huge undertaking, and it's a 6 foundation piece of our program. 7 The video? 8 (Video played.) 9 MS. TANI ARNESS: Thank you. That's one 10 of our parents, just, again, giving their point of 11 view on the mentoring program. And it is one of the 12 things that we get a lot of feedback from students 13 and families. 14 Can you go to the next slide and go ahead 15 and play the video? 16 (Video played.) 17 MS. TANI ARNESS: If any of you noticed 18 the dog walking in the background, that is our class 19 therapy dog. It was not a stray. 20 By using a mastery-based approach to 21 learning, students are given as many opportunities 22 as they need to ensure that they learn the 23 standards. 24 Cesar Chavez does not give F's. If a 25 student does not complete all requirements to a</p>	<p style="text-align: right;">244</p> <p>1 collaborate with CNM and expanding dual credit 2 opportunities. We find that this is really an 3 excellent bridge to help students start to see, 4 like, "Oh, I am able to do college. This is a real 5 option for me." 6 You can play the video. 7 (video played.) 8 MR. NATHAN EVERETT: At Cesar Chavez 9 Community Charter School, our mentoring program 10 includes biweekly parent phone calls and a minimum 11 of eight progress meetings per year. CCCS hosts 12 monthly parent involvement meetings, highlighting 13 the school programs and resources and to get parent 14 input. 15 In addition, we also recognize that 16 parents also need support. Some of the things we do 17 include offering language courses. We have a food 18 bank. And we offer other resources as needed by our 19 parents. For example, we have -- had parents who 20 needed supports, and we had them meet with our 21 social workers. We've also provided resources to 22 help parents through the immigration process. 23 Here's a video from our parents. 24 (video played.) 25 MR. NATHAN EVERETT: (Incomprehensible)</p>
<p style="text-align: right;">243</p> <p>1 satisfactory level, then they are given an 2 incomplete grade. And then we work with them and 3 give them an extension to complete all requirements 4 to show mastery of the objectives. 5 We have found that by doing that, we can 6 reframe the classic message of "You failed" to 7 "You're not there yet, but we will continue working 8 with you until you get there." 9 And this really not only helps build 10 student confidence in their ability to learn, but it 11 also emphasizes that, "You're not off the hook until 12 you get there." And so it allows us to provide a 13 lot of scaffolding and support and still hold a high 14 bar. 15 And as part of holding a high bar, another 16 piece that we have at our school is providing a 17 supportive and strong bridge for students to explore 18 dual credit options. Just this past year, in 19 '22-'23, we collaborated with CNM Community College 20 to create a crosswalk of aligned learning 21 objectives. This crosswalk now allows students to 22 receive core high school and college credit for six 23 new course offerings that we have through our dual 24 credit program. 25 We look forward to continuing to</p>	<p style="text-align: right;">245</p> <p>1 class offers differentiation through a low-threshold 2 high ceiling, lessons that allow every level of 3 student to be able to access the lesson, while 4 providing scaffolding and support builds students 5 towards higher levels of understanding and 6 application. 7 We recognize that many of our students 8 come significantly behind, and so we need to make 9 sure that all of our students can engage, but 10 without lowering the bar or expectations of a 11 lesson. For example, if a student is struggling 12 with reading, we might provide an accommodation to 13 the text so that they can participate, and we can -- 14 we can scaffold for that student to reach the 15 objectives of the lesson. 16 (video played.) 17 MS. TANI ARNESS: Cesar Chavez is truly a 18 community-based school and a community-based campus. 19 Students are utilizing our campus every day. The 20 campus is open daily and fully staffed to meet 21 student needs. Every teacher is in a classroom, and 22 every classroom is being used for instruction as 23 well as tutoring each day. 24 Students also meet with social workers and 25 counselors on campus. And we serve breakfast and</p>



<p style="text-align: right;">246</p> <p>1 lunch each day on campus, as well, free to all 2 students.</p> <p>3 We provide a food bank as well as school 4 supplies and backpacks and other resources that are 5 needed by families. And students and families 6 consistently tell us that they feel like our school 7 and our campus is a safe place. And that's what we 8 continue to strive for.</p> <p>9 In addition to daily instruction for 10 students, our building is also used -- utilized for 11 community events. We recently had our Entrepreneur 12 Forum. We had our Family Fun Day. A wide range of 13 activities.</p> <p>14 We provide -- sorry -- we pride ourselves 15 on having an open and inviting space for our 16 community members. And we are actively working with 17 families to continue to encourage maximum engagement 18 and attendance at school-based offerings and events 19 now and continuing forward into our next term.</p> <p>20 MR. NATHAN EVERETT: All right. If we 21 could go one more slide, please? Thank you.</p> <p>22 Our school utilizes a proactive student 23 survey as well as referrals. This creates a space 24 where students can opt to share needs and issues 25 with our school social workers, who then can respond</p>	<p style="text-align: right;">248</p> <p>1 of healing and turning around that needs to happen 2 to rebuild the trust and relationships so that 3 students feel safe and willing to reengage with 4 school.</p> <p>5 THE CHAIR: Ms. Arness, I wanted to -- I 6 didn't know if you were keeping time.</p> <p>7 Okay. How much more time do we have?</p> <p>8 MS. MISSY BROWN: We're at six minutes and 9 49 seconds. I paused it for this.</p> <p>10 MS. TANI ARNESS: All right. We should be 11 able to finish in time. Thank you.</p> <p>12 During the past few years, so many schools 13 have experienced instability in staffing and in 14 governance. And we are happy to say that our school 15 has not had that problem. We've been able to 16 achieve a lot of stability.</p> <p>17 We believe that stability is a critical 18 factor for our students. They need that continuity 19 that they can rely on at school as they navigate 20 other challenges in their lives.</p> <p>21 If you could go ahead and play the video. 22 (video played.)</p> <p>23 MS. TANI ARNESS: Thank you, Anacelie. 24 So the equity council at our school has 25 also been quite stable and strong and provides</p>
<p style="text-align: right;">247</p> <p>1 accordingly.</p> <p>2 SEL is not a stand-alone curriculum, but 3 it is fully integrated into our school every day.</p> <p>4 This is a video from our -- one of our 5 school social workers. 6 (video played.)</p> <p>7 MS. TANI ARNESS: We'd like you to hear 8 directly from another one of our students. If you 9 could play the video. 10 (video played.)</p> <p>11 MS. TANI ARNESS: So we would have loved 12 to be able to show you that whole video. The 13 student broke into tears in the middle of recording 14 and wanted to keep going and told us, "No, it's 15 okay. You can share the video."</p> <p>16 But it didn't feel right to share 17 something that personal in a public space. So we 18 timed it out.</p> <p>19 But the student wanted to express that if 20 it weren't for our school, she would not be in any 21 school. And we have a lot of students who, as we're 22 getting to know them and meeting with them as they 23 initially engage with the school, we have these 24 kinds of things, where there are a lot of tears that 25 are shed about past experiences in school, and a lot</p>	<p style="text-align: right;">249</p> <p>1 regular feedback to our governance council and 2 staff. Our CCCS board is discussing sustainability 3 moving forward as well in the hope of possibly 4 recruiting a CCCS graduate to serve on the board, 5 which would be wonderful.</p> <p>6 We talk about the need to do better in 7 supporting academic outcomes, and we are committed 8 to raising student academic outcomes.</p> <p>9 We are looking to expand the analysis of 10 our interim formative assessment data through PLCs 11 and to improve instruction and student outcomes.</p> <p>12 CCCS believes in continuous improvement. 13 We know from experience, and in our hearts, that 14 there is always room to do better and to do better 15 for our students. And we are focusing on 16 improvement. Our next steps in growth are focused 17 on developing individual learning plans that will 18 further guide student growth through individualized 19 data.</p> <p>20 Cesar Chavez also plans to expand our 21 career exploration pathway and CTE courses available 22 to all students. We look forward to continuing to 23 expand connections between academic learning and 24 real-life and career applications through things 25 like field trips, projects, internships, WorkKeys,</p>

<p style="text-align: right;">250</p> <p>1 and CTE.</p> <p>2</p> <p>3 MR. NATHAN EVERETT: Our mentoring program</p> <p>4 is very strong, and we have strong relationships</p> <p>5 with all of our students. We want to use that as a</p> <p>6 springboard to the next steps of building individual</p> <p>7 academic plans informed by individual student data</p> <p>8 and unique needs of each individual student.</p> <p>9 (Video played.)</p> <p>10 MS. TANI ARNESS: Over the next five</p> <p>11 years, we are committed to making sure that as many</p> <p>12 students as possible are taking multiple interim</p> <p>13 assessments, and that we are effectively using that</p> <p>14 data to find where the deficiencies lie and to</p> <p>15 improve student outcomes.</p> <p>16 Our goal is to implement individual</p> <p>17 learning plans for all students to drive increased</p> <p>18 student academic growth.</p> <p>19 Our students matter so much to us. They</p> <p>20 matter too much for us to not improve. We are</p> <p>21 working for them each day, and our commitment to</p> <p>22 them is to provide them with the best education</p> <p>23 possible.</p> <p>24 Thank you for your time.</p> <p>25 THE CHAIR: Thank you, Ms. Arness. We're</p>	<p style="text-align: right;">252</p> <p>1 Thank you to the Commissioners for</p> <p>2 allowing me to speak in support of Cesar Chavez</p> <p>3 Community high school -- Community School. I went</p> <p>4 to two other high schools before I came to CCCS.</p> <p>5 Before coming here, I was ditching a lot and just</p> <p>6 didn't go to school.</p> <p>7 I like that I can recover credits here,</p> <p>8 because I was behind in credits from my other</p> <p>9 schools. When I came to CCCS, I decided that I was</p> <p>10 going to try to keep going to class so I can</p> <p>11 graduate.</p> <p>12 I like how I'm learning, and I like how</p> <p>13 the teachers break things down into smaller parts.</p> <p>14 The teachers keep me on top of my work, and I'm</p> <p>15 doing much better in earning my credits.</p> <p>16 I like that I can talk with my mentor. I</p> <p>17 like that the school is small and so safe.</p> <p>18 My goal is to begin to take CNM dual</p> <p>19 enrollment courses next year in cosmetology.</p> <p>20 THE CHAIR: Thank you, Ana.</p> <p>21 FROM THE PUBLIC: Thank you. And next we</p> <p>22 will have Mr. Aaron (verbatim) Reder.</p> <p>23 FROM THE PUBLIC: Hi. My name is Lawrence</p> <p>24 Reder, spelled L-a-w-r-e-n-c-e. Reder is spelled</p> <p>25 R-e-d-e-r.</p>
<p style="text-align: right;">251</p> <p>1 going to move right into comments. I don't know --</p> <p>2 I don't think there's anyone here in the room.</p> <p>3 Is there anyone who signed up in the room?</p> <p>4 MS. TANI ARNESS: No. All of our comments</p> <p>5 were going to take place on Zoom.</p> <p>6 THE CHAIR: Great.</p> <p>7 MS. MISSY BROWN: And we've added the</p> <p>8 Cesar Chavez Community School to the panel. They</p> <p>9 can unmute themselves.</p> <p>10 FROM THE PUBLIC: Thank you. Yes, we're</p> <p>11 here at Cesar Chavez Community School. I believe</p> <p>12 that we also had someone on Zoom by the name of</p> <p>13 Diana Hernandez, who was going to speak on our</p> <p>14 behalf. I don't know if she has been let in the</p> <p>15 room yet.</p> <p>16 THE CHAIR: Thank you for that. And, sir,</p> <p>17 when you have -- if you have multiple people on your</p> <p>18 Zoom -- I mean, if you can put the camera on, that</p> <p>19 would be great. But if you could also just have</p> <p>20 everyone say their name and then spell it, please.</p> <p>21 FROM THE PUBLIC: You got it. So we're</p> <p>22 going to have -- we'll have -- all right. We're</p> <p>23 going to have Analis go, one of our students.</p> <p>24 FROM THE PUBLIC: Hi. My name is Analis</p> <p>25 Delarosa. It's spelled A-n-a-l-i-s D-e-l-a-r-o-s-a.</p>	<p style="text-align: right;">253</p> <p>1 I'm an English teacher at Cesar Chavez</p> <p>2 Community School. Today I stand before you to</p> <p>3 champion a cause that extends far beyond the walls</p> <p>4 of the building. It's about safeguarding the future</p> <p>5 of our most vulnerable and promising members of our</p> <p>6 society, our at-risk youth. It's about renewing</p> <p>7 Cesar Chavez Community Schools's charter contract</p> <p>8 and paying attention to the potential and well-being</p> <p>9 of our next generation.</p> <p>10 Our school is more than just an</p> <p>11 educational facility. Our school is a haven of</p> <p>12 hope, resilience, and second chances.</p> <p>13 Cesar Chavez Community School caters to</p> <p>14 those who have faced adversities that many of us</p> <p>15 cannot comprehend. CCCS has always offered a</p> <p>16 lifeline, a place where support, understanding, and</p> <p>17 education intertwine to provide a path forward.</p> <p>18 Choosing to not renew our school's</p> <p>19 contract cannot, and should not, be summed up as a</p> <p>20 logistical decision. It's a disservice to these</p> <p>21 young souls in Albuquerque who seek guidance and</p> <p>22 stability. Our school is a sanctuary that nurtures</p> <p>23 not only academic growth, but also emotional</p> <p>24 support, mentorship, and a sense of belonging.</p> <p>25 We offer resources beyond textbooks. We</p>

<p style="text-align: right;">254</p> <p>1 offer higher education counseling, social-emotional 2 support, and specialized focus that addresses the 3 unique challenges these students face. 4 Consider for a moment the potential we 5 risk losing by closing CCCS. Behind every statistic 6 lies a story, a story of resilience, of courage, and 7 of the determination to rise above circumstances. 8 Through renewing our charter contract, the PEC shows 9 the commitment for providing opportunities for 10 redemption, for growth, and for a chance to rewrite 11 futures. 12 Closing institutions such as CCCS wouldn't 13 just mean locking doors. It would signify closing 14 doors to opportunities, shutting off pathways to 15 success, and leaving behind those we need -- those 16 who need us the most. 17 Let us unite in our resolve to support 18 at-risk youth by renewing CCCS's charter contract to 19 affirm that each young person, regardless of their 20 background or struggles, deserves a chance at a 21 quality education and a shot at a bright future. 22 Let us invest in their potential, nurture 23 their talents, and provide the support they need to 24 flourish. 25 In closing, I hope you will demonstrate</p>	<p style="text-align: right;">256</p> <p>1 I love my school, and I recommend it to 2 other students like me. 3 THE CHAIR: Thank you. 4 FROM THE PUBLIC: All right. And now we 5 will have a staff member. Corina Cuara will be up. 6 FROM THE PUBLIC: Hello. My name is 7 Corina Cuara. Last name is spelled C-u-a-r-a. 8 I am here to speak on behalf of 9 Cesar Chavez Community School. I have worked with 10 the school for the past 17 years, and I really love 11 this school. 12 I work as an administrative assistant, 13 parent liaison, event coordinator, and a student 14 mentor. I also had five of my own children who have 15 graduated from the school and have gone on to 16 further their studies and have meaningful careers. 17 Two of my children have earned their bachelor's 18 degrees, and one is currently working on her 19 master's degree. 20 My children had a hard time in traditional 21 schools. They have expressed over the years the 22 impact the teachers and the staff made in their 23 education. A few of the things that they felt made 24 a difference were that the teachers made an effort 25 to get to know them. The teachers always engaged in</p>
<p style="text-align: right;">255</p> <p>1 your advocacy for at-risk youth by renewing our 2 school's charter contract. Be a voice that echoes 3 our youth's potential and resilience. By keeping 4 these doors open, you not only transform individual 5 lives, you also enrich the fabric of our 6 communities. 7 Thank you. 8 THE CHAIR: Thank you. 9 FROM THE PUBLIC: All right. And we will 10 have Cassius, a student from CCCS, also speak now. 11 FROM THE PUBLIC: Hi. My name is Cassius 12 Collins. C-a-s-s-i-u-s C-o-l-l-i-n-s. I'm a 13 freshman at Cesar Chavez. I chose this school 14 because it was close to me, and I heard it was a 15 good cool. My sister attended CCCS before me, and 16 she had good things to say, which encouraged me to 17 want to go here. 18 My favorite part -- my favorite part of 19 school is they give us extra help, and they give 20 time to get things done. The staff holds standards 21 while still being kind and respectful towards us. I 22 would rather be here at CCCS than a public school, 23 where it is easy to get distracted by drama and 24 friends. Here I am able to stay focused and 25 complete my work with help from my teachers.</p>	<p style="text-align: right;">257</p> <p>1 conversations and activities with all their 2 students. 3 They didn't feel judged or labeled. They 4 weren't just a body sitting in a chair. They cared 5 about their day, their feelings, and found ways to 6 help them fit in with other students and always felt 7 welcomed. 8 As a parent, I can see that one way to 9 judge the school's success is through my children's 10 personal experience and success. They were 11 learning, thriving, problem-solving, building 12 relationships, and having fun. 13 My children and I appreciated the guidance 14 the staff and mentors gave them to prepare them for 15 their next steps of a high school. As an employee, 16 I can say I have spoken and talked with many parents 17 over the years. And they consistently tell me how 18 they like the one-on-one support they receive, the 19 small classes, the help they get from the teachers 20 and staff, and communication. 21 Our parents and families feel that they 22 are welcome and cared for. 23 For me, I am the first person that our 24 families come in contact with. So I hear many 25 stories about why their students didn't do well in</p>

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1 traditional schools and why they chose our school.  
 2 I hear about the barriers and burdens that  
 3 these families encounter. And when they get to our  
 4 school they express the relief of finding a school  
 5 like ours, a school that immediately steps in to  
 6 work with them, and help them remove burdens by  
 7 connecting them, the students and the families, with  
 8 their school social workers to help them connect  
 9 with community resources, such as housing, food, and  
 10 utility assistance.  
 11 We provide our families with opportunities  
 12 to engage through parent involvement monthly  
 13 meetings, mentor check-ins, student and family  
 14 activities, mid and end-of-the-quarter meetings,  
 15 personal phone calls, text messages, e-mails, as  
 16 well as -- sorry -- as well as e-mail and paper  
 17 mailings.  
 18 Parents are encouraged to give the school  
 19 feedback through surveys and parent meetings  
 20 throughout the school year.  
 21 I know we are changing students' and  
 22 families' lives with the work that we do here.  
 23 Every staff is an essential piece. And we come  
 24 together to create a safe and welcoming school  
 25 community for all of our students and their

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1 families.  
 2 Thank you.  
 3 THE CHAIR: Thank you.  
 4 FROM THE PUBLIC: All right. And I will  
 5 be our last speaker. My name is Kyle Betenbough.  
 6 It is spelled K-y-l-e. And I'm going to spell my  
 7 last name phonetically. (B-e-t-e-n-b-o-u-g-h,  
 8 phonetically.) All right.  
 9 I have been the full-time licensed  
 10 attendance coach at Cesar Chavez Community School  
 11 for the past six years. I am passionate about my  
 12 job, because I get to work with the students one on  
 13 one and help them to realize their potential and  
 14 reach their graduation goals. I work with students  
 15 who have shown a history of attendance barriers,  
 16 including complex issues, such as housing  
 17 insecurity, conflicting work schedules, family  
 18 responsibilities, and health issues, including  
 19 mental health issues.  
 20 While there are major obstacles to  
 21 overcome, I love working with our students and their  
 22 families to problem-solve and connect to resources  
 23 with individualized plans, and to help each student  
 24 reach their graduation goal with confidence.  
 25 We are very connected with our students,

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1 and students are learning social-emotional skills  
 2 here that serve them in meeting those goals.  
 3 I love that our school is so  
 4 individualized, and students are able to have the  
 5 opportunity to participate in school, while managing  
 6 over responsibilities and circumstances.  
 7 Students aren't just numbers here. I'm  
 8 constantly working with students and their families  
 9 to build trust and communication that can get to the  
 10 root of these complex issues.  
 11 There is a real need for alternative high  
 12 schools that can give the attention to this  
 13 population that it deserves to be successful in  
 14 their goals. Thank you for the opportunity to speak  
 15 on behalf of Cesar Chavez Community School.  
 16 THE CHAIR: Thank you. And thank you  
 17 again to everyone who has spoken.  
 18 MS. TANI ARNESS: And Deana?  
 19 THE CHAIR: I believe we have Deana, also,  
 20 who is on. You can start with your name and spell  
 21 that for us, and then you can proceed.  
 22 FROM THE PUBLIC: Okay. This -- thank you  
 23 for allowing me to participate in this public  
 24 meeting. My name is Deana Hernandez. It's  
 25 D-e-a-n-a. Hernandez is H-e-r-n-a-n-d-e-z.

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1 I am a parent of Claudio Arias. My son  
 2 graduated this summer of 2023.  
 3 I will start with my son on having the  
 4 toughest struggles in life when he was told at a  
 5 traditional school that he was never going to  
 6 graduate or be someone in life.  
 7 He lost faith in himself. He didn't know  
 8 how to -- how to multiply, to begin with, and  
 9 fractions, just like the basic math, et cetera. And  
 10 how we heard about Cesar Chavez Community School, it  
 11 was through a close friend of ours told us about  
 12 Cesar Chavez.  
 13 At first, he was in doubt about going,  
 14 because he lost going to school for a whole year.  
 15 That's how it affected him drastically, I can say,  
 16 to a point that he didn't believe in himself  
 17 anymore.  
 18 We went -- he liked it -- we went to  
 19 Cesar Chavez. He liked it. He expressed that he  
 20 felt welcome from the teachers, mentors, social  
 21 workers. And everyone there helped him believe in  
 22 him again.  
 23 And he was -- how this was possible was  
 24 the Cesar Chavez School staff see these young people  
 25 as human beings, not as numbers, I mean like no

<p style="text-align: right;">262</p> <p>1 number students in the classroom. They take the 2 time to listen to them. They give them the 3 opportunity to make choices with no criticism, first 4 of all, you know, main thing, how the young 5 teenagers feel nowadays that they get criticized 6 from adults. I can say that. That's what he 7 expressed to me, my son. And that they helped him 8 think what they want to be in their future. 9 And what Claudio learned from Cesar Chavez 10 Community School was he learned self-confidence and 11 social life skills. And right now, he's in the 12 process of looking -- it took him a little bit, but 13 he's in the process of looking for a job after 14 graduating, thinking, you know, like, skills and all 15 that. 16 And, first, how I wanted to share with you 17 guys, too, that the social worker people helped -- 18 Ms. Amy helped him a lot. Claudio had depression. 19 He was using pills for depression. 20 And after beginning the therapy with 21 Ms. Amy, he didn't need it -- any more of those -- 22 medication anymore. 23 So I am thankful for finding this school 24 for my son. And I can share that I'm grateful for 25 that. So thank you for allowing me for speaking</p>	<p style="text-align: right;">264</p> <p>1 be real quick on the comments. I like the ideas of 2 no F's, that everybody succeeds, the growth mindset, 3 critical. I think that's wonderful. I love the 4 idea of dual credit, giving the kids the confidence, 5 with your support, that they can achieve 6 college-level curriculum and do it successfully. 7 So a few questions, and I'll try to be 8 real brief. 9 You said you have PLCs; is that correct? 10 MS. TANI ARNESS: Yes. 11 COMMISSIONER BECK: Let me back up for a 12 second. Do all students spend at least some time of 13 the week in your facility? Or are there still some 14 students that are 100 percent hybrid? 15 MS. TANI ARNESS: Students do get to make 16 a choice of where they are attending classes. And 17 we meet with each family individually to talk with 18 them about what will work best for their student's 19 individual situation. 20 So the campus is open, and students are 21 able to come on as needed. If they're working from 22 home, many of the students will come in and meet 23 with teachers for various reasons and be on campus 24 at various times. 25 We do have different groups, though, in</p>
<p style="text-align: right;">263</p> <p>1 with you guys today. Thank you. 2 THE CHAIR: Thank you very much. 3 I think that concludes our public comment. 4 All right. Let's move into Part 4 of our 5 agenda, which is PEC Questions. 6 And similar to what I shared in the last 7 group, I'm not going to nickel-and-dime any 8 Commissioner. But I just want us to be cognizant of 9 focusing in on our questions, obviously providing 10 commentary, things like that is important, too. But 11 I just want us to be cognizant of focusing in on the 12 questions we have at this stage. 13 Commissioner Beck. 14 Just for the record, I did go right first. 15 COMMISSIONER BECK: You did. And you 16 looked right first. I appreciate that. Thank you. 17 Us left-handers tend to go like this. 18 Thank you for the presentation and diving 19 deep into into the meaning of your school. 20 It's my first year. And, of course, I got 21 indoctrinated first with a lot of the issues back in 22 January and February. And it appears that you've 23 successfully moved towards the hybrid model, which 24 is great. 25 Some things I really liked -- I'm going to</p>	<p style="text-align: right;">265</p> <p>1 terms of those who are on campus full-time, those 2 who are coming on regularly scheduled days, and then 3 those who are coming in as needed. 4 COMMISSIONER BECK: Thank you. I saw on 5 that video, the one with the class where the dog ran 6 through, it was November 21st, 2023; so two days 7 before Thanksgiving. So you do have classes where 8 students can actually have in-person, online 9 curriculum. 10 MS. TANI ARNESS: Yes. 11 COMMISSIONER BECK: Okay. In terms of 12 your online curriculum, is it a -- I guess this is a 13 terrible word -- but canned curriculum? Edgenuity? 14 Or is it teacher-created and teacher-driven. 15 MS. TANI ARNESS: It is teacher-created 16 and teacher-driven. And that's an important part of 17 what we believe in. 18 COMMISSIONER BECK: Okay. All right. 19 Great. 20 PLCs now. How do you do your PLC -- you 21 have -- I believe I was looking -- I don't have it 22 here -- seven regular ed teachers, I think? Or 23 eight reg ed teachers and two special ed teachers? 24 MS. TANI ARNESS: Yeah. I believe it's 25 eight and two, if I'm remembering correctly.</p>

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1 COMMISSIONER BECK: So how often do you do  
2 your PLCs? How often do they meet? And how often  
3 do you give professional development within your  
4 class? Real quick.

5 MS. TANI ARNESS: So we were doing weekly  
6 PLCs, and people expressed wanting a longer chunk of  
7 time. So we're doing biweekly with a longer period  
8 of time for the PLCs to go deeper during that  
9 meeting time.

10 And professional development, our school  
11 is really -- values professional development. We  
12 require 114 hours of professional development a  
13 year. So how that happens is through ten in-service  
14 days, as well as weekly meeting time where we can  
15 bring in different topics.

16 COMMISSIONER BECK: Okay. Great. How do  
17 you take attendance when it's both online and --  
18 being -- my background, of course, is good-old  
19 classroom in Sandia High School. How do you take  
20 attendance?

21 MS. TANI ARNESS: So you can -- we take  
22 attendance on who's on Zoom. And then we can take  
23 attendance also who's present on campus.

24 COMMISSIONER BECK: You do first period?  
25 Second period?

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1 emotional for you. And that's a tough place to be.  
2 So congra- -- I appreciate that.

3 THE CHAIR: Thank you, Commissioner Beck.  
4 Vice Chair Burt. Then Commissioner  
5 Gipson.

6 COMMISSIONER BURT: Thanks. I mean, I do  
7 think, like, in looking at data on this school, I  
8 think this is, like, just a frustrating moment in  
9 which it would really be beneficial for the State to  
10 figure out a SAM's designation and be able to  
11 provide some alternative measurements for this  
12 school.

13 It's really frustrating. Looking at your  
14 school and other schools that do the same work that  
15 you do, it's frustrating; right? So I want to  
16 acknowledge that from the beginning, that, like,  
17 just looking at straight data for Cesar Chavez, for  
18 other schools like yours, is not -- is very  
19 difficult.

20 And so I take it all with a grain of salt;  
21 right? Like, I mean, you're in the very bottom of  
22 every school in the state; right? But so are all  
23 the other reengage, schools.

24 And that's the point of them. So it is  
25 frustrating that there's not an alternative

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1 MS. TANI ARNESS: Yeah, we take period  
2 attendance. Yeah.

3 COMMISSIONER BECK: Yeah. Because I would  
4 think that's pretty problematic, and that's one of  
5 the areas of relative deficiency that warrants some  
6 improvement. So I was just curious how that was  
7 done.

8 I saw that you -- in terms of your grade  
9 level, you have 65 freshmen versus 29 sophomores,  
10 23 juniors, and 27 seniors. Is that normal that you  
11 get that many?

12 MS. TANI ARNESS: That's consistent with  
13 our over-age, under-credit. So we will have  
14 18-year-olds who are still freshmen. So we have  
15 always had a large number of freshmen, because we  
16 categorize by the number of credits earned. And  
17 when you get to six credits, you become a sophomore.

18 COMMISSIONER BECK: Okay. Great.  
19 I'm going to finish up, because I'm sure  
20 some of the other Commissioners will want to talk to  
21 you about your academic programs and things like  
22 that. So I reserve the right to maybe ask another  
23 question or two.

24 But I thank you. And thanks for the  
25 service you do to these kids. I can tell it's very

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1 demonstration of how you are serving students. And  
2 I know that that's why the -- the Cypress -- that's  
3 why you included that, because there's no other way  
4 to, like, be able to show it in any other way.

5 The questions I have are mostly about  
6 the -- I mean, it's -- I -- I think the work that  
7 you're doing -- I mean, in -- many, many New Mexico  
8 students go through childhood trauma. I mean, many,  
9 many, many. I would say most traditional high  
10 schools will have a pocket of students who are going  
11 through what maybe your entire campus is going  
12 through; right?

13 I -- what my wonder is, is what -- like,  
14 if there's -- if you know that generally a student  
15 is going to come in and is going to need  
16 remediation, but also needs to get to proficiency in  
17 four years, or maybe a year, whatever time period  
18 you have with them, you need to get them to, like,  
19 be ready for that next step; to become a lawyer,  
20 like, to be successful when they go away from you.

21 What do you do for remediation? In  
22 addition to having them take algebra -- they have to  
23 take algebra. But they're not -- they're at a  
24 sixth-grade level or at a fifth-grade level -- what  
25 do you do? I've heard and I've read that you test

<p style="text-align: right;">270</p> <p>1 all your kids when they come in so you see where 2 they're at. And then you meet them where they're 3 at. But practically, very descriptively, what does 4 that look like?</p> <p>5 MS. TANI ARNESS: Yeah. Thank for you 6 that question. That is one of the challenges that 7 all reengage, schools face. And we provide math lab 8 courses and reading lab courses, so elective 9 courses, to help bolster that. That's something 10 we're looking into. If we can get enough staffing, 11 we'd like to increase the amount of time we're able 12 to spend with math and reading lab courses.</p> <p>13 And then we do also use a low-threshold, 14 high-ceiling approach. So, again, making sure that 15 every student has an access point to be able to 16 engage with the lesson, and then working with a lot 17 of one on one and small-group coaching to ask 18 scaffolded questions to help raise those levels of 19 thinking and performance incrementally forward.</p> <p>20 COMMISSIONER BURT: Are those math and 21 reading classes -- if a student comes in, they test, 22 are they required to take those as electives? Or 23 are they offered?</p> <p>24 MS. TANI ARNESS: They -- currently, in 25 reading. They are required to take electives in</p>	<p style="text-align: right;">272</p> <p>1 I would -- I mean, I think one of the 2 things that I'm concerned by is the growth measure. 3 And just -- like, I can skip over proficiency. I 4 could skip over all the rest. But I do have an 5 actually pretty deep belief that sometimes our 6 lowest learners are the easiest to show growth.</p> <p>7 And so it's a little more concerning for 8 me that your growth is not to, like, a super upward 9 trajectory, because, like, to get a -- if they are 10 coming in fifth- or sixth-grade level, and you get 11 them up to a seventh, that's massive growth in data. 12 I mean, that's huge growth.</p> <p>13 And, generally, that's a little bit easier 14 to attain than someone who's coming in ninth grade, 15 at ninth-grade level, and you need to grow them to 16 the next year. It's generally more difficult than 17 lower and coming up a little bit more.</p> <p>18 What is -- what do you think are the root 19 causes of you not seeing the growth data show up, 20 which, once again, I know we're doing this. I'm not 21 a huge fan of how growth is being done in general 22 now. But I would still expect you -- I would 23 actually expect your school -- I would love to see 24 it have growth, regardless of how it's measured. 25 MS. TANI ARNESS: Right. I appreciate</p>
<p style="text-align: right;">271</p> <p>1 math. It depends on the certain student situation. 2 COMMISSIONER BURT: Can you talk more 3 about that?</p> <p>4 MS. TANI ARNESS: Yes. So one of the 5 challenges of reengage, high schools is if you have 6 an 18-year-old who comes to you at a fifth-grade 7 level, and you're try- -- and they're ninth-graders, 8 and you're trying to help them get to their goals, 9 you're up against a clock.</p> <p>10 So you're trying to figure out, "How do we 11 help them earn the credits that they would need and 12 get the learning that they need to be able to make 13 their next goals?"</p> <p>14 And so this is where the individualized 15 learning plans, I think, are really key to get to 16 know the student, figure out what are their biggest 17 deficiencies, what are their biggest barriers, and 18 let's tackle those first. Because we know this is 19 going to be a long-term, step-by-step goal to open 20 doors for this student.</p> <p>21 COMMISSIONER BURT: Okay. I mean, that 22 makes sense. That's -- I imagine that being very 23 difficult, because you do need Algebra I, 24 geometry -- if they're -- and you have to do it 25 fast.</p>	<p style="text-align: right;">273</p> <p>1 that. So a couple of things on that. Vistas 2 unfortunately does not measure individual growth. 3 So that isn't the best way to capture growth. 4 Short-cycle assessment, interim assessments, I think 5 do a strong job of capturing growth. And we have 6 been able to meet our goal of getting at least one 7 year's growth every year of our contract.</p> <p>8 Which, the thing about growth with 9 reengage, students is the first challenge is to just 10 get that student to engage with school. So during 11 that initial period, sometimes the student will go 12 have a window of time where they're sort of checking 13 you out, checking the school out, trying to see if 14 you're worth their time. And then if they decide 15 that you are, then they start engaging, and then you 16 will see rapid growth.</p> <p>17 So you may have a flatline for a little 18 while, and then a surge, and then sometimes 19 something happens where it drops down again, but 20 then it goes up. So we look for trend lines. And 21 we expect that there may be some sort of sawtooth. 22 But over time, we want to see at least one year's 23 growth, which, for a student who's been disengaged, 24 is unprecedented growth for them. 25 But we -- you will see that spectrum where</p>

<p style="text-align: right;">274</p> <p>1 you're going to see some students who are sort of 2 stuck sort of at a beginning stage, and then some 3 students who are really taking off. And it's always 4 exciting when you get to that point. 5 COMMISSIONER BURT: What do you generally 6 see -- I mean, once again, when I'm thinking of it, 7 and I'm going to try to consider your students 8 mostly who are there for the bulk of a school year; 9 right? I know you have kids coming in and out. And 10 I think if you only have them for three months, four 11 months, you know, I think that's going to be 12 difficult to see that. 13 But I do -- I struggle with, if you have 14 them for a full school year, or pretty close to a 15 full school year, to see flatline. That -- can you 16 explain a little bit more why that might happen? 17 Because, like, especially if they're reengaged, and 18 they come to you, and they get started again, like, 19 in my head, I'm thinking a year with you, we're 20 going to see crazy growth. 21 MS. TANI ARNESS: And, generally, you do. 22 It's very rare to see a student who would flatline 23 for a full year. And if that were the case, in a 24 rare situation, I would say the only time we really 25 ever have seen that is when there's severe mental</p>	<p style="text-align: right;">276</p> <p>1 that could be one of these things that maybe they 2 don't see success right away at your school. But, 3 hopefully, that's something they carry with them. 4 Regardless of where they end their journey with you, 5 they carry with them that they got that home -- 6 like, someone believed that they could. 7 And it makes me -- it, like, hurts my 8 heart to think that that might be the first time is 9 coming to you. It might be the first time they get 10 that. And that's tough. 11 But I'm glad they do have you to get that, 12 even if it is in ninth grade or when they're 18 or 13 whenever. 14 MS. TANI ARNESS: Thank you. Thank you 15 for that. Thanks. 16 THE CHAIR: Commissioner Gipson. 17 COMMISSIONER GIPSON: So I'm going to 18 piggyback on some of what Commissioner Beck said -- 19 Burt -- sorry. 20 It's still appalling to me that a child 21 can come from a public school space and say, "My 22 child was told they'll never succeed." 23 That is just -- in this day and age, I 24 just don't -- I could literally just go beat those 25 people. I could. I'll publicly say that, you know.</p>
<p style="text-align: right;">275</p> <p>1 health issues, usually. 2 COMMISSIONER BURT: I did see that you're 3 part of -- that you're working collaboratively with 4 the PSD group. That's really great. I imagine that 5 being a really good step forward. And a lot of 6 additional extra support from folks who know exactly 7 what to do; right? It's a system of support -- 8 MS. TANI ARNESS: Yes. Definitely 9 appreciate it. 10 COMMISSIONER BURT: -- which is helpful. 11 That was, like, my big -- I do think 12 there's -- it is -- the service your school does for 13 students who come to you is so, so, so necessary. 14 And they need people who care, number one, and -- to 15 allow school to not be a horrible place to come to 16 each day. And I know that's, like, when we look at 17 the hierarchy of needs, I want to -- "Let's educate 18 them"; right? And I know your students are in a 19 little bit different situation than in general. 20 So I -- I appreciate the love and care and 21 attention that you, the staff, the families, the 22 governing board, like, really sees these students 23 for their potential and doesn't hold them 24 accountable for their past. 25 And I think that's going to be the most --</p>	<p style="text-align: right;">277</p> <p>1 I just -- I mean, I know I grew up with people that 2 it was said to. But you hope that you -- you've 3 moved on. And we haven't in so many cases. So it's 4 mind-blowing. 5 Tani had been helping us -- the Public 6 Education Commission had actually decided that we 7 were going to create a SAM's designation for the 8 charter schools. And she had come in to a number of 9 work sessions -- because PED hadn't -- wasn't doing 10 anything. 11 So we said, well, at least for the 12 purposes of our performance framework and our 13 contract, we could create our own designations and 14 do something. 15 But then we were, once again, told, "No, 16 PED is working on this." So we unfortunately 17 stopped, because we trusted that work was being 18 done. And then SAM's designations went completely 19 away. 20 So, you know, I understand to a great 21 extent the challenges with the State designations, 22 because you're doing the SATs, which is, you know, a 23 ridiculous concept to have so many of your students 24 who are coming in below high-school level, and the 25 expectation that they're going to be scored solely</p>



<p style="text-align: right;">278</p> <p>1 on the SATs for the purposes of the State 2 Accountability. 3 So I recognize that. 4 But I'm not as familiar with the Houghton 5 Mifflin Reading Inventory, because I -- you know, I 6 acknowledge the far below grade level and the 7 educational challenges that students have. But I -- 8 I still think a goal should be more than a year's 9 growth. 10 And from what I see in the application, 11 that's what the goal is with this assessment. 12 So could you just talk to me a little bit 13 about why you landed in this space for this 14 assessment? Because we -- honestly, we don't have 15 many schools, if any that I'm familiar with, that 16 use this. So could you just talk a little bit about 17 why -- 18 MS. TANI ARNESS: Yeah. And you may know 19 this assessment by the old Scholastic READ 180. 20 That's -- it's -- SRI was the old -- that's what it 21 is. And READ 180 is a nationally known, recognized 22 curriculum. We did look into possibly switching 23 curricula. But in weighing different curricula, we 24 thought that the READ 180 is strong so we decided to 25 stay with it.</p>	<p style="text-align: right;">280</p> <p>1 two years' growth to one year's growth? And we're 2 still looking at that on a case-by-case basis. 3 COMMISSIONER GIPSON: Do you do beginning, 4 middle, and end? Or is it just end of year? 5 MS. TANI ARNESS: We do beginning, middle, 6 and end of year. However, because of mobility, 7 we're not always getting all three snapshots. And 8 that's also an area where we'd like to improve. 9 COMMISSIONER GIPSON: Right. I think 10 that's all for now. Thanks. 11 THE CHAIR: Thank you. Looking over to my 12 left. I'm looking over to the Zoom. Go ahead, 13 Commissioner Ingham. 14 COMMISSIONER INGHAM: I just wanted to 15 thank you for (off mic) -- anyway, I do want to 16 thank you. And I want to say my -- I really 17 appreciate the work you're doing. That's all I 18 really have. 19 THE CHAIR: One second, Commissioner Beck. 20 I wanted to say thank you -- the team for 21 coming in today. I know that you all do 22 incredibly -- incredibly important work for our most 23 vulnerable young people. 24 I do have -- I do have concerns. I do 25 have wishes. And I have a lot of hopes. And I -- I</p>
<p style="text-align: right;">279</p> <p>1 And so, yeah, we look at an expected 2 one-year's growth. And the reason we kept it at one 3 year is, again, because we're looking at it as an 4 averaging of all the -- we take individual growth 5 for every student, and then we look at how much 6 individual growth each student has, and we have 7 average it for the whole school. 8 And so, again, it takes into consideration 9 that there may be students who have less growth, and 10 then students who have greater growth. 11 And -- but, yes, I agree with you. Our 12 goal is to push beyond that. 13 COMMISSIONER GIPSON: So if I'm looking at 14 the data that was presented in the application, 15 the -- and I know the '23 -- well, '22 -- '22-'23, 16 so it is complete. 17 MS. TANI ARNESS: Yeah. 18 COMMISSIONER GIPSON: I've been up here 19 too long. I can't -- I can't even remember what 20 year this is. So -- because '22-'23 didn't look 21 great. 22 MS. TANI ARNESS: Yeah. That year you'll 23 notice we did meet the one-year goal. But the year 24 before, we were at two years' growth. And so we 25 were looking at the same thing. Why did we go from</p>	<p style="text-align: right;">281</p> <p>1 am filled with hope for your young people. 2 I'm also filled with hope for your staff 3 in supporting the -- the young people at your school 4 that you're entrusted with. 5 I don't want to sound preachy on this. 6 But I've been around the block. Like many of our 7 Commissioners, we've worked with reengage, schools, 8 some more intimately than others. And I think 9 oftentimes when I work with young people who are 10 very vulnerable, who have just an inequitable amount 11 of weight and heaviness that they have in their 12 lives, you have to meet them where they are. 13 And at the same time, you have to hold 14 these two things in mind. Like, you know, it's -- I 15 can't remember. Like, smarter people than me say 16 this. Like, the ability to hold two opposing things 17 in your brain at one time. 18 And I think about your school in this 19 respect, where we have to support the students and 20 take care of first, do no harm and make sure they 21 feel safety. And I'm really moved by the young 22 people who mentioned that component. And we need to 23 do that. 24 And I can tell from the emotions of your 25 team and the way that you express that now and</p>

<p style="text-align: right;">282</p> <p>1 previously, that I see that you-all work really 2 hard, darned hard, to support your students' basic 3 needs that, for many of us, it's even hard to 4 contemplate what they're bringing into the school. 5 So I thank you for that.</p> <p>6 Then there's the other thing of, like, 7 high expectations, you know. I think the best thing 8 that George W. Bush ever said during No Child Left 9 Behind -- I'm going to stand by this, I know there's 10 a lot of haters about No Child Left Behind. What he 11 said about "the soft bigotry of low expectations," I 12 think about that every single day.</p> <p>13 I think oftentimes when you work with our 14 most vulnerable, our reengage, students, it's very 15 easy to support their basic needs, which are so 16 important, but also withhold higher expectations for 17 where they can go.</p> <p>18 And I think your school is a school that 19 I -- I want to champion that you can do both of 20 those. And I don't think you're quite there yet. 21 And it's not at all a ding on what you're doing. 22 What you're doing is important. But it's 23 insufficient.</p> <p>24 And there's so many things in my life that 25 I do good things, and I'm, like, I'm working hard,</p>	<p style="text-align: right;">284</p> <p>1 expectations for academics and being real with 2 students is something that I think about.</p> <p>3 And sometimes that means the real part 4 is -- you already know this, Ms. Arness. I struggle 5 with hybrid schools to begin with. I know I've 6 shared that with you back in the spring. When 7 students are furthest behind and they want to go to 8 college, I am such a disbeliever that they're going 9 to get there if they never see human contact in a 10 school.</p> <p>11 When I think about when students come to 12 you-all, like, I -- and I'm not getting into your 13 educational programming. You-all have authority 14 over that.</p> <p>15 But from a teacher standpoint, I want to 16 see, like, this is where you are, this is where you 17 want to go, and then your role is to figure out, 18 okay, this is the plan. And these are the different 19 actions you need to take that maybe you don't want 20 to do today. Maybe you still want to work and do 21 your classwork from afar.</p> <p>22 But, no, that's not how you're going to 23 get to that goal if you had this goal right here 24 (indicates).</p> <p>25 And I don't know yet if you-all are having</p>
<p style="text-align: right;">283</p> <p>1 but it's insufficient. And we've got to be humble 2 enough to know that.</p> <p>3 In my mind, I'm a supporter of your 4 school. I wish, and I'm going to vote, and I'm 5 going to push for a five-year renewal with 6 conditions. But I want to make sure that -- there 7 are two young women who said today that they want to 8 go to college. And I don't want that to be a pipe 9 dream. And I don't know where their background is.</p> <p>10 They sound, like all your students, 11 brilliant, and oftentimes brilliant in spite of what 12 schools they went to prior to coming to your school. 13 But I don't want that to just be "I want to go to 14 college and do this thing and go these places." 15 I want that to be a real thing. And 16 that's my concern is I want to make sure that is, 17 like, real. And when students come into your 18 school, you're sitting down with them, you're 19 creating a plan. There's a Next Step plan I know 20 you have to do. I want to see a plan.</p> <p>21 What are your dreams and visions and 22 aspirations in life? And let's be brutally honest 23 about where you are right now and where you're going 24 and how -- your role is to close that gap, both in 25 terms of social-emotional supports, but, boy, the</p>	<p style="text-align: right;">285</p> <p>1 those kind of conversations and those difficult 2 conversations, especially with young people who 3 might be in distress. But I think the greatest 4 thing that a student could have is those wishes and 5 those hopes, and you-all are the ones that are going 6 to be the ones who help those dreams come true.</p> <p>7 So my hope is that if we renew you for 8 five years, that your -- that there's going to be 9 work around, yes, increasing results, increasing 10 graduation. I know that it's different as a -- you 11 know, in terms of the students that you work with.</p> <p>12 But I care more about, like, those young 13 people who come to you with, like, a -- "This is 14 what I want to do," and you know they're so far away 15 from that goal, and, like, who's going to help them 16 get real with it and then achieve that.</p> <p>17 Because I think it's possible. It's 18 absolutely possible. But it's not possible if 19 they're going through the loops and doing some stuff 20 that you know is not going to get them to where they 21 want to be.</p> <p>22 And that's the part that I really -- I 23 think is the beauty of your school in doing that.</p> <p>24 And so I'd love for you to respond to that 25 and share maybe what you do right now when young</p>

<p style="text-align: right;">286</p> <p>1 people come in and how do you hold those two  2 oppositional things in place, like, take care --  3 first, do no harm, take care of certain distress  4 points, welcoming them into the school environment,  5 but making sure your staff knows that that's, like,  6 one part. But we've also got to get that  7 achievement up, because we're talking about their  8 dreams. And we're dream-makers here.</p> <p>9 MS. TANI ARNESS: Yeah. Thank you for  10 bringing that up. I fully agree with you that high  11 expectations is a key piece of a reengage, school.  12 And we actually provide training on this with staff,  13 how to have those conversations with students in a  14 way that is real and also doesn't dash hope; right?  15 So when you sit down with a student and  16 say, "Well, your math score is at a fourth grade  17 level," that can dash hope.</p> <p>18 And so we talk about explaining to them,  19 "Remember, this is not a test measuring your  20 intelligence. This is a test measuring your prior  21 school experience. So, oftentimes, there are gaps  22 in your learning that will affect your scores, and  23 as we fill in those gaps, your scores are going to  24 rise. So we're going to work together on this, and  25 we've set goals to go step by step forward."</p>	<p style="text-align: right;">288</p> <p>1 I just -- I -- I think that's -- that's  2 what I think about with you all for the next five  3 years. Like -- because I think that you can be  4 champions of this.</p> <p>5 And there's a lot of reengage, schools  6 right now in Albuquerque that are kind of not  7 reengage, schools anymore. I'm thinking about the  8 Leadership schools. They're not reengage, schools  9 anymore. They've kind of transitioned. That means  10 that there are opportunities that they're bringing  11 in for students. But we also know that the young  12 people who oftentimes went to ACE -- which I know  13 that more intimately than others -- the ones that  14 went to Siembra, they're not choosing -- that's not  15 the same demographics anymore that students are  16 choosing that.</p> <p>17 That means there's more RFK Charter or  18 Cesar Chavez Community School opportunities to  19 support those students who are furthest away from  20 opportunity.</p> <p>21 That's where I feel a deeper pressure as a  22 Commissioner to make sure when they have less  23 options for reengage, opportunities that those  24 opportunities are -- are, like, world-class, and  25 that the team, your team, is going to be able to</p>
<p style="text-align: right;">287</p> <p>1 And then we will talk with them about,  2 "Okay, and here's how we get to -- if you want to be  3 a lawyer, let's look at the steps involved to  4 getting -- to become a lawyer."</p> <p>5 And we say, "Okay, here's the ACCUPLACER  6 score that you need to get to get into a  7 college-level freshman English class and a  8 college-level freshman math class. Then here's  9 where you're going to have to go through these  10 classes. You can get an associate's. You can move  11 on to a bachelor's."</p> <p>12 We map it out with them and talk with them  13 and really just try to keep it very matter of fact  14 that it's a step-by-step choice each day, and we're  15 here to support them each step.</p> <p>16 And we've seen that work. We've seen  17 students who, you know, never did pass a high school  18 proficiency test, but were able to go on and be  19 successful in college, because they had faith in  20 themselves to continue taking the steps that they  21 needed to take.</p> <p>22 THE CHAIR: Thank you for that. Yeah, I  23 think that -- I think that's the biggest thing. I  24 know your school well. We have a lot of information  25 about your school.</p>	<p style="text-align: right;">289</p> <p>1 step up to that -- to that challenge.</p> <p>2 And so that's what I -- that's what I see  3 the next five years.</p> <p>4 MS. TANI ARNESS: Thank you. And I do  5 want to say I appreciate you being an advocate for  6 those students. And, as our Commissioner, we'd love  7 to work closely with you.</p> <p>8 And we're always gathering ideas and  9 feedback to try to figure out how to -- how to do  10 things better. So this is something we're committed  11 to, and it's something that our students deserve.  12 So we are -- we are invested in that, definitely.</p> <p>13 THE CHAIR: Great. Thank you.  14 Commissioner Beck.</p> <p>15 COMMISSIONER BECK: Yeah. I just wanted  16 to also acknowledge I'm really thrilled to see that  17 your staff, your parents, and your families have  18 bought in to the idea of in-person learning.  19 Because that was one of the first things I dealt  20 with, as I said, when I came in in January.</p> <p>21 And I think -- I'm also one that's a  22 little concerned about hybrid learning. I taught  23 during the pandemic. So I'm -- you know, the more  24 you can, you know, continue to move in that  25 direction, I think that's great.</p>

<p style="text-align: right;">290</p> <p>1 Tailing on to the Chair's discussion, it 2 was great to hear that they have the -- now they 3 have the mindset that they want to go to college. 4 That's great. And to his point, let's get there; 5 right? I think that's an important piece. 6 And you already have in place a piece of 7 that, as I said before, with the dual credit, where 8 they can -- they can actually experience what it is. 9 So that's great. 10 Real quickly, you alluded to interim 11 assessments, additional interim assessments you're 12 doing to analyze that -- what interim assessments -- 13 what's that? Is that the Houghton? 14 MS. TANI ARNESS: We're changing 15 short-cycle assessment and interim assessment. But, 16 yeah, it's the READ 180 and the Star Math. 17 COMMISSIONER BECK: So those are the ones 18 that you're doing to assess that. Thank you. 19 THE CHAIR: Thank you, Commissioner Beck. 20 Commissioner Gipson. 21 COMMISSIONER GIPSON: I had a quick 22 question -- I know there's a special ed CAP that you 23 have. Was there a determination on that complaint 24 that resulted in the CAP? Is that what ended up 25 happening?</p>	<p style="text-align: right;">292</p> <p>1 Santa Fe Public, I wanted to do away with D's 2 entirely, and that didn't go over very well. 3 The -- I love the idea that you have an 4 attendance coach, someone that can really dig deep 5 in terms of, "What's holding you up, you know? And 6 be honest with me. What's holding you up? If 7 you've got to take care of your little brother and 8 sister in the morning, that's fine, but just be 9 straight with me," because then you can find 10 solutions; right? 11 The -- I appreciate the testimonials. 12 Those are always, for me, gripping, and emotional 13 and often swaying. 14 The -- the challenges I have -- I have 15 some challenges. We'll get to kind of other 16 thinking. 17 But your -- reading, writing, and math. 18 I'm sorry. We're a school that's supposed to teach 19 kids. It all comes down to that. It either does or 20 it doesn't. And if we're not in the education 21 business, then let's get out of the business 22 entirely. Just leave it to the districts to make 23 all their screw-ups. 24 I mean, the whole idea of -- which isn't 25 to say that I don't totally want Santa Fe Public</p>
<p style="text-align: right;">291</p> <p>1 MS. TANI ARNESS: Yes. So the CAP is 2 focused on an emerging area in special education 3 around tracking special ed progress in terms of 4 attendance. 5 So we are monitoring both progress and 6 attendance for our special education students. And 7 in the past, we were having the attendance team do 8 attendance improvement plans, and we will now be 9 having the IEP team doing those. 10 COMMISSIONER GIPSON: Thank you. 11 THE CHAIR: All right. 12 COMMISSIONER CARRILLO: Nobody online -- 13 no hands are going up? 14 Sure. All right. 15 COMMISSIONER CARRILLO: Thank you very 16 much for being here. As Commissioner Ingham said, 17 thank you very much for the work you're doing. It's 18 very valuable work. 19 My note here says to me, it says, "Mission 20 is noble. Clear." 21 It's a mission you're undertaking. And -- 22 and I commend you for being on that path. 23 And so I -- I love the idea that there's 24 no incompletes. And -- I mean, they're incompletes 25 and no F's. When I was on the school board for</p>	<p style="text-align: right;">293</p> <p>1 Schools and other districts to succeed. But I fully 2 believe in charter schools and their missions, their 3 innovation, all of it. 4 The scores aren't just bad; they're 5 really, really bad. And so how do you get to the 6 next level on those? And, I mean, I find that 7 troubling, and even troubling that, you know, one of 8 them is so low and actually went down. 9 And so the school has been around a long 10 time. It's been around since 2004. As with other 11 schools, I said that we've been talking about all 12 week, it's, like, at what point -- you know, if 13 there's been 20 years, at what point does someone, 14 you know, say, "You know something? Maybe this just 15 isn't working in this model," you know? 16 I come from the private sector. And it's, 17 like, there's no mercy, man. If I was hired, you 18 know -- and I have been hired in food and beverage 19 to turn sales around and everything else. It's, 20 like, "Here's the timeline you have to do it. 21 Here's what we want to see, and if we don't, you're 22 out." They make it super-duper clear. I worked for 23 Hilton and that was the case. Thankfully, I wasn't 24 out. But, still, they make it super-duper clear, 25 "This is what we're expecting."</p>

<p style="text-align: right;">294</p> <p>1 And I'll never, never forget; although --  2 it'll be etched in my mind forever. Whether you  3 like him or not, what George W. said around the --  4 will you repeat the phrase? Around low  5 expectations?  6 THE CHAIR: "The soft bigotry of low  7 expectations."  8 COMMISSIONER CARRILLO: It's so relevant  9 and so true. I'm going to -- yeah. So thank you  10 for that.  11 But I have to come back -- I come back to  12 student outcomes.  13 And my note that I return to here, with a  14 bunch of explanations -- and this has been a really  15 tough week, the toughest week in three and a half  16 years for me. Three years.  17 And I wrote, "Student outcomes. Do they  18 even matter anymore?"  19 That's what I wrote. That was my note to  20 myself. And it really -- it makes me depressed to  21 have written that.  22 And the other thing that I wrote -- and  23 this was from actually a school earlier in the  24 week -- and I even talked about this with  25 Commissioner Beck on our break.</p>	<p style="text-align: right;">296</p> <p>1 Was that funny? I'm sorry. Was that  2 funny? Was that funny?  3 So go on.  4 MS. TANI ARNESS: Our school is focused on  5 improving every single year in what we do. And we  6 work with students very closely. And we make  7 individual plans of growth for each student. And we  8 have a strong foundation in place to be able to meet  9 needs so that students can turn things around and  10 start to grow.  11 And that's where our focus is. Our focus  12 is on continuing to serve students in the best way  13 that we possibly can and to continue to improve in  14 our methods and strategies in doing that.  15 COMMISSIONER CARRILLO: Okay. And I  16 respect that very much. And then part of me says,  17 "Oh, so indefinitely." You know, the other part  18 that kind of answers that in my brain. But I -- and  19 I want you to know that I don't take anything  20 lightly, and I listen to everything that you've said  21 and all of the answers from all of the  22 Commissioners.  23 And so I'll take that as a no to the three  24 years with conditions.  25 And I think based on what -- I remember</p>
<p style="text-align: right;">295</p> <p>1 I said, "You know what? When I retire  2 from what I'm doing, I should open a charter school,  3 because then I'll have a job for life."  4 And the reason I said that is because in  5 my experience -- and none of us has the experience,  6 of course, that Chairman Gipson has -- I mean,  7 Commissioner Gipson has. But it seems like near  8 impossible to non-renew a charter and -- because  9 they're just going to go to the Secretary, and if  10 they don't like the decision, they're just going to  11 court.  12 And I see Mr. Hill here. And -- because  13 that's just what charters do. They don't like the  14 decision. Even if it's right, go to court, because  15 you'll win, on a technicality, even, sometimes.  16 And the -- so the question that I would  17 ask, is there a situation under which you would  18 accept a three-year contract with conditions? I  19 know that Mr. Hill is thinking, "No way. You are  20 nuts."  21 But I've got to ask the question. Is  22 there -- are there -- is there -- would you accept a  23 three-year? Because I think that's -- for me,  24 that's plenty of time. I want to start to see a lot  25 of progress.</p>	<p style="text-align: right;">297</p> <p>1 once Tom Brady was saying how he felt at the end of  2 every football game, it was like being in a car  3 crash. On Monday after every Sunday, it was like  4 being in a car crash. That's how I feel after these  5 three days so far.  6 I'm not going to vote to renew. I just  7 can't at this time.  8 And I hope -- hope is not a strategy. I  9 want more than anything during these annual reports  10 to see progress. I want the two kids to go to  11 college, to be an attorney, to do whatever, to own a  12 garage and fix cars, the best cars they can ever  13 fix, whatever it is.  14 But for me, today, at this moment in time,  15 I can't support a five-year contract. And just  16 thank you, anyone that's -- with the dedication to  17 do what you do.  18 And I say "for kids," but meaning also for  19 those kids between 18 and 22, I'm just so grateful  20 for all of us in the work we do for young people in  21 New Mexico.  22 MS. TANI ARNESS: Thank you.  23 THE CHAIR: Thank you. I would like to  24 take -- before we make a motion -- and if it's  25 okay -- if it's okay with the Commission, since the</p>

<p style="text-align: right;">298</p> <p>1 school -- traditionally, you all have chosen the 2 schools. Your district can make the motions. This 3 one is in my district. 4 I'd like to take a five-minute recess and 5 we'll come back together. I want to just confer 6 with Julia and some of our executive committee to 7 ensure that I have the right motion in place. Let's 8 take five minutes, and we'll be back. 9 (Recess taken, 3:42 p.m. to 3:52 p.m.) 10 THE CHAIR: All right. We're going to 11 come back together. It's 3:52. 12 Commissioner Clahchischilliage, I believe 13 you wanted to share something. 14 COMMISSIONER CLAHCHISCHILLIAGE: Good 15 afternoon and thank you for being here. This has 16 got to be a real hard setting for you, because you 17 know the numbers. You know what the concerns are. 18 And to be sitting here before us and gritting your 19 teeth and wondering how things are going to go, it's 20 got to be really grueling. 21 I am -- I guess what I heard in listening 22 to everyone present was I heard about Cesar Chavez 23 School. I heard the parents. I heard the teachers. 24 I heard everyone saying, "Yes. We are a school that 25 started back when, and we are now at this point, but</p>	<p style="text-align: right;">300</p> <p>1 going, "Whoa. Wait a minute." 2 And it fits within rights of special 3 education disabilities. 4 I'm looking at all of that, and I'm 5 thinking, okay, what is going on with leadership? 6 If we had a black-and-white approach, looking at 7 this with a black-and-white approach, the automatic 8 thinking would be we need to look at the 9 administration, the leadership of the school. 10 But what makes your school different is 11 your population and what you're working with and 12 what you're asking -- the kind of decisions you're 13 having to make. That is a flip side of what you're 14 doing. Black and white, no, you shouldn't get four 15 more years. Black and white, maybe you shouldn't 16 even exist. But the flip side, the human side of it 17 is your school that's different; I mean, truly 18 different. 19 You are the last stop for a lot of these 20 students. The last stop. Where do these students 21 go if they aren't at your school? I can't answer 22 that. Out in the streets? They -- a lot of them 23 would become homeless? A lot of them are probably 24 the parents in their family already. On and on. 25 You know what I'm talking about.</p>
<p style="text-align: right;">299</p> <p>1 we are a different type of school. We deliver this 2 type of curriculum because of the population we 3 have. The population we have are at-risk, 4 bottom-of-the-barrel students." 5 That's what -- I mean, no one said it that 6 way, but I am presenting it that way. 7 I also heard -- and I've read -- the 8 numbers. And, no, they aren't very convincing that 9 you need to go five more years. They aren't 10 convincing. 11 If -- if we're going to go strictly 12 according to data, we shouldn't give you five years. 13 We -- I'm looking at that side, and then I'm looking 14 at the other side, from the parents, the kind of 15 population you serve. And I'm looking at this, and 16 it's, like, "Okay. So where are we going to go with 17 this?" 18 I guess I'm looking at you as a leader, 19 and I'm looking at the board. And I'm listening to 20 you-all, and I can feel your heart beating. And 21 there's -- there has to be more effort put into 22 this. 23 I was looking -- my background is special 24 education. And I was looking at the complaint. And 25 this has happened three out of four years. And I'm</p>	<p style="text-align: right;">301</p> <p>1 So I look at that, and I hold the two 2 sides to myself. Which am I going to go with? The 3 black and white, the obvious? Or am I going to go 4 with the different side of your school? 5 And I choose for the five years to help 6 you take that chance and help you make more efforts 7 in getting your numbers up. 8 It's going to be hard. I mean, you've had 9 a lot against you. You've had COVID; you've had 10 recovery; you've had people trying to recover from 11 COVID, trying to recover from getting back to 12 school -- I mean, on and on and on. 13 And I'm not trying to use COVID as an 14 excuse. I am looking at it from the standpoint of 15 what actually happened. I mean, COVID fit right 16 into the lifestyle and thinking of a lot of the 17 at-risk students that you have. "We don't have to 18 go to school. We don't have to study. We don't 19 have..." -- and on and on and on. 20 And they did it. 21 So you're trying to pull them back. And I 22 can see why your numbers are the way they are. But 23 we need recovery fast. And the way to do that fast 24 is to really get strong structure, strong, strong 25 structure, so that you have something -- I mean,</p>

<p style="text-align: right;">302</p> <p>1 that's your management right there.  2 And you're going to have to just institute  3 that and just keep reminding them, "Look, this -- if  4 not this, then this."  5 And, I mean, that has to be in their mind  6 constantly. You have to brand it into their  7 thinking, because their cognitions have to change to  8 impact a change in their behavior. And that's what  9 I'm looking at.  10 So I just want to explain my vote to you.  11 And I've been sitting here listening, just grappling  12 with all of this and trying to figure out which way  13 I was going to go. Because I can see both sides.  14 They're very clear, the two sides.  15 So I am going to go with five years. But  16 I'm going to rely on you all to build in that  17 structure. Because we've had other schools who have  18 students who are low-functioning, and they've had a  19 turnaround in one year.  20 Now, a lot of circumstances are different.  21 However, get that message out there so that -- so  22 that you're protecting your institution so that you  23 can help the at-risk.  24 So I definitely will be praying for you,  25 because this is a hard challenge. But it can be</p>	<p style="text-align: right;">304</p> <p>1 requirements and timelines; and, D, that the school  2 report annually on the success of the hybrid  3 education model, how it relates to student academic  4 success at the school and actions taken based on the  5 data.  6 The specific immediate actions needed on  7 Items 2-A through D above will be outlined in the  8 school's negotiated performance framework. The  9 first annual report will confirm completion of each  10 item, or, if the concern is not corrected, will  11 identify the uncorrected, unsatisfactory performance  12 on each item that will be subject to further Public  13 Education Commission action.  14 COMMISSIONER BURT: Second.  15 THE CHAIR: We have a second. So now  16 we're in discussion of the -- of the motion.  17 COMMISSIONER BECK: A quick little  18 grammatical error. "Successful." Not  19 "successfully."  20 THE CHAIR: I accept that. If that's a  21 friendly amendment, we can make that --  22 COMMISSIONER BECK: That's a friendly.  23 THE CHAIR: Great. Thank you for that,  24 both Commissioners.  25 COMMISSIONER CARRILLO: So would you</p>
<p style="text-align: right;">303</p> <p>1 done. It can be done. So thank you very much.  2 MS. TANI ARNESS: Thank you, Commissioner  3 Clahchischilliage.  4 THE CHAIR: Thank you, Commissioner.  5 You ready for a motion?  6 I move that the Public Education  7 Commission approve the application for Cesar Chavez  8 Community School for a five-year term, from 2024 to  9 2029, with the following conditions:  10 1. To improve individual student academic  11 growth, beginning with specific immediate action to  12 correct student academic growth that is presently  13 below State standards, and report data from the  14 school's assessment back to the PEC by the June PEC  15 meeting each year.  16 2. That the school's record of  17 performance demonstrates, A, continuous student  18 academic growth; B, student graduation rate growth  19 beginning with specific immediate action to increase  20 student graduation rates that are presently below  21 State standards; C, that the needs of special  22 education students are being adequately addressed  23 through the successfully (verbatim) completion of  24 the Public Education Department's special education  25 Corrective Action Plan in accordance with PED</p>	<p style="text-align: right;">305</p> <p>1 accept -- did you call me?  2 THE CHAIR: Yes.  3 COMMISSIONER CARRILLO: So would you  4 accept a friendly amendment to make that a  5 three-year term instead of a five?  6 THE CHAIR: Commissioner Carrillo, I  7 appreciate your suggestion and friendly amendment.  8 But, no, I would not accept that.  9 Commissioner Burt.  10 COMMISSIONER BURT: Thanks. So I'll be  11 supporting this. And I think generally, the way I  12 would like to see conditions work are just part of  13 the annual report -- right? -- that they're pieces  14 that we really want to focus on and see highlighted  15 as part of your annual report, and that way we can  16 really -- you have that additional monitoring  17 oversight.  18 But I asked for the first one to be pulled  19 out separately. And it is the individual student  20 academic growth. I think there's ways in which we  21 can look at how exactly that looks. You know, I  22 don't think it has to be from the State assessment;  23 it shouldn't be. And I think it can be done in a  24 different way.  25 But the reason why I felt like it would be</p>

<p style="text-align: right;">306</p> <p>1 a good idea to have it separate from the annual 2 report and for the school to come and report their 3 data to the PEC by the June meeting each year is so 4 that it gives you that little bit of time at the end 5 of the year to do those end-of-year assessments, 6 look at the growth data, specifically, and have that 7 conversation before the summer starts, before the 8 next school year starts, before, you know, you get 9 the annual report later on, so we can just have that 10 more immediate interaction with each other instead 11 of waiting for that annual report later on. 12 So that was the intention of having 13 specifically that academic growth. Because I do 14 think, in listening to Chair Brauer talk about that 15 transition from loving students holistically, being 16 genuinely holistically, academically as well, and 17 pushing them academically, I think that's the 18 piece -- that's where I would like to see the school 19 go as well and be a success story in caring for them 20 and who they are as a person, and that as well. So 21 that's the -- why I asked for it to be out 22 separately, and why I'll be supporting this motion. 23 THE CHAIR: Thank you. 24 Any other comments on the motion before we 25 move forward?</p>	<p style="text-align: right;">308</p> <p>1 I'm not going to look at you. 2 THE CHAIR: I also want to say -- I also 3 saw you, Commissioner Carrillo. 4 I also just want to say I think I'm in 5 favor of this motion, not just because I made this, 6 but I think this -- this strikes a balance between 7 knowing what population of students that this school 8 supports, and ensuring that that population of 9 students are going to receive the very best in terms 10 of education, in terms of social-emotional learning 11 supports, in terms of nurturing in the best possible 12 way. 13 And I think that this gives the school a 14 really good ramp to -- to address the needs that we 15 see within -- within academics, but also more 16 importantly, for me, what every student is deserving 17 of. 18 Commissioner Carrillo. 19 COMMISSIONER CARRILLO: I'm voting against 20 this, because I do believe it would need to be a 21 three-year to make -- to satisfy me there. And then 22 I'd like to ask Chair Brauer just to be able to make 23 a brief comment after all -- after the vote. 24 THE CHAIR: Certainly. 25 Seeing no other comments, Vice Chair Burt</p>
<p style="text-align: right;">307</p> <p>1 Commissioner Carrillo. 2 COMMISSIONER CARRILLO: It would seem 3 that, procedurally, that needed to be directed to 4 all of us and not to the audience -- or the 5 petitioners, just, you know, because it's the motion 6 thing. 7 So, no, then this has to wait until after 8 my vote, the comment. I'm thinking about what I'm 9 going to say and how it won't fit in with the 10 specific motion. 11 THE CHAIR: Thank you, Commissioner 12 Carrillo. I just want to say, for the record, Vice 13 Chair Burt said, "This is -- I'm going to vote for 14 this for this reason." That's how she started her 15 comments. 16 COMMISSIONER CARRILLO: Cool. 17 THE CHAIR: Commissioner Gipson. 18 COMMISSIONER GIPSON: I fully support 19 this. And I'm hoping that, through the performance 20 framework and the contract negotiations, 21 specifically, we can look at those alternative means 22 to show the school's progress. And, hopefully, that 23 will help guide the State to reengage in that 24 conversation, that we can be the -- you know, in the 25 forefront of leading that.</p>	<p style="text-align: right;">309</p> <p>1 can you go ahead and take a roll-call vote, please? 2 COMMISSIONER BURT: Commissioner Ingham. 3 COMMISSIONER INGHAM: Yes. 4 COMMISSIONER BURT: Commissioner Taylor. 5 COMMISSIONER TAYLOR: Yes. 6 COMMISSIONER BURT: Chair Brauer. 7 THE CHAIR: Yes. 8 COMMISSIONER BURT: Vice Chair Burt, yes. 9 Commissioner Beck. 10 COMMISSIONER BECK: Yes. 11 COMMISSIONER BURT: Commissioner 12 Clahchischilliage. 13 COMMISSIONER CLAHCHISCHILLIAGE: 14 Absolutely. 15 COMMISSIONER BURT: Commissioner Gipson. 16 COMMISSIONER GIPSON: Yes. 17 COMMISSIONER BURT: Commissioner Carrillo. 18 COMMISSIONER CARRILLO: No. 19 COMMISSIONER BURT: And Commissioner 20 Manis. 21 COMMISSIONER MANIS: No. 22 COMMISSIONER BURT: All right. That 23 passes, seven to two. 24 THE CHAIR: Thank you so much, 25 Cesar Chavez. Congratulations.</p>



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1 MS. TANI ARNESS: Thank you very much for  
 2 your time and your consideration. I appreciate the  
 3 depth of thought that you're bringing to alternative  
 4 schools overall.  
 5 THE CHAIR: And we look forward to working  
 6 with you and partnering and ensuring that we are  
 7 following through on our promise.  
 8 Commissioner Carrillo?  
 9 COMMISSIONER CARRILLO: The -- whether or  
 10 not I'm here in five years, I would say that it's  
 11 really important -- it's incumbent upon you as the  
 12 board chair, Ms. Verde-Claro, to oversee all of  
 13 this. Because often -- I mean, there's that layer,  
 14 and it's a good layer to have, of the autonomy of  
 15 the school where we don't get involved.  
 16 But in terms of the accountability piece,  
 17 it's the board that holds admin staff accountable.  
 18 And I mentioned this to somebody earlier  
 19 in the week. And it's, like -- so you have a big  
 20 job, because the school's been around a really long  
 21 time, and you have a high mountain to climb.  
 22 And it's incumbent upon -- I'm not going  
 23 to say you, personally -- and the other board  
 24 members to say, "Is this the team?"  
 25 And if it's not, you have to dig deep the

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1 way any board that's really effective has to. I  
 2 wish you all the very, very best.  
 3 THE CHAIR: Thank you. It's 4:09. We're  
 4 going to be in recess until approximately 8:00  
 5 tomorrow morning. Thank you so much, and safe  
 6 travels, everyone.  
 7 (Proceedings in recess at 4:10 p.m.)  
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1 BEFORE THE PUBLIC EDUCATION COMMISSION  
 2 STATE OF NEW MEXICO  
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 14 In testimony whereof, I have hereunto set my  
 15 hand on December 22, 2023.  
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2 STATE OF NEW MEXICO

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14 In testimony whereof, I have hereunto set my  
15 hand on December 22, 2023.

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18 *Cynthia Chapman*

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SANTA FE OFFICE  
119 East Marcy, Suite 110  
Santa Fe, NM 87501  
(505) 989-4949  
FAX (505) 843-9492



MAIN OFFICE  
201 Third NW, Suite 1630  
Albuquerque, NM 87102  
(505) 843-9494  
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BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS  
CHARTER SCHOOL RENEWAL HEARINGS

December 14, 2023

8:00 a.m.

Mabry Hall, Jerry Apodaca Education Building

300 Don Gaspar

Santa Fe, New Mexico

AND

Via Zoom Webinar

J. School of Dreams Academy

K. Albuquerque Aviation Academy

L. Dream Diné Charter School

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

Bean & Associates, Inc.

Professional Court Reporting Service

201 Third Street, NW, Suite 1630

Albuquerque, New Mexico 87102

JOB NO.: 8955N (CC)

2	<p>1 APPEARANCES</p> <p>2 COMMISSIONERS:</p> <p>3 ALAN BRAUER, Chair</p> <p>4 REBEKKA BURT, Vice Chair</p> <p>5 TIMOTHY BECK, Member</p> <p>6 STEVEN J. CARRILLO, Member</p> <p>7 SHARON CLAHCHISCHILLIAGE, Member</p> <p>8 PATRICIA GIPSON, Member</p> <p>9 STEWART INGHAM, Member</p> <p>10 K.T. MANIS, Member</p> <p>11 MICHAEL TAYLOR, Member</p> <p>12</p> <p>13 PED STAFF:</p> <p>14</p> <p>15 CORINA CHAVEZ Director</p> <p>16 Charter School/Options for</p> <p>17 Parents and Families Division</p> <p>18</p> <p>19 DR. BRIGETTE RUSSELL, Deputy Director</p> <p>20 Charter School/Options for</p> <p>21 Parents and Families Division</p> <p>22</p> <p>23 LUCY VALENZUELA, Technical Assistance and</p> <p>24 Training Specialist</p> <p>25 Charter School/Options for Parents</p> <p>and Families Division</p> <p>MISSY BROWN Technical Assistance and Support and</p> <p>Training Administrator</p> <p>Charter School/Options for</p> <p>Parents and Families Division</p> <p>MARTICA DAVIS Authorizing Practices Administrator</p> <p>SHARYN PEREA, Liaison to PEC</p> <p>COUNSEL TO THE PEC:</p> <p>JULIA HOSFORD BARNES, ESQ.</p> <p>Barnes Mediation and Law, PC</p> <p>200 W. DeVargas Street, Suite 7</p> <p>Santa Fe, New Mexico 87501</p>	4
3	<p>1 INDEX TO PROCEEDINGS</p> <p>2 PAGE</p> <p>3 J. SCHOOL OF DREAMS ACADEMY 5</p> <p>4 1. Public Education Department 6</p> <p>5 Evaluation</p> <p>6 2. School Comments 13</p> <p>7 3. Public Comment 38</p> <p>8 4. PEC Questions 49</p> <p>9 5. Vote on Renewal 153</p> <p>10 K. ALBUQUERQUE AVIATION ACADEMY 155</p> <p>11 1. Public Education Department 155</p> <p>12 Evaluation</p> <p>13 2. School Comments 159</p> <p>14 3. Public Comment 162</p> <p>15 4. PEC Questions 167</p> <p>16 5. Vote on Renewal 199</p> <p>17 L. DREAM DINÉ CHARTER SCHOOL 200</p> <p>18 1. Public Education Department 201</p> <p>19 Evaluation</p> <p>20 2. Tribal Consultation 207</p> <p>21 3. School Comments 216</p> <p>22 4. Public Comment 236</p> <p>23 5. PEC Questions 259</p> <p>24 5. Adjourn 327</p> <p>25 REPORTER'S CERTIFICATE 328</p> <p>ATTACHMENT: 1. List of Attendees</p>	5
	<p>1 THE CHAIR: Well, good morning, everyone.</p> <p>2 I'm going to go ahead and call our meeting back to</p> <p>3 order from our recess from yesterday.</p> <p>4 Congratulations. We're on our last day of</p> <p>5 renewals, and then we just have our regular meeting</p> <p>6 on Friday.</p> <p>7 Before we jump in, let's do a quick -- a</p> <p>8 quick roll call.</p> <p>9 All right. I'm going to go ahead and do</p> <p>10 the roll call.</p> <p>11 Do you want to do it? Okay. Go ahead.</p> <p>12 No, that's okay. I didn't want to interrupt you.</p> <p>13 VICE CHAIR BURT: Chair Brauer.</p> <p>14 THE CHAIR: Present.</p> <p>15 VICE CHAIR BURT: Vice Chair Burt is here.</p> <p>16 Secretary Armijo, not present.</p> <p>17 Commissioner Beck.</p> <p>18 COMMISSIONER BECK: Here.</p> <p>19 VICE CHAIR BURT: Commissioner</p> <p>20 Clahchischilliage.</p> <p>21 COMMISSIONER CLAHCHISCHILLIAGE: Here.</p> <p>22 VICE CHAIR BURT: Commissioner Ingham.</p> <p>23 COMMISSIONER INGHAM: Here.</p> <p>24 VICE CHAIR BURT: Commissioner Gipson.</p> <p>25 COMMISSIONER GIPSON: Here.</p>	
	<p>1 VICE CHAIR BURT: Commissioner Taylor.</p> <p>2 COMMISSIONER TAYLOR: Here.</p> <p>3 VICE CHAIR BURT: Commissioner Manis.</p> <p>4 COMMISSIONER MANIS: Here.</p> <p>5 VICE CHAIR BURT: Commissioner Carrillo.</p> <p>6 COMMISSIONER CARRILLO: Here.</p> <p>7 VICE CHAIR BURT: We have a quorum of</p> <p>8 nine, and all here.</p> <p>9 THE CHAIR: Great. Thank you.</p> <p>10 Thank you, Vice Chair.</p> <p>11 And thank you, all, for coming up,</p> <p>12 especially those of you from the south that came up</p> <p>13 early this week, and also the ones that came up last</p> <p>14 night.</p> <p>15 All right.</p> <p>16 Welcome, School of Dreams. I'm going to</p> <p>17 share the quick agenda that you're probably very</p> <p>18 familiar with, and then we'll jump right in.</p> <p>19 So the first item on our agenda will be</p> <p>20 the Public Education Department's evaluation. And</p> <p>21 then you'll have a chance for 30 minutes to do your</p> <p>22 school comments and presentations. I think --</p> <p>23 Missy, do you already have the presentation?</p> <p>24 MS. MISSY BROWN: The school is going to</p> <p>25 be sharing their presentation.</p>	

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1 THE CHAIR: Great. And then we'll have  
 2 public comment, starting with folks on Zoom and then  
 3 people in the room with us.  
 4 And then we'll do PED (verbatim) questions  
 5 and comments.  
 6 And then we'll do our final vote.  
 7 Charter School Director Chavez, the floor  
 8 is yours.  
 9 DIRECTOR CORINA CHAVEZ: Thank you, Chair  
 10 Brauer.  
 11 Good morning. Good morning, School of  
 12 Dreams Academy. Welcome to your hearing, especially  
 13 on this snowy Thursday morning.  
 14 I'm here to provide the PED evaluation of  
 15 School of Dreams Academy, also know as SODA, located  
 16 in Los Lunas, New Mexico. It is the only school of  
 17 choice in that district.  
 18 The school first applied to the Public  
 19 Education Commission in 2008. It was one of the  
 20 first applications once the PEC gained authorizing  
 21 authority. I remember visiting the school in its  
 22 first year in the fall of 2009, and I was part of  
 23 the review team this year. All I can say is that  
 24 it's come a long way.  
 25 This is the school's third renewal with

7

1 the PEC. The Charter Schools Division conducted the  
 2 school school's site visit on Monday, October 2nd.  
 3 The team included Martica Davis, Brigitte Russell,  
 4 Kristen LaVolpa, and me.  
 5 The school is large, with almost 600  
 6 students, K through 12, and a pre-K program that  
 7 serves close to 90 students.  
 8 During the site visit, we were able to  
 9 observe, and, during the focus groups, hear about  
 10 how the school has been able to implement the  
 11 educational program as written in the charter  
 12 contract with STEAM, dual credit, advisories.  
 13 I personally observed a couple of  
 14 classrooms that were pretty innovative. One was an  
 15 archery class, and another was the agricultural  
 16 teacher teaching veterinarian sciences to the  
 17 students. It's a much-loved class. And I ran into  
 18 a former colleague and student in our MBA program  
 19 who is now teaching piano at the school.  
 20 The school's mission is that the School of  
 21 Dreams Academy is to graduate students of the  
 22 Rio Grande Valley who embrace an education that  
 23 emphasizes science, technology, engineering, arts,  
 24 and mathematics, while focusing on developing  
 25 well-rounded individuals with good character ready

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1 for post-secondary success.  
 2 The Charter Schools Division recommends a  
 3 renewal for the five years with the following  
 4 conditions, which are based on criteria required by  
 5 law for charter renewals.  
 6 Condition No. 1: Due to repeat audit  
 7 findings, largely due to the actions on the part of  
 8 the school's foundation, the School of Dreams failed  
 9 to meet generally accepted standards of fiscal  
 10 management. Therefore, school leadership and the  
 11 governing board will correct all items on the  
 12 financial Corrective Action Plan and report to the  
 13 PEC by June 30th, 2024.  
 14 The school leadership and governing board  
 15 will improve financial systems and show a consistent  
 16 decrease in the number and severity of audit  
 17 findings for the duration of the charter term.  
 18 Also, the school's foundation will provide annual  
 19 fiscal disclosures to the CSD and PEC.  
 20 Condition No. 2: SODA violated any of the  
 21 provisions of law for which the charter school was  
 22 not specifically exempted, as the school has Working  
 23 To Meets for Indicator 1.c., rights of students with  
 24 disabilities, on their performance framework three  
 25 out of the four years of the term. And CSD recently

9

1 learned the school was -- actually, it's not recent.  
 2 We recently learned that the school was -- has  
 3 continued on with the special ed Corrective Action  
 4 Plan.  
 5 I believe that there may have been some  
 6 more recent actions to address that, but it was a  
 7 carryover from prior special ed Corrective Action  
 8 Plans. So the condition is that SODA must  
 9 successfully complete the SpEd CAP in accordance  
 10 with PED requirements and timelines.  
 11 This recommendation is based, first, on  
 12 the record of the school's performance over the  
 13 course of the contract term; second, the school's  
 14 renewal application with ratings based on a rubric  
 15 that is embedded in the application; and, third, the  
 16 adult actions to improve outcomes, as verified by  
 17 CSD at the site visit.  
 18 Terms of academic performance: We have  
 19 two years' worth of Vistas data. For the past two  
 20 years, the school has made improvements in the  
 21 performance rating, changing a Vistas designation  
 22 last year of MRI for graduation to a designation of  
 23 Traditional. Overall, Vista score increased from 42  
 24 to 56.  
 25 When we look at the graduation rates,



<p style="text-align: right;">10</p> <p>1 there is much to celebrate. In '21-'22, the  2 four-year graduation at SODA was 66. In '22-'23, it  3 was 83 percent.  4 When we look at the five- and six-year  5 graduation rates, they go up. For five-year, last  6 year was 73; this year, 76. And for the six-year  7 graduation rate, last year was 73, this year 76. So  8 there's been some really good progress, and,  9 remember, graduation rates are one year lagged.  10 With graduation growth for the four-,  11 five-, and six-year rates increasing, we asked --  12 because the school had just found out that the  13 graduating rates had increased. And so while on the  14 site visit, we asked the school, "What do you  15 accredit this to?"  16 And the school talked about a student  17 information system that provides better tracking,  18 opportunities for school staff, and being more on  19 top of it. I know that Mr. Ogas will speak more  20 about this.  21 On the Vistas website, growth indicates  22 some uneven progress amongst subgroups, but some  23 impressive growth with the SpEd population. And  24 please note, this is a school that has a much higher  25 SpEd population than the State and District.</p>	<p style="text-align: right;">12</p> <p>1 school does not show a sea of green in the  2 performance snapshot, Page 6, on the final  3 recommendation.  4 If you want to have an explanation for any  5 of the indicators that Did Not Meet Standard over  6 the charter term, or that are Working To Meet,  7 Page 18 of Part A provides those explanations.  8 The school earned a Demonstrated  9 (verbatim) for governance responsibilities and other  10 performance indicators, as recent adult behaviors  11 have reflected actions to address concerns.  12 In terms of the financial compliance, the  13 school has earned a Failing to Demonstrate progress  14 rating. My understanding is most of the financial  15 audit findings have stemmed from actions from the  16 foundation.  17 Recently, Commissioners, the school has  18 hired -- or the foundation has hired -- an  19 accountant who works with non-school entities, as  20 the accounting is different than school accounting.  21 And so this accountant is working proactively to  22 help the foundation, and we anticipate that audit  23 findings stemming from the foundation's financing  24 will be cleaner moving forward.  25 Because this is crucial to the school's</p>
<p style="text-align: right;">11</p> <p>1 With Part A, you will note that the SpEd  2 percentage was close to 40. I think, you know,  3 that -- that fluctuates with each reporting period.  4 So it may be slightly lower. But in Part A, that's  5 what we had.  6 I'm going to summarize the proficiencies  7 for the school.  8 In '22-'23, the school's proficiency rates  9 for ELA, math, and science, were 27 percent,  10 12 percent, and 23 percent respectively. These are  11 below State and district rates.  12 The school had a negative growth in both  13 ELA and math, with negative-1 percent and  14 negative-6 percent respectively.  15 So you see overall there's been some  16 uneven progress. But the school moved out of an  17 improvement school status to a traditional status,  18 so we rated the school as Making Substantial  19 Improvement.  20 In terms of performance on mission goals,  21 the school has earned a Demonstrates Substantial  22 Progress as well, with additional information  23 provided during the site visit to show goal  24 accomplishment.  25 Over the course of the four years, the</p>	<p style="text-align: right;">13</p> <p>1 clean record, we wrote the condition for the  2 foundation to report to the PEC.  3 SODA is a school that students and  4 families across generations spoke very highly of.  5 They love their school. The school is in a series  6 of portable buildings that I know the school is  7 working really hard to replace as a permanent  8 facility. And I think they deserve a better  9 facility. I know that Mr. Ogas and the team have  10 worked really hard to -- to progress that forward.  11 I think it's really important, therefore,  12 that even if the school has conditions, the school  13 should get a five-year, not a three-year renewal, as  14 that gives opportunity and sends a message of the  15 school's continuance in the community.  16 Thank you.  17 THE CHAIR: Thank you, Director Chavez.  18 Mr. Ogas and SODA team, you now have  19 30 minutes to provide your comments and  20 presentation.  21 MR. MICHAEL OGAS: Thank you. Thank you,  22 Chair Brauer and Commissioners. I would like to  23 briefly introduce the people that are with us  24 physically from the School of Dreams Academy.  25 I have the president of our governance</p>

<p style="text-align: right;">14</p> <p>1 council, Mr. David Watling; Ms. Shannon Watling, who  2 runs our CTE and FFA program; Ms. Teresa Ogas, who  3 is a founder; as well as our pre-K coordinator,  4 Mrs. Yolanda McKinley; she's vice president of our  5 governing council; Mr. Justin Salada; he is our  6 assistant principal in charge of operations; and Kim  7 Johnson does a lot of our statistics.</p> <p>8 We also have on -- we have the Vigil Group  9 online, as well as, I believe, Bill Davis, who's  10 been one of our developing partners. And I -- Rick  11 Martinez, behind me here, has been working with us  12 for a number of years in terms of our development as  13 well.</p> <p>14 If I missed anybody, I'm sorry. But I've  15 only got 30 minutes. I need to move it.</p> <p>16 So thank you for the opportunity to be  17 here. We very much appreciate coming before the  18 Commission to let you know about our school.</p> <p>19 So, basically, our school exists because  20 of a dream that Mr. Lefty Otero had. Lefty is my  21 father-in-law. He basically instilled in us the  22 need to have a public school option within our  23 community.</p> <p>24 He passed in 2015. And we're basically  25 continuing to build out on his legacy, as well as my</p>	<p style="text-align: right;">16</p> <p>1 the Public Ed concerns.</p> <p>2 Our enrollment as of two days ago is  3 567 students. We continue to go through the waiting  4 list, and by January, it should be closer to about  5 580 students, and we'll close out the year there,  6 pretty evenly distributed across grade levels.</p> <p>7 Our demographics are telling. We're  8 100 percent Free and Reduced Lunch; about 50/50 when  9 it comes to male and female; 66 percent Hispanic,  10 roughly; moving on down, 13.2 percent English  11 Language Learners; and as of two days ago,  12 32.3 percent students with disabilities that have  13 IEPs.</p> <p>14 We've been accredited through Cognia,  15 which used to be Advanced Ed, which used to be North  16 Central since 2012. We've continued that  17 accreditation. We made that promise to the Public  18 Ed Commission a couple of reviews ago that we would  19 continue that. They run on a continuous improvement  20 model, and our current accreditation is through June  21 of 2027.</p> <p>22 One of the main focuses -- one of the main  23 aspects of our charter contract is the Individual  24 Learning Plan. That has morphed throughout the  25 years, but, basically, the premise is the same, to</p>
<p style="text-align: right;">15</p> <p>1 mother-in-law, Edna Otero.</p> <p>2 As Director Chavez mentioned, we were  3 chartered in 2008, opened the doors in 2009. We  4 were in a strip mall for about seven years. Then  5 the Village of Los Lunas helped us to get onto a  6 20-acre site that we have promised to develop out.  7 And I'll talk more about where we are with that and  8 some very promising information. We're very close.</p> <p>9 I have a great administrative team and  10 governing council.</p> <p>11 And this is what our site looks like from  12 the air. We have 34 portables sitting on the  13 northeast corner quadrant of a 20-acre site. And  14 just recently, not even a year ago, the Village of  15 Los Lunas has given us control of the entire 20-acre  16 site. And I'll tell you more about that in a minute  17 about what our plans are for that.</p> <p>18 We're a STEAM school, pre-K through 12.  19 And we -- we love -- I love watching what the kids  20 can do once we give them an opportunity to create  21 and to perform.</p> <p>22 That's a picture of our very first robot.  23 We have really, really good programs -- and I'll  24 just briefly go through those, because I want to get  25 to the meat of the meeting in terms of addressing</p>	<p style="text-align: right;">17</p> <p>1 give individual credence to student learning  2 depending on meeting their needs wherever they are  3 in the continuum and trying to move them forward.</p> <p>4 We have recently, through some of our  5 additions, Mr. Salada, we've added an electronic  6 portion to that, which is tied directly to our  7 student information system.</p> <p>8 Our preschool program, like Director  9 Chavez said, has grown since its inception in 2016.  10 We had seven students at the time. Currently, we  11 have about 85, roughly, and -- 69 plus 20 -- about  12 80 -- and we have about five teachers. And with the  13 ratio of four to one, we have a lot of support staff  14 plus ancillary services that work with them.</p> <p>15 In 2022, which we'll lead into what we're  16 doing with our building, we were awarded a just  17 under \$5 million building award from the Capital  18 Outlay Committee. We have held onto that, because  19 we knew that we were going to be -- we had plans to  20 build a bigger building, and you can't have two  21 awards going on at the same time.</p> <p>22 So I'll talk more about how that fits into  23 our new building plan in just a little bit.</p> <p>24 We had, from the beginning, been involved  25 in extending our time, our day. So we were involved</p>

<p style="text-align: right;">18</p> <p>1 in K-5 Plus when it was K-5 Plus. We were also  2 involved in the ELTP program, which, basically, we  3 continue that concept today in our monthly STEAM  4 days. But we did take advantage of those  5 opportunities from day one.  6 We're also a dual-language program from  7 kindergarten through eighth grade, and we meet the  8 needs and work with students who qualify for English  9 language support all the way through twelfth grade.  10 We're working this year to try to see if  11 we can't get qualified for the bilingual seal on our  12 diploma for kids that qualify for that.  13 We've been an Early College High School  14 since 2015. We've been established and codified  15 through the College and Career Readiness Bureau.  16 Since then, we've graduated 23 students with  17 associate's degrees over the course of that time.  18 It's kind of neat to see one of our  19 students get their associate's degree a week before  20 they get their high school diploma. That happens  21 quite regularly, and I'm very proud of them.  22 They take college courses mostly through  23 UNM Valencia, some courses through CNM.  24 Once again, we're a STEAM school, and so,  25 you know, we concentrate on offering opportunities</p>	<p style="text-align: right;">20</p> <p>1 Robotics has been a mainstay of our  2 program since about 2010 is when we started the  3 robotics program. It's been extremely successful.  4 It teaches kids skills, not only work ethic, but  5 planning and design and coding and problem-solving.  6 And it's just been very beneficial throughout --  7 throughout the time that we've had it, and we  8 continue -- we just had a team come back from Dallas  9 this past week, actually right before the  10 Thanksgiving break.  11 Our FFA program is one of the more unique  12 programs in the country. We, at one point, are -- I  13 think we still are -- the only FFA program that  14 works out of a double-wide portable. And they've  15 actually come down and wanted to see what  16 Ms. Watling was doing. They've been very impressed.  17 It's one of the neatest programs you'll ever see,  18 and it has been built out tremendously by the way  19 Ms. Watling is two-time Best Teacher in Valencia  20 County as voted through the News Bulletin.  21 We have a robust art and digital arts  22 program. We have adopted the We Make Movies  23 filmmaking program a few years ago, using iPhone  24 technology to teach kids the art of filmmaking,  25 editing, film design. That takes a lot of planning</p>
<p style="text-align: right;">19</p> <p>1 in science, technology, engineering, the arts --  2 we're heavy on the arts, and we've got some really  3 cool programs with that.  4 We celebrate, you know, a lot of our  5 children, a lot of our students. We put them out  6 there in situations, and they thrive. So this is a  7 young man who, a couple of years ago, went on, got  8 appointed to West Point. One of the young ladies in  9 the picture on the lower right was one of the  10 30 Broadcom MASTERS students out of middle school  11 that was a part of a major STEAM initiative. And  12 it's a big deal to become a Broadcom MASTER. She  13 spent a week and a half in Washington, D.C.  14 We're strongly moving toward building  15 outside our very -- we've got the beginnings of a  16 really strong CTE program, everything from FFA to  17 dual-credit courses, to coding. We have girls that  18 code.  19 Our CTE initiative in the TSA program,  20 we've been nomi- -- we've had our teacher nominated  21 as the Teacher of the Year there. We've had a  22 Student of the Year in that program as well.  23 So we're moving very strongly building out  24 CTE pathways. And that's going to be a big part of  25 our school build.</p>	<p style="text-align: right;">21</p> <p>1 and work, working collaboratively.  2 Our music program is strong. We -- we are  3 in the process of building out a band. And one day  4 we'll even have a marching band. But we do  5 collaborate with Los Lunas Schools. A lot of our  6 students are allowed to participate in the marching  7 band with the Los Lunas High School.  8 Our guitar program has been stellar over  9 the years. We have had many All State guitarists,  10 and we -- up until this year, it was taught by  11 two-time Emmy Award winner Jeff Jolly, who has  12 retired, but we're trying to coax him back. We'll  13 see how that goes.  14 Graduation during the pandemic was  15 interesting. We throw that picture in there,  16 because we had a really cool parking-lot graduation  17 the first year of the pandemic. It was kind neat.  18 You know how kids walk in to a graduation ceremony?  19 These kids drove in, and it was really kind of nice.  20 We a lot of neat things during graduation and give  21 out awards and stuff like that.  22 We were very active in the community  23 during COVID. We set up five areas throughout the  24 Valley where we would -- we would serve two meals a  25 day. And we had vans and buses and everything going</p>

<p style="text-align: right;">22</p> <p>1 out to different areas of the community.</p> <p>2 We served thousands of meals during the</p> <p>3 pretty much year and a half that we -- that we had</p> <p>4 the COVID lockdown.</p> <p>5 We're building out your equity council.</p> <p>6 You know, we're at the beginnings of it. We are</p> <p>7 working with Dr. Everett Hill to kind of solidify</p> <p>8 that initiative. He's going to be coming out now in</p> <p>9 the spring again, because we've had some turnover in</p> <p>10 staff, and our equity council is still alive. We</p> <p>11 need a little more push in that area, but we're very</p> <p>12 much wanting it to become something very robust.</p> <p>13 Technology. Before the pandemic, we</p> <p>14 received an award from the Legislature and basically</p> <p>15 were able to turn our school into a Google school,</p> <p>16 which, basically, when the pandemic hit, we were</p> <p>17 able to go virtual overnight.</p> <p>18 And all we needed to do was buy 80 Zoom</p> <p>19 licenses, teach teachers how to use it, and we were</p> <p>20 up and running, long before a lot of the other</p> <p>21 schools were, and I'm very proud of that aspect.</p> <p>22 During that time, we also became part of the</p> <p>23 New Mexico Virtual Consortium. We were one of the</p> <p>24 lead schools to help with hybrid online learning</p> <p>25 during that time.</p>	<p style="text-align: right;">24</p> <p>1 standard for every class; technically, the science,</p> <p>2 math, and reading class, so all the kids are graded,</p> <p>3 so we'll know how they're doing in those areas.</p> <p>4 We also -- SODA, the elementary students</p> <p>5 have always participated in our monthly STEAM</p> <p>6 initiative. We're going to continue that. We</p> <p>7 adopted the National Geographic reading program, so</p> <p>8 that they not only learn how to read, but they get</p> <p>9 science instruction as well.</p> <p>10 We have initiated two positions in the</p> <p>11 last couple of years. We offer elementary dance two</p> <p>12 times a week to every student, and we offer</p> <p>13 elementary music. We brought in a music teacher,</p> <p>14 and she teaches music. She's full time with us.</p> <p>15 We've also hired a full-time K-12 STEM</p> <p>16 coordinator and an elementary science liaison to</p> <p>17 help supplement instruction with the teachers for</p> <p>18 science and math instruction.</p> <p>19 Under academic proficiencies, we are</p> <p>20 working hard to address the discrepancies between</p> <p>21 our academic proficiency rates and the graduation</p> <p>22 rates.</p> <p>23 Anyway, we have moved more toward being</p> <p>24 able to identify data. Some of the work that has</p> <p>25 been done within our student information system now</p>
<p style="text-align: right;">23</p> <p>1 And through that, we had representation on</p> <p>2 the Virtual Leaders Learning Alliance, which</p> <p>3 consisted of about 20 -- 20 states from around the</p> <p>4 country.</p> <p>5 We've done a significant amount of work</p> <p>6 upgrading our -- our technology areas, particularly</p> <p>7 our student information system.</p> <p>8 Mr. Salada and Mr. Howard have done a lot</p> <p>9 to digitize and to bring all of our special</p> <p>10 education and student information and graduation</p> <p>11 plans and Individual Learning Plans. And we can</p> <p>12 really look at all of our stuff real-time now,</p> <p>13 including attendance. I know that's been an issue.</p> <p>14 I'm going to show you how we're doing that.</p> <p>15 So addressing the PEC concerns that came</p> <p>16 in the letter; that's what I want to do next. I'm</p> <p>17 going to through it concern by concern.</p> <p>18 So it was noted that we could improve our</p> <p>19 STEAM offerings at the elementary level. So what</p> <p>20 we've done in that is -- one thing, we figured out</p> <p>21 that we needed to track it better and so that we</p> <p>22 could show on paper how the kids were doing and what</p> <p>23 they were doing.</p> <p>24 So we put our -- we went to a</p> <p>25 standards-based report card system. We put every</p>	<p style="text-align: right;">25</p> <p>1 brings in all testing data by student so we can look</p> <p>2 up things like SAT testing, MLSS -- you know, I'm</p> <p>3 sorry -- MSSA testing and Istation and everything on</p> <p>4 our information system, as well as attendance and</p> <p>5 that kind of thing.</p> <p>6 So we're going pretty much -- our</p> <p>7 initiative is much more data-driven and much more</p> <p>8 systemic and much more purposed than it has ever</p> <p>9 been in the past. So we're moving in that</p> <p>10 direction.</p> <p>11 We also implemented READ 180 and MATH 180</p> <p>12 at the secondary level. And that's something that</p> <p>13 students -- it's for extra reading and math help.</p> <p>14 We have weekly PLC meetings to discuss</p> <p>15 data and to discuss how we're going to implement</p> <p>16 strategies as to improve instruction in math,</p> <p>17 reading, and science.</p> <p>18 We have implemented a notion of</p> <p>19 interactive notebooks for all kids, all levels, all</p> <p>20 grades, all classes. So at different levels, kids</p> <p>21 are actually physically taking notes. They're</p> <p>22 writing -- because we've got 100 percent Chromebooks</p> <p>23 for everybody. But we figured that it's a more</p> <p>24 neurologically sound learning process to actually</p> <p>25 write.</p>

<p style="text-align: right;">26</p> <p>1 So they're all taking interactive 2 notebooks and they're working on them in different 3 ways for different classes. We've trained the 4 teachers in those areas. 5 We're also focusing on the proper use of 6 academic language at all the different levels of 7 instruction. 8 Okay. School-specific goals. 9 We ended up Meeting in that area, but it 10 was -- it was a semantic kind of thing. It was a 11 mistake on one of our parts in terms of putting the 12 word elective into -- actually, it was Mr. Kim here, 13 our data person, who caught that. Because by having 14 the word "elective," many of our students, 15 especially the middle-schoolers, didn't have enough 16 electives to meet the goals. 17 And we never meant for the word elective 18 to be in the contract. So, you know, thank you to 19 the CSD for listening to our argument and for 20 letting us recalculate and allowing us to meet -- to 21 meet that goal. 22 Our graduation rates. We've worked for 23 years to try to improve graduation rates. And along 24 with that comes attendance. You know, we've had, 25 you know, varying -- one of the things that our</p>	<p style="text-align: right;">28</p> <p>1 8.8 percent. We saw, on the new Vistas rankings, a 2 17 percent increase on our English Language Learner 3 proficiency rates. So happy about that. But we're 4 not satisfied that that's the end-all; right? We're 5 just going to keep working to make that happen with 6 the interventions and the different instructional 7 models that we have. 8 Attendance. We have a new -- a very 9 robust initiative to improve attendance. It's a 10 major priority for us. The letter we received 11 showed a 55 percent on Vistas. But the graph on the 12 bottom of this shows where we were two days ago. 13 And the reason is we hired -- lots of 14 reasons. We're -- everybody is attending more -- 15 more towards attendance with fidelity. We hired an 16 attendance liaison, who is working diligently daily, 17 holding meetings with parents, holding meetings with 18 kids, finding out where they are if they're not in 19 school. 20 And it shows, because our last -- we're 21 above 90 percent in our last 30 days. Our 22 year-to-date is almost 93 percent attendance, which 23 is a dramatic increase from 55 percent. 24 We're working hard to hit that 95 percent, 25 and that's our goal is to get above 95 percent and</p>
<p style="text-align: right;">27</p> <p>1 school does is we don't -- let me put it this way. 2 We take all children, you know. And when we take 3 all children at all levels, if we have room, we take 4 them. 5 They come with different things. We work 6 as hard as we can to try to get them to graduate. 7 Early on, sometimes that wouldn't happen. And we 8 bring them back to our credit recovery program, and 9 we continue to work. It seems to be paying off with 10 the most recent graduation rate. We're going to 11 continue with that initiative. 12 We're also better at looking at their 13 data; we're also better at looking at their credits 14 in realtime, better looking at their attendance in 15 realtime. So I think we have built the 16 infrastructures to be able to address those areas 17 and to work more consistently. 18 This was a -- a breakdown of the different 19 demographics of how the graduation panned out. Our 20 students with disabilities and our English Language 21 Learners actually saw the most dramatic increase. 22 But, overall, everybody was up around 10 percent, or 23 just under 80 percent. 24 Our EL proficiency has gone up. When I 25 received the letter from the PEC, it was</p>	<p style="text-align: right;">29</p> <p>1 have our kids in school, because if we have them in 2 school, the other things, it's a lot easier for them 3 to fall in place. 4 We had an issue with three of our teachers 5 that were noted as not having licenses. Well, 6 they -- they did have licenses. They had special 7 education licenses. The problem was me being old -- 8 and it was my fault, actually. In the old days when 9 you got a special ed license, you had to have 10 another license attached to it, either elementary ed 11 or secondary ed, with an endorsement. 12 And I missed that. We put them in 13 elementary classes. They had special ed licenses. 14 And then it kicked out. By the time it kicked out, 15 it was too late. 16 So we've corrected that, and we're making 17 sure that that doesn't happen again. I now know -- 18 even old guys can learn something -- that you can 19 have a special ed license without having an 20 elementary or secondary ed license. We've addressed 21 that. That's been taken care of, and that should 22 not happen again. 23 Our financial framework. There have been 24 issues in the past. We've done a number of things 25 to improve that, and I believe we have had our exit</p>

<p style="text-align: right;">30</p> <p>1 conference. And the Vigil Group is on as well. If 2 you have any specific questions about that, our most 3 recent exit conference -- that I can't disclose 4 exactly what it was, because they won't be released 5 till the spring -- but I can tell you, I'm -- I'm 6 allowed to tell you that you should see some 7 significant improvement throughout. So that's -- 8 I'm going to leave it at that.</p> <p>9 But we have paid a lot of attention to 10 that. We've taken -- for example, every -- every 11 audit finding and gone down and dug down into the 12 exact purchase order and what happened and those 13 kinds of things.</p> <p>14 And some of them can be questioned as to 15 maybe that should have been a finding. But that's 16 water under the bridge right now. We're just moving 17 forward with it. But I can tell you we've done a 18 lot of work in this area.</p> <p>19 The foundation hired a CPA that's -- that 20 specializes in nonprofit work. So that has helped a 21 lot. I can just say that. It's helped 22 tremendously.</p> <p>23 We are -- we accept and are looking 24 forward to the condition of reporting to the PEC on 25 our financial condition. And I'm looking forward to</p>	<p style="text-align: right;">32</p> <p>1 hopefully resolve the CAP and move forward. 2 In my mind, it's resolved, but not until 3 they write us the letter saying it's resolved. 4 Our governing board -- for the first 5 14 years, our governing board was pretty stable in 6 terms of membership. 7 In 2023, all five board members moved on, 8 for lots of different reasons. The first was 9 because he has an international business and needed 10 to attend to that. The second is a medical doctor, 11 moved his practice to Albuquerque, couldn't -- had a 12 hard time attending the meetings. A third retired 13 to spend more time with her family and church. A 14 fourth moved out of state to be with his daughter. 15 And the fifth member retired.</p> <p>16 And you-all would know her if I mentioned 17 her name. She's a wonderful 70-year servant, public 18 servant here in the state of New Mexico.</p> <p>19 We replaced these members, and all members 20 now are fully trained with their hours through the 21 current school year.</p> <p>22 That goes on to the next one in terms of 23 reporting of vacancies. We weren't very good at 24 reporting governing board vacancies, because we 25 hadn't had to do it in a while. But we know how to</p>
<p style="text-align: right;">31</p> <p>1 a good report in June whenever we're supposed to do 2 that.</p> <p>3 Special ed CAP. Okay. So those have been 4 addressed. They were addressed over a year ago, but 5 for some reason, we received the CAP from an issue 6 that happened over a year ago. Both of them 7 concerned three-year-old students, whose IEP date 8 was after the child turned three.</p> <p>9 One was because a student -- we were going 10 to hold the IEP on a Thursday. The child turned 11 three on Sunday. The mother canceled the meeting 12 for reasons where they didn't hold the IEP till 13 Monday. And that triggered the CAP.</p> <p>14 The other one was -- there was a 15 transition meeting held. IEP was getting ready to 16 be scheduled. The child had to go to Denver to have 17 heart surgery, literally, turned three in Denver, 18 came back, said they wanted to come to our school.</p> <p>19 We held the IEP. That discrepancy in 20 dates triggered the CAP. That's what that is.</p> <p>21 We -- I have a lot of people, including 22 myself, that are very knowledgeable in the area of 23 special education. We pay very close attention to 24 those kinds of things. But we have submitted the 25 information the Special Ed Bureau has asked for to</p>	<p style="text-align: right;">33</p> <p>1 do it now. That's why we missed the deadlines to 2 make that happen.</p> <p>3 Plus, during that time I was trying to 4 consider some of those people to stay on, to be 5 honest with you, because we'd all been together, 6 like, 13 years.</p> <p>7 That's what happened. Currently, we know 8 how to report and to make sure that you are informed 9 of any changes in our governing council or 10 leadership and that kind of thing.</p> <p>11 And, like I said, again, all of our people 12 have met their training hours.</p> <p>13 The financial framework and the audits. 14 We have, like I said, gone through everything. We 15 worked diligently. I believe, with the help of the 16 Vigil Group and Mr. Jennings, we've addressed many 17 of the systemic concerns that may have added to -- 18 to the reasons that we had, the audit findings. And 19 I feel comfortable moving forward that many of those 20 issues are going to be significantly resolved from 21 here on out.</p> <p>22 Same thing with the foundation finances. 23 Basically, that question came up as why does the 24 foundation have so much debt. Well, the foundation 25 was created to hold the debt for the school, like</p>

<p style="text-align: right;">34</p> <p>1 most do. The foundation helped fund the move from 2 the Riverfront property where we were, to the 3 current property right next to the Rail Runner. 4 And all of that had a lot of the 5 infrastructure to do, the Internet and all that 6 stuff, as well as moving the portables in to get us 7 started. We needed to do that because we needed to 8 build capacity to be able to actually build on that. 9 That's what we've done for the last 10 several years. We've gone from 360 students when we 11 moved out to now almost 600. That has helped us 12 build capacity, and it looks good for the finance 13 people that are actually helping us. 14 The work that we're doing -- and 15 Mr. Martinez can help answer that if we need to -- 16 is significant in terms of what we're doing to move 17 forward to try to build a building, meet the match 18 with the PSCOC, and realize something that our 19 community and our families and kids desperately 20 need. We need a new facility. 21 If you've walked through our campus, we do 22 a lot of things programmatically. The campus itself 23 is old. It's old. We spend a lot of time replacing 24 heating and cooling. 25 Other interests that you had: You wanted</p>	<p style="text-align: right;">36</p> <p>1 detailed listing of all the grants we've had over 2 the last five years and how we've utilized the 3 funds, if there's any specific questions you have in 4 that. 5 We utilized the funds very close to what 6 the grants say. We try not to put too many 7 recurring expenditures, knowing if the grants leave 8 us, then -- you know. 9 We don't receive Small School Size 10 Adjustment; we haven't since 2016. And we were very 11 cognizant when we got the extra monies to try not to 12 put recurring dollars into those. You know, we use 13 them for things like air filtration and heating and 14 cooling and, you know, that kind of stuff. 15 We are aware, like I've said before, of 16 the discrepancy between the graduation rates and the 17 proficiency rates, and we're working very hard to 18 try to find out what the root causes are for that. 19 And there's many, from coming off the pandemic, 20 where we were told at one point, "You just pass 21 everybody," to now, we're back moving towards 22 high-stakes testing. And I think we need to be. 23 But there's some transition in there, and 24 we're working with that with the families and the 25 kids and trying to do that.</p>
<p style="text-align: right;">35</p> <p>1 to see what we're doing in terms of moving forward. 2 We're going to -- we're going to continue 3 with our STEAM model. We're going to continue with 4 our early college program, building on our CTE 5 program. All the things that we're doing well, 6 we're going to continue those kinds of things. 7 One thing that we're going to ask during 8 the new contract is to see -- since we did so much 9 work for the State in terms of either hybrid, 10 virtual types of education, we'd like to see if it's 11 possible for us to become a regional virtual hybrid 12 option for those families who may need something 13 like that. 14 And we do the -- the CTE programs and the 15 early college things and the other things that we 16 offer, I think we would be a good fit for many -- 17 for many families, especially within the -- the 18 metro area from Socorro County to Bernalillo County 19 to Sandoval, where students could still come in for 20 meetings and could still come in for testing. They 21 could still come in for any specialized services 22 they might need, whether it's ELL or IEP. And we 23 feel we not only have the expertise to do it; we 24 could do it very well for you, actually. 25 Our grant funding. We did submit a</p>	<p style="text-align: right;">37</p> <p>1 Our foundation board members, in -- when 2 we first started, consisted of school employees. 3 Three of the four board members right now are not 4 school employees. I have been a part of the 5 foundation to try to help it get started. I've 6 since asked the foundation, and they did remove me 7 officially. So there's no conflict of interest. 8 None of our foundation board members have 9 ever been paid or compensated for anything. It's 10 basically been to -- to raise money for the school 11 to help the school get the building and that kind of 12 thing. 13 With respect to the building, we have 14 positioned ourselves very well to -- to do that. 15 We, now, the PSFA has ranked us number one in terms 16 of in need of a facility. The nice thing about our 17 position is we already have the pre-K award. And we 18 were told one time we had to rescind that. 19 Our most recent meeting is we're going to 20 be able to move that over to a conversion type of 21 application and allow us to ask for the entire 22 school, including the pre-K. 23 And we're going to do that right after the 24 session. And we've been working with Mr. Martinez 25 behind me, Mr. Davis, and some funders to make sure</p>

1 that we have the match money available to be able to  
2 make that happen.

3 That's it in a nutshell. Our current  
4 campus is on the upper left. The future is a  
5 rendition of what we plan on the entire 20-acre  
6 site.

7 It's aggressive. It's going to be  
8 wonderful. And, basically, you know, we have it to  
9 where we can stage it if we need to, or we can build  
10 the whole thing if we're allowed to.

11 We have tremendous partners throughout the  
12 county and throughout the state. And they are just  
13 great with us. And we have good support from the  
14 community, as you might have seen in some of the  
15 support letters that you received.

16 So that, Mr. Chair, concludes my  
17 presentation. And I stand for any questions.

18 THE CHAIR: Thank you, Mr. Ogas, in  
19 exactly 30 minutes, almost to the second. So  
20 congratulations.

21 Now, we'll move into Public Comments.  
22 Ms. Brown, we'll start with anyone online.

23 MS. MISSY BROWN: Again, if there's  
24 anybody online that would like to make public  
25 comment -- there we go. We have Mr. William Davis.

1 THE CHAIR: Mr. Davis, if you don't mind  
2 just stating your name and then spelling your name,  
3 and then you can proceed with your comments.

4 FROM THE PUBLIC: Yes, good morning. My  
5 name is William Davis. I'm a retired architect here  
6 in Albuquerque. I apologize for not being there in  
7 person this morning. My wife is ill, and I had to  
8 take her in to the doctor. But I'm attending the  
9 meeting remotely, so I appreciate you allowing me  
10 the opportunity to speak.

11 I've been working with and on behalf of  
12 the School of Dreams since the occupancy of its  
13 first physical building. And I have been working  
14 very closely with them since before COVID to ensure  
15 that they had in place everything they needed to  
16 have to be able to realize new facilities for the  
17 school as soon as possible.

18 I firmly believe we're in the best  
19 position that we've ever been in in regards to new  
20 facility design and construction since the school  
21 started, and I look forward to working with the  
22 school wholeheartedly in realizing this large  
23 ambition this coming year.

24 I can honestly tell you that I don't know  
25 of any harder-working administration and staff than

1 the people that I know at the School of Dreams  
2 Academy in Los Lunas.

3 I've worked with a number of charter  
4 schools, both in New Mexico and out of the state  
5 over the last 20 years to realize facilities. And I  
6 have to say that the School of Dreams is the  
7 hardest-working group of people that I've had the  
8 fortune of working with to realize new facility for  
9 the students.

10 I've spent the majority of my career  
11 working with educational institutions on new  
12 facilities around the world. I spent ten years  
13 overseas developing new facilities in third-world  
14 countries. And I can tell you that new facilities  
15 have a major impact on the way that students attain  
16 graduation, the way they approach their educational  
17 responsibilities. New school facilities and decent  
18 school facilities have a huge impact on the outcome  
19 of the school.

20 And I fully believe that, in the near  
21 future, when we have a chance to convert our  
22 application with the PSCOC, that they will look upon  
23 the school most favorably in the granting of new  
24 school construction.

25 We've also involved other entities to

1 assist us with various elements of the new school  
2 construction. And I look forward to working with  
3 the school for many years to make sure that this is  
4 a reality and that the students have a great place  
5 to learn. And I appreciate you allowing me the  
6 opportunity to speak this morning.

7 THE CHAIR: Thank you, Mr. Davis. And I  
8 wish your family wellness and health, for sure.

9 FROM THE PUBLIC: Thank you very much.

10 THE CHAIR: Anyone else online?

11 Is there anyone else online that would  
12 like to speak? Please feel free to raise your  
13 digital hand, if you'd like.

14 All right. Thank you.

15 Then anyone in the room who would like to  
16 speak?

17 MS. MISSY BROWN: Yes. We have two in the  
18 room that signed up. There might be people who  
19 didn't get a chance to sign up.

20 Mr. Kim Johnson.

21 THE CHAIR: Mr. Johnson, if you could come  
22 up to the microphone, please. And you can use  
23 either one. And if you don't mind just starting  
24 with spelling your name as well. Thank you.

25 FROM THE FLOOR: All right. Mr. Chairman



42	<p>1 and members of the Commission, I've been working 2 with the School of Dreams since -- when? 2015, I 3 believe.</p> <p>4 THE CHAIR: If you don't mind sharing your 5 name and spelling it for our court reporter.</p> <p>6 FROM THE FLOOR: Kim Johnson. I have been 7 analyzing data for SODA for -- since 2015, a long 8 time, eight years now. And I have done the same 9 thing for many other schools and a couple of 10 districts.</p> <p>11 And I just want to say that this is one of 12 the most aggressive, hard-working group of people 13 that I've ever seen. And they pay attention to the 14 data when you show it to them. You'd be surprised 15 how many schools don't pay attention to the data.</p> <p>16 And so, you know, I -- my intent is to -- 17 is to -- is to help them, with the data, understand 18 exactly what it means in terms of trending and stuff 19 like that. But the -- you know, my wholehearted 20 recommendation for SODA. And that's probably enough 21 on that.</p> <p>22 THE CHAIR: Thank you. Appreciate it.</p> <p>23 MS. MISSY BROWN: Next we have Wayne 24 Sherwood.</p> <p>25 MR. WAYNE SHERWOOD: Okay. Good morning.</p>	44	<p>1 is three years later, and I'm watching a newscast or 2 something, and there's one of my former students at 3 SODA for UNM-Valencia campus doing a commercial.</p> <p>4 So these were the type of students who 5 probably wouldn't even attend school anymore, but 6 they were attending school, going to college, and 7 graduating from college.</p> <p>8 So some of the first things that I learned 9 there is Mr. Ogas asked me, he goes, "Well, have you 10 ever done a dual-credit class?"</p> <p>11 I'm, like, "No." 12 He said, "Well, do you want to?" 13 I'm, like, "Okay, sure."</p> <p>14 So we did a dual-credit math class with 15 the students. And it was just really interesting to 16 work with a professor from the UNM campus, the 17 Valencia campus, and having the students work with 18 them.</p> <p>19 And I worked with them every day, the 20 students, and then the professor would come in once 21 a week and help us, and then they were always 22 available online.</p> <p>23 This is something new to me. SODA was 24 kind of a trend-setter in that the way that they 25 were already doing a lot of what the online schools</p>
43	<p>1 Good morning, Commissioners, Commissioner. My name 2 is Wayne Sherwood. W-a-y-n-e S-h-e-r-w-o-o-d. I am 3 speaking on behalf of SODA, not as Public Charter 4 Schools of New Mexico. I actually was a teacher at 5 SODA. And this was my first experience in charter 6 schools when I started with School of Dreams 7 Academy.</p> <p>8 I had been a regular public schoolteacher 9 in many schools throughout the state and out of the 10 state. It was very eye-opening to me, because, 11 first of all, we were in this strip mall right by 12 this highway. We were by the river, which was nice.</p> <p>13 But it was -- here we had all these kids 14 coming to school in these -- I don't know -- 15 storefront office buildings. And the kids wanted to 16 come to school. And that's what impressed me the 17 most.</p> <p>18 First, the teachers were so dedicated. 19 They were dedicated to the program. We had 20 robotics. We had dance. There were so many 21 programs that SODA offered these kids. It was 22 bringing these kid from the community that typically 23 would not be attending school at all but were coming 24 to school at SODA and graduating.</p> <p>25 And what was impressive to me is here it</p>	45	<p>1 are doing now, they were already doing, which was 2 eight years ago when they were doing this.</p> <p>3 So I really appreciate what Mike and 4 everybody else has done for SODA in the 5 Los Lunas-Belen area. I have a lot of family from 6 that area. And they respect the school. I know a 7 lot of teachers that have been in that area. So I 8 highly recommend SODA.</p> <p>9 THE CHAIR: Thank you, Mr. Sherwood. 10 Anyone else in the room that would like to 11 speak?</p> <p>12 Go ahead, sir.</p> <p>13 If you don't mind stating your name and 14 spelling it for us, you can go ahead.</p> <p>15 FROM THE FLOOR: Mr. Chair, Commission, 16 great to see some of you again. Representative, 17 always good to see you.</p> <p>18 My name is Rick Martinez. R-i-c-k 19 M-a-r-t-i-n-e-z. I misspelled the sign in my yard 20 the other day. Imagine that.</p> <p>21 I've been with SODA the last three years 22 as a consultant. I'm working mostly on getting a 23 new facility for them. But we've had so many 24 different meetings with partners, and I see the 25 expansion of a lot of folks wanting to kind of hook</p>

<p style="text-align: right;">46</p> <p>1 up with SODA.</p> <p>2 And one great example that we're working</p> <p>3 on right now is New Mexico Tech, which is a huge</p> <p>4 plus for the entire region -- but go back a little</p> <p>5 bit.</p> <p>6 When I first -- when I first went to SODA</p> <p>7 and saw the portables, I literally asked, "Where is</p> <p>8 the school?" And it's all the portables, and I</p> <p>9 didn't realize that.</p> <p>10 So we've been working real close with</p> <p>11 Mr. Davis, who spoke earlier, and Mr. Ogas, and, of</p> <p>12 course, Dr. Kim Johnson and a few others, is really</p> <p>13 getting the school elevated to a point where we</p> <p>14 could have the conversations with a lot of federal</p> <p>15 partners and state partners and local partners.</p> <p>16 And in the last couple of years, we worked</p> <p>17 really close with the staff of the Public School</p> <p>18 Facilities Authority in getting inspections and</p> <p>19 helping -- getting advice, getting guidance from</p> <p>20 them.</p> <p>21 So we've got ourself to the point now</p> <p>22 where we're probably going to be the number</p> <p>23 one-ranked school in the state to build a school in</p> <p>24 the list, the ranking list of the PSFA, according to</p> <p>25 the conversations with them.</p>	<p style="text-align: right;">48</p> <p>1 When you look at the percentages for the match, a</p> <p>2 State charter school will never be able to do that.</p> <p>3 There are a number of things you have to meet to</p> <p>4 request exemptions and stuff like that. And we're</p> <p>5 at that point and working to get a match now.</p> <p>6 I wanted to say all that because if you</p> <p>7 looked at that last slide that Mr. Ogas presented,</p> <p>8 you see the rendering of what we're looking at.</p> <p>9 We're talking about building a beautiful 20-acre</p> <p>10 campus with trade school classes. Some of the</p> <p>11 partners of the trade school, Mr. Ogas can mention</p> <p>12 later. But there's all these partners that want to</p> <p>13 be a part of this school.</p> <p>14 When you think about it, in that region,</p> <p>15 trades in that region is really important. So</p> <p>16 working with those partners, building the school,</p> <p>17 building the campus where we can have those trade</p> <p>18 facilities and really just create this beautiful</p> <p>19 20-acre educational facility for the entire region.</p> <p>20 And so I feel very proud of being part of</p> <p>21 that, because, as you've been told by others, the</p> <p>22 hard work and dedication of the staff and -- and the</p> <p>23 board and, of course, the administration of the</p> <p>24 school is really, really mind-boggling, and it's</p> <p>25 great to see.</p>
<p style="text-align: right;">47</p> <p>1 And I would remind you that a State</p> <p>2 charter school is almost impossible to get a school</p> <p>3 built by the PSFA.</p> <p>4 I also represent the Albuquerque Sign</p> <p>5 Language Academy, who happens to be the first</p> <p>6 charter school ever to get an award from the PSFA.</p> <p>7 And so that was hard.</p> <p>8 And so based on some of that experience, I</p> <p>9 brought that also to the SODA. So -- but it's hard,</p> <p>10 because you don't have a school district to back</p> <p>11 you. You can't go out to the public market -- you</p> <p>12 can go to the bonding market, if you're a school</p> <p>13 district -- when you're a State-chartered charter</p> <p>14 school. It's really hard to get this.</p> <p>15 Again, we will be ranked really high to</p> <p>16 get a school built. It took us a couple of years to</p> <p>17 get to that point. But a lot of great meetings with</p> <p>18 folks, inspections at the school, and, again,</p> <p>19 meeting with some of our legislative partners and</p> <p>20 the PSFA staff also, and the administration.</p> <p>21 But I say all that because it took these</p> <p>22 years to just build a brand to even get to the point</p> <p>23 to even hold these conversations. Now we're there.</p> <p>24 The other thing is we're required to have</p> <p>25 a match. Every school is required to have a match.</p>	<p style="text-align: right;">49</p> <p>1 So I just wanted to say that real quick,</p> <p>2 Mr. Chair. I'm also here if you have any other</p> <p>3 questions when the meeting continues. Thank you.</p> <p>4 THE CHAIR: Thank you, sir.</p> <p>5 Do you see anyone else?</p> <p>6 MS. MISSY BROWN: No one else.</p> <p>7 THE CHAIR: All right. Thank you very</p> <p>8 much.</p> <p>9 We're going to move into our third part of</p> <p>10 our agenda -- sorry, fourth part -- which is our PEC</p> <p>11 questions.</p> <p>12 You know, I know I said this yesterday,</p> <p>13 but I also just want to just remind the Commission</p> <p>14 that, you know, definitely ask questions around</p> <p>15 special education. But we just want to make sure,</p> <p>16 especially since some of the data is masked for</p> <p>17 SODA, that we don't get into, like, such specifics.</p> <p>18 And Mr. Ogas and your team, also we want to make</p> <p>19 sure we're protecting your students, especially as</p> <p>20 we get into specific smaller groups that you have.</p> <p>21 I just want us to be cognizant of that as</p> <p>22 we move forward.</p> <p>23 Commissioner Carrillo.</p> <p>24 COMMISSIONER CARRILLO: Thank you very</p> <p>25 much. I'll have my questions later. Essentially, I</p>

50	<p>1 just wanted to make a comment to you first.</p> <p>2 Thank you for just being so thorough in</p> <p>3 addressing the letter that you were sent and all the</p> <p>4 different points. I don't -- you might be the only</p> <p>5 school who really did that, really addressed each</p> <p>6 item that was on your list.</p> <p>7 So I'll have other things for later, but I</p> <p>8 just want to thank you for being so thorough.</p> <p>9 MR. MICHAEL OGAS: Thank you,</p> <p>10 Commissioner.</p> <p>11 THE CHAIR: Thank you, Commissioner</p> <p>12 Carrillo. Many of us, as Commissioners, were</p> <p>13 thinking that same thing. It's good to see you were</p> <p>14 sweating the details on that, Mr. Ogas and team.</p> <p>15 Looking to the left and the right. I have</p> <p>16 a bias towards the left, but I'm really working on</p> <p>17 that.</p> <p>18 Commissioner Beck.</p> <p>19 COMMISSIONER BECK: Good morning. Did you</p> <p>20 guys come up this morning?</p> <p>21 MR. MICHAEL OGAS: Yes, sir.</p> <p>22 COMMISSIONER BECK: Ooh. I bet you that</p> <p>23 was pretty hard.</p> <p>24 MR. MICHAEL OGAS: Not until we hit</p> <p>25 Santa Fe proper.</p>	52	<p>1 COMMISSIONER BECK: No, no, no. That's</p> <p>2 fine.</p> <p>3 So I've had a lot of experience with PLCs.</p> <p>4 How do you structure your PLCs? Do you structure it</p> <p>5 by content area? Do you structure it by grade?</p> <p>6 Horizontally? Vertically? How do you do those?</p> <p>7 MR. MICHAEL OGAS: Commissioner Beck,</p> <p>8 we -- a little bit of both, actually. We have great</p> <p>9 combinations because we're a small elementary</p> <p>10 school, for example. So we do second through fourth</p> <p>11 sometimes, depending on what we're doing. So we</p> <p>12 have some progression throughout the grade levels.</p> <p>13 And then at the secondary level, we do</p> <p>14 content areas, as well as -- now that we're -- we've</p> <p>15 been moving into CTE areas for a number of years</p> <p>16 now. But we do have different groups coming</p> <p>17 together who do offer CTE offerings, for example.</p> <p>18 So it's a combination of both.</p> <p>19 COMMISSIONER BECK: And how long do they</p> <p>20 meet in the weekly meetings?</p> <p>21 MR. MICHAEL OGAS: Chair Brauer,</p> <p>22 Commissioner Beck, usually about 40 minutes,</p> <p>23 45 minutes is what we get. One of the things we're</p> <p>24 going to look at when we renegotiate the contract is</p> <p>25 our instructional day, because I did emphasize that</p>
51	<p>1 COMMISSIONER BECK: Thank you for coming</p> <p>2 so early and coming through that. We appreciate</p> <p>3 that.</p> <p>4 And thank you for the presentation. You</p> <p>5 know, being a first-year, it's a learning curve to</p> <p>6 learn about the schools. And you did an excellent</p> <p>7 job of showing me all the different components of</p> <p>8 your school, which is pretty impressive in terms of</p> <p>9 all the different activities, and, you know, like</p> <p>10 Future Farmers, all the things the kids can do.</p> <p>11 I was a teacher for 13 years at Sandia</p> <p>12 High School and a coach, and so I know what kids</p> <p>13 like to be in school for. And it's, a lot of times,</p> <p>14 not reading, writing, and arithmetic. It's the</p> <p>15 other functions. So that's a great thing.</p> <p>16 I do have a few questions that I'd like to</p> <p>17 ask you in terms of some of your dealing with the</p> <p>18 academic side.</p> <p>19 You alluded to -- you do PLCs twice a</p> <p>20 week? Was that what I heard?</p> <p>21 MR. MICHAEL OGAS: I'm sorry. We do PLCs</p> <p>22 weekly.</p> <p>23 COMMISSIONER BECK: Weekly.</p> <p>24 MR. MICHAEL OGAS: The twice came out due</p> <p>25 to nervousness.</p>	53	<p>1 we were part of K-5 Plus and ELTP. And before it</p> <p>2 was mandated to extend your day, we had already</p> <p>3 extended our day.</p> <p>4 So when the mandate came to extend the</p> <p>5 day, we had to extend it more, and that created a</p> <p>6 lot of problems.</p> <p>7 COMMISSIONER BECK: Okay.</p> <p>8 MR. MICHAEL OGAS: We lost some staff over</p> <p>9 it, actually.</p> <p>10 COMMISSIONER BECK: You led me into my</p> <p>11 next question, actually. I saw last year your</p> <p>12 teacher retention rate was 60 percent, which means</p> <p>13 almost one out of every two teachers left;</p> <p>14 obviously, 40 percent.</p> <p>15 So that would indicate to me that you</p> <p>16 probably have -- and correct me if I'm wrong -- a</p> <p>17 fair amount of relatively new teachers, younger</p> <p>18 teachers, new teachers. Would I be anywhere near</p> <p>19 correct on that?</p> <p>20 MR. MICHAEL OGAS: Chair Brauer,</p> <p>21 Commissioner Beck, we do have a number of new</p> <p>22 teachers. We've also been utilizing a group that</p> <p>23 brings teachers in from, like, the Philippines and</p> <p>24 stuff like that, which has been very beneficial.</p> <p>25 We have had some movement. Part of it,</p>

<p style="text-align: right;">54</p> <p>1 like Mr. Sherwood alluded to earlier, when we hire 2 somebody, and they're not quite sure what a charter 3 school is, you know, sometimes it's a fit; sometimes 4 it's not a fit, you know.</p> <p>5 And, you know, we -- I've been doing this 6 for a long time. And I don't worry too much about 7 that, because I know the kind of people that we 8 need, and the model continues to move forward.</p> <p>9 COMMISSIONER BECK: Great. Do you have 10 any kind of teacher mentorship program where the 11 more experienced teachers kind of take the younger 12 ones under their wing and, you know, do that?</p> <p>13 MR. MICHAEL OGAS: Yes, sir. Chair 14 Brauer, Commissioner Beck, yes, we do. We have a 15 fairly well identified teacher mentoring program. 16 And the teacher mentors are assigned to the mentees 17 at the beginning of the year. And they meet -- they 18 meet throughout the year.</p> <p>19 COMMISSIONER BECK: They do observation 20 and, say, give them -- as a teacher, I always 21 remember that I -- a younger teacher -- of course, 22 "younger" -- when I started, I was 52. But I 23 always -- you know, having the administration look 24 at you in a walk-through is one thing. You tend to 25 dress up for that a little bit.</p>	<p style="text-align: right;">56</p> <p>1 started doing is doing a program that we walk in, 2 and we'll cover each other's classes, and we'll help 3 each other out, where we go in and watch another 4 teacher teach and see what's working.</p> <p>5 And if Student A is identifying with this 6 teacher, what is that teacher doing that's going to 7 help us and what can we do?</p> <p>8 And we do a lot of staffing and 9 scaffolding. We sit in a room and we talk about 10 each student, and, "Hey, that student is doing great 11 for me. What can we do?"</p> <p>12 And that's where we really have the 13 individualized learning portfolios.</p> <p>14 COMMISSIONER BECK: Do you do that in your 15 PLCs, or do you do that --</p> <p>16 MS. SHANNON WATLING: We do that in our 17 PLCs, we do that in our staff meetings, and we do 18 that -- we meet per -- each teacher has an advisory 19 level that they're in charge of. But we also have, 20 through our CTE program, each student has a CTE 21 adviser over them as well. And we're all adding to 22 their individual learning portfolio.</p> <p>23 How is that student learning? How is it 24 going?</p> <p>25 But while we're doing this, we're</p>
<p style="text-align: right;">55</p> <p>1 But having the other teachers in there are 2 really -- really helped me, because I felt that they 3 were there to really help me; not to kind of 4 evaluate me, but to really help me and do that.</p> <p>5 So --</p> <p>6 MR. MICHAEL OGAS: Chair Brauer, 7 Commissioner Beck, we do have that. It's almost 8 natural because we're so small. There's a lot of 9 opportunity, even during the class time and during 10 the day, to collaborate and to bounce ideas off of 11 each other.</p> <p>12 We also were involved in a -- Shannon, 13 what was the name of that?</p> <p>14 May I ask Ms. Watling to just kind of 15 address a little bit about what she went through in 16 terms of the observations that came from the State?</p> <p>17 MS. SHANNON WATLING: Good morning. I'm 18 Shannon Watling. So we have, just in the past three 19 years, really started doing the culturally 20 linguistic responsiveness. And during that, we 21 realized that we needed to strengthen our mentorship 22 program with all teachers, young and old.</p> <p>23 This is my twentieth year teaching. I 24 realized I'm learning a lot from the student 25 teachers that I've had under my program. What we've</p>	<p style="text-align: right;">57</p> <p>1 strengthening each other as well. So that way, 2 we're, "Hey, you do that. I noticed you did that. 3 That works really well. I need to bring that into 4 my classes."</p> <p>5 We're a small school. We eat lunch 6 together. We hang out before school and kind of 7 help each other out that way.</p> <p>8 COMMISSIONER BECK: That's great. In 9 those PLCs, you obviously analyze data and look at 10 the interim assessments.</p> <p>11 MS. SHANNON WATLING: Yes, sir. There's a 12 lot of data.</p> <p>13 MR. MICHAEL OGAS: Chair Brauer, 14 Commissioner Beck, we're actually putting that 15 into -- we created a new program, because we're 16 going to be implementing for third to eighth grade 17 now in January, it's called "Crescendo." And we are 18 going to be taking that concept of looking at data 19 and implementing it into instruction to a whole new 20 level. It going to be on steroids.</p> <p>21 COMMISSIONER BECK: I like the steroid 22 level. That's great.</p> <p>23 Dual credit. I noticed something -- just 24 this one little -- and it's probably a weird little 25 thing.</p>

<p style="text-align: right;">58</p> <p>1 But I noticed -- I love dual credit. I 2 think it's great, and it gives kids the confidence 3 that they can really be a college student. So I 4 think it's wonderful. 5 I notice that your enrollment in it dipped 6 a little bit over the last year. Is there any 7 reason? 8 MR. MICHAEL OGAS: Chair Brauer, 9 Commissioner Beck. We noticed that, too. So we 10 have -- we're going to be bringing back a course 11 that we teach to all the ninth graders. Basically, 12 it's an introductory kind of basic-level dual-credit 13 class. 14 We do it on campus. That's going to be 15 coming back, hopefully in the spring, but for sure 16 in the fall. 17 We noticed a dip in our enrollment. We 18 also noticed that -- you know, we don't -- as an 19 early college high school-designated, most early 20 college high schools mandate that all of their kids, 21 you know, go -- that's why they're there; right? 22 For us it's more of a program. Like CTE 23 is going to be a program. We're counseling those. 24 We've also had some turnover in our early 25 college liaison. We have -- our newest person is</p>	<p style="text-align: right;">60</p> <p>1 parents say, "I need to get ahold of my child." And 2 we say, "We have telephones in every classroom," but 3 we haven't gotten back to that. 4 It is a challenge. It -- I think we do 5 better than most, but it's still a challenge. We 6 spend probably more time than I'd like to on it, but 7 we do spend time on it. 8 COMMISSIONER BECK: In my last three 9 years, of course, before the pandemic, I had a shoe 10 thing with 30 shoes and -- 35 shoes. And when they 11 came in, they had to put the cell phone in the shoe 12 thing. Unless they told me they had an emergency 13 call waiting for them, and I let them do it. That, 14 of course, was a classroom rule, not a school-wide 15 or a district-wide rule. I think it really 16 negatively impacts the kids' learning. 17 MR. MICHAEL OGAS: I agree. 18 COMMISSIONER BECK: I just feel it. Okay. 19 Thank you very much for the discussion. 20 THE CHAIR: Commissioner Gipson. 21 COMMISSIONER GIPSON: Good morning and 22 thanks once again. And I'm -- thank you for 23 responding to our -- our concerns in a fashion that 24 we knew you were specifically identifying that. I 25 think some of our other schools may have, but it</p>
<p style="text-align: right;">59</p> <p>1 there entering her second year. And I think she's 2 going to do just fine. So we're going to see some 3 increase in that. 4 So we're talking about ways to get the 5 word out at the younger levels to their parents so 6 that they can seize the opportunities that they 7 have. But you're very observant. Yes, sir. 8 COMMISSIONER BECK: I'm going to be 9 watching that little piece of data. I'm here for 10 another three years, so I'll be watching that little 11 piece of data from you. I'll make sure we see that. 12 Okay. Again, being a teacher, a little 13 passion of mine that I discussed yesterday with one 14 of the fellow Commissioners. And out of left field, 15 what is your -- do you have a cell phone policy for 16 the students? 17 MR. MICHAEL OGAS: Chair Brauer, 18 Commissioner Beck, yes, we do. And it is one of the 19 most challenging things to work through. I'm not 20 going to lie. In fact, we have conversations daily 21 about it. 22 You know, there was one time -- I mean, we 23 have a no-cell-phone policy. That's in our 24 policy -- to implement it and to pull it off is a 25 little bit more challenging, because we'll have</p>	<p style="text-align: right;">61</p> <p>1 was, like, embedded in other things, and we didn't 2 quite get that they were responding to what we asked 3 for. 4 So I have a que- -- my early questions are 5 going to be on the facility, because I know it's 6 been a challenge and an ongoing long-term project. 7 But when I was looking through the master 8 plan -- and, you know, it's 232 pages -- and I found 9 something, and now I can't find it again, of course. 10 But the HB-33 money that you're looking at, I think 11 the total amount was \$900-and-some-odd thousand, the 12 expectation for helping you build technology and so 13 on. 14 But then there was a piece in that master 15 plan that was adding some adequacy standards. There 16 was a list of where the facility stood in terms of 17 adequacy standards. And it identified that the -- I 18 think the cafeteria was below standard, and a number 19 of other areas were below standard. And also there 20 was a technology piece that it said that it was 21 below standard. 22 And I know you've invested a lot of money 23 into the technology. So if you have any clue of 24 what I'm talking about, could you -- could you 25 address that? Because it just seems like there's a</p>

1 disconnect. Because it looks like you got  
2 substantial money. And if I remember correctly, I  
3 think we talked one time that you had a pretty big  
4 Comcast grant as well, did you not?

5 MR. MICHAEL OGAS: Chair Brauer,  
6 Commissioner Gipson, yes, we -- I think I put that  
7 into -- into our narrative. I believe we got 477  
8 hotspots during the pandemic. And so we utilized  
9 many of them. And then the subscription ran out.  
10 It was over once the pandemic panned out. I thought  
11 until we used them, but that wasn't the case.

12 COMMISSIONER GIPSON: Okay. But can you  
13 talk a little bit about what appears to be an  
14 identifier that there's not an adequacy standard for  
15 technology, and how -- have you used the HB-33 --  
16 and I know there was the audit issue with some --  
17 you kind of dipping in -- and maybe you shouldn't  
18 have for something -- for the HB-33 money.

19 But it looked like there was a lot of  
20 money out of HB-33. Have you used that? And how  
21 come there's still, like, some adequacy issue with  
22 this?

23 MR. MICHAEL OGAS: I'm not -- Chair  
24 Brauer, Commissioner Gipson, I'm not exactly sure  
25 that specific area. But I can talk about,

1 generally, the two things, the -- the adequacy  
2 standards for the entire facility. The PSFA puts  
3 two numbers to that: the facility condition index as  
4 well as the NMCI score.

5 We've always been -- if you had a FCI  
6 score, the Facility Condition Index of over 60, you  
7 automatically qualified for a new school. Even  
8 before the pandemic, we were at, like, 13.

9 So we were talking to PSFA to please come  
10 out and evaluate us. They finally came out  
11 mid-pandemic year. That's when they reevaluated our  
12 school. Most of your facilities fell in tremendous  
13 need of being upgraded.

14 With respect to the technology, we have  
15 spent a lot of time and effort to upgrade our  
16 technology, including, you know, subscriptions to --  
17 to Google to get the Google Classroom situation  
18 straightened out, as well as Chromebooks for all of  
19 our kids and some infrastructure to make that  
20 happen.

21 So I'm not exactly sure. But even with  
22 that, we're putting -- we're putting new technology  
23 into old buildings. And they have their challenges.  
24 Part of that is part of what you found there.

25 For example, we'd like to have a security

1 room that has cameras very similar to this, where we  
2 can see everything.

3 Our cameras are dying out. We lost an  
4 opportunity a year ago. We had been provided some  
5 money for cameras in the Junior bill. And at the  
6 last -- the day before, it kind of got deleted from  
7 the -- I'm not exactly sure what happened. But that  
8 wasn't a good thing. Anyway, so we're still in need  
9 of cameras.

10 There's a lot of need as we grow, as  
11 things start to die out. What we did -- we still  
12 are pretty robust. We just got -- and Mr. Salada  
13 may be able to speak to it more. Is it the Comcast  
14 money that was going to turn our school from a  
15 1-gigabyte fiber to a 20-gigabyte fiber? Everything  
16 has been connected. I'm waiting for somebody to  
17 come out and flip the switch, but it's more  
18 complicated than that. They're flipping the switch  
19 in a building that's, like, 70 years old.

20 So even when they flip the switch, there  
21 could be some issues. So if it's okay with the  
22 Commission, if Mr. Salada can help expand on that a  
23 little bit?

24 MR. JUSTIN SALADA: Good morning,  
25 Mr. Chair and Commissioners. My name is Justin

1 Salada, spelled J-u-s-t-i-n S-a-l-a-d-a.

2 And I'm in charge of IT at the school. I  
3 took over for that position in February.

4 We've done a lot of improvements in that  
5 time in the areas of technology.

6 One of the things that Mr. Ogas mentioned  
7 that we're looking at is our overall Internet  
8 connectivity. Some of those things that we've  
9 seen -- and we get our Internet connectivity through  
10 Lumen and CenturyLink right now. And we are on a  
11 1-gigabyte-connection. And we've had some issues  
12 with that recently that we're working out. But  
13 we're in the process of getting a 20-gig connection;  
14 so, actually, the best bandwidth-connected school in  
15 Valencia County by far. The other schools have  
16 5-gig connections.

17 Going back specifically on the point of  
18 the hotspots, that came through ECF funding, and  
19 through the CostCutters agency, who was our -- the  
20 folks that helped us with that.

21 And those -- as he mentioned, those were  
22 for a predetermined amount of time, and those went  
23 away.

24 As for the standards you're speaking to,  
25 those are ones that I'm not currently aware of. But

1 I will be looking into that and hopefully coming up  
2 with a written answer that we can send to you to  
3 help better answer that question.

4 COMMISSIONER GIPSON: Thanks. So have  
5 you -- have you used all that HB-33 money?

6 MR. MICHAEL OGAS: Chair Brauer,  
7 Commissioner Gipson, no, we have not used all of  
8 that money. Part of that is being held so that we  
9 can show capacity for the lenders that we're working  
10 on in terms of getting the private money for the  
11 match. So, I mean there's that and the Senate bill,  
12 the SB-9 monies, kind of fall into assisting with  
13 facilities and that kind of thing.

14 So we're -- we use it when we have  
15 something break down at this point. But other than  
16 that, it's there waiting as part of what we're  
17 pledging to -- to the lender.

18 COMMISSIONER GIPSON: So on that note,  
19 there was a substantial audit finding with the  
20 foundation in terms of debt of the foundation. So  
21 going forth, if you're -- if the foundation is  
22 looking -- I'm wondering how that debt was accrued,  
23 number one, and how that's being addressed.

24 And, secondly, if you're looking at moving  
25 forward, my presumption is that the foundation is

1 going to have to take on even more debt to help get  
2 your match. So can you speak to that a little bit?

3 MR. MICHAEL OGAS: Yes, I will,  
4 Commissioners, Chairman Brauer, Commissioner Gipson.  
5 And, Rick, if you want to come up, you might be able  
6 to help me a little bit.

7 But you're correct. The debt was incurred  
8 through the foundation based upon the money  
9 necessary to actually get onto the 20 acres and to  
10 do the needed infrastructure, as well as get the  
11 portables moved in and get them up to adequacy  
12 standards in 2016.

13 So that debt, we've been paying down that  
14 debt. Basically, sometime around mid-pandemic, we  
15 entered into -- we were actually approved, a  
16 lease-purchase agreement, between the school and the  
17 foundation. The foundation has all the debt, and  
18 they're paying out based upon that lease-purchase  
19 agreement.

20 We have been working with funders. And  
21 the one particular funder we're working with now is  
22 very cognizant of the debt. And the notion is to  
23 consolidate all of the debt into one area as well as  
24 maximize whatever debt service capabilities the  
25 school may qualify for, which should be past what

1 the debt is, and -- you know. And then that would  
2 be the best that we could do with the match when we  
3 go in front of the Capital Outlay Commission.

4 But, Rick, do you want to --

5 COMMISSIONER GIPSON: Well, can I just ask  
6 on that? How much -- or is there any monies in  
7 addition that the school has to add for their lease  
8 payments, above and beyond what your award is every  
9 year, for your lease, if you're paying out -- if  
10 you're also paying off that debt as well?

11 What's your annual monies that you have to  
12 put in above what your award is?

13 MR. MICHAEL OGAS: Chairman Brauer,  
14 Commissioner Gipson, it's around \$300,000. We've  
15 had that, even when we were in the -- in the -- the  
16 strip mall, pretty much. Because -- we get lease  
17 reimbursement monies. Our most recent award this  
18 last week is about \$460,000. But we've always known  
19 that somehow we're going to have to come up with  
20 about another \$300,000 on top of that.

21 So when we approached the lenders, or the  
22 funders, we tell them what we feel our debt capacity  
23 is total, and then we start working numbers to see  
24 if that's a match for them. And so far this group  
25 that we've been working with for the past eight

1 months or so is very -- very close to helping us not  
2 only consolidate the debt, but to create -- we'd  
3 like to go to the Public -- to the Facilities  
4 Authority to say, "This is our ask," in terms of  
5 moving to the standards-based award, and, "This is  
6 how much we can pledge for -- for the -- for the  
7 match."

8 COMMISSIONER GIPSON: So what -- what --  
9 does the \$300,000 represent in terms of a percentage  
10 out of your operational?

11 MR. MICHAEL OGAS: Oh, gosh.

12 COMMISSIONER GIPSON: I mean, just a  
13 rough.

14 MR. MICHAEL OGAS: About 4 percent, maybe?  
15 3 percent? Because our total SEG is somewhere in  
16 the area of -- and the Vigil Group could answer that  
17 better than me -- about \$7.2 million. Our total  
18 budget, total, is about \$10 million, right about  
19 \$10 million.

20 COMMISSIONER GIPSON: And one more thing,  
21 kind of on that. When we're talking about matching,  
22 I saw there was a -- with your pre-K program, that  
23 there was a requirement for you to come up with a  
24 match for facility, because -- and I know that pre-K  
25 has a lot of very specific requirements for, you

<p style="text-align: right;">70</p> <p>1 know, putting, you know, the tiny tots into a safe 2 place. 3 So where are you sitting with your pre-K 4 facility? Is that -- has that money been utilized? 5 You haven't done anything in terms of that. 6 So they're just allowing you to continue 7 on contingent-on? Is there a -- because I don't 8 know. I don't fully get how they operate. But are 9 they allowing you to continue with the pre-K program 10 contingent on -- is there an end date for that? 11 MR. MICHAEL OGAS: Chairman Brauer, 12 Commissioner Gipson, we -- when we went to the 13 Facilities Authority a few months ago, Mr. Davis and 14 I, we went with the notion that we're probably going 15 to have to rescind the pre-K award in order to be 16 able to apply for the standards-based award. 17 They had been, you know, discussing our 18 situation, and they told us that did not have to be 19 the case. In fact, having the pre-K award turned 20 out to be a very much-needed blessing, because we 21 already have an award. 22 So our goal -- what they recommended we do 23 is to come up with a -- an application that would 24 convert the pre-K award to the standards-based award 25 and wrap the whole thing into one.</p>	<p style="text-align: right;">72</p> <p>1 their criteria in statute. 2 So we actually did a request a while back, 3 and through the process that we've been doing for 4 the past couple of years, and we got the pre-K 5 award, as you mentioned. So we're working on that, 6 again, to do the same thing. And we're probably not 7 going to ask for a full waiver. 8 But as Mr. Ogas mentioned, we've been 9 working with financing groups in doing a really, 10 really good in-depth look at all the financials and 11 where we stand as far as consolidation on the 12 current debt, including some dollars for a match. 13 So that's what we'll come up with. So 14 we're working on that. And we're really close, by 15 the way. 16 COMMISSIONER GIPSON: Thanks. And I did 17 find -- there's an acknowledgment statement on 18 New Mexico Adequacy Standards in the Master Plan. 19 It says the kitchen is below standard, the cafeteria 20 is below standard, the library, the gym -- well, 21 there's no dedicated gym, no dedicated -- and that's 22 where -- because it says "Network distribution, no 23 dedicated and technology support, no dedicated 24 space." 25 And I know you provide food. So do you --</p>
<p style="text-align: right;">71</p> <p>1 And the match percentage on that was 2 similar to what it would be for a standard award, 3 knowing that -- and then Rick can speak better to 4 this than I can -- there are waivers to the match, 5 or at least modifications to the match requirements 6 because the way charter schools are, and, I believe, 7 even some smaller school districts; right? 8 So we anticipate going to the Commission, 9 the Capital Outlay Commission, saying, "We have 10 maxed out everything we possibly can. This is what 11 it's going to take to build a building," and going 12 from there and requesting either a waiver to the 13 rest, or a waiver to all of it, depending on, you 14 know, what happens. 15 COMMISSIONER GIPSON: Thank you. And I 16 apologize. I didn't mean -- that -- 17 MR. MICHAEL OGAS: Is it okay if Mr. -- 18 COMMISSIONER GIPSON: Sure. 19 MR. RICK MARTINEZ: Mr. Chair, 20 Commissioner Gipson, so just to continue on what 21 Mike said. In statute, the Public School Facilities 22 Authority allows certain districts to request a 23 waiver, or at least a percentage of a waiver, based 24 on a bunch of different criteria. And the 25 School of Dreams Academy happens to meet all of</p>	<p style="text-align: right;">73</p> <p>1 do it there? Or are you contracting out with a 2 service for it? 3 MR. MICHAEL OGAS: Chairman Brauer, 4 Commissioner Gipson, we contract out with a service 5 through one of the providers, yes. 6 COMMISSIONER GIPSON: Is your -- in that 7 big plan, is there a kitchen facility in there? Or 8 are you still looking to -- 9 MR. MICHAEL OGAS: Chairman Brauer, 10 Commissioner Gipson, there is definitely a plan for 11 a kitchen. And we're going to -- it's going to be 12 our last shot. We're going to do it as best we can. 13 Or at least my last shot. 14 COMMISSIONER GIPSON: One last thing. On 15 the pre-K, I think it said you have 50-some-odd 16 pre-K students? Somewhere around there? 17 MR. MICHAEL OGAS: Mrs. Ogas could 18 probably tell you exactly how many we have today. 19 But it's more than that. 20 COMMISSIONER GIPSON: My question wasn't 21 so much that as it was when you go down to kinder, 22 it said you have, like, 26 or something like that. 23 So is that by design, because you know 24 those pre-K students are going to go back to a more 25 local school for K?</p>



<p style="text-align: right;">74</p> <p>1 MR. MICHAEL OGAS: We -- in our 2 enrollment, we look at 40 per grade. And then 3 there's no direct pipeline for pre-K to kinder. 4 So they have to apply into the lottery 5 like everybody else. And they know that coming in; 6 so...</p> <p>7 COMMISSIONER GIPSON: Okay. So -- and a 8 good portion of them just go somewhere a little more 9 local, probably.</p> <p>10 MR. MICHAEL OGAS: Some do. We've had 11 some -- but most of them stay, because we have -- we 12 transition the four-year-olds, you know, and they 13 apply to kinder.</p> <p>14 COMMISSIONER GIPSON: Right.</p> <p>15 MR. MICHAEL OGAS: And there's less than 16 40 four-year-olds any given year.</p> <p>17 COMMISSIONER GIPSON: Okay. Thank you so 18 much.</p> <p>19 THE CHAIR: Okay. Thank you, Commissioner 20 Gipson.</p> <p>21 Commissioner Clahchischilliage.</p> <p>22 COMMISSIONER CLAHCHISCHILLIAGE: Good 23 morning.</p> <p>24 MR. MICHAEL OGAS: Good morning.</p> <p>25 COMMISSIONER CLAHCHISCHILLIAGE: I'm</p>	<p style="text-align: right;">76</p> <p>1 ed -- you know, the area of special ed. But after 2 you explained it, I understood, and I thank you for 3 that.</p> <p>4 I'm really happy to see Mr. Martinez part 5 of your team.</p> <p>6 MR. MICHAEL OGAS: So are we.</p> <p>7 COMMISSIONER CLAHCHISCHILLIAGE: Having 8 worked with him, I know he's very data-driven and 9 really looks into the percentage of this, this, and 10 is pretty specific and thorough on how he views 11 everything.</p> <p>12 And so I know he helped me tremendously 13 throughout my tenure as a legislator. So I -- he 14 helps me as I view your school. So thank you very 15 much.</p> <p>16 MR. MICHAEL OGAS: Thank you.</p> <p>17 THE CHAIR: Thank you, Commissioner. 18 Vice Chair Burt.</p> <p>19 VICE CHAIR BURT: Thanks. Good morning.</p> <p>20 MR. MICHAEL OGAS: Good morning.</p> <p>21 VICE CHAIR BURT: So I -- there's 22 definitely a lot of really good things that I was 23 excited to see. The increase in attendance, like 24 just putting the focus on it, being able to get kids 25 back into school consistently is a really good</p>
<p style="text-align: right;">75</p> <p>1 Commissioner Clahchischilliage, and I want to 2 commend you, first of all, on your presentation. 3 You took a lot of questions out by using a format 4 that addressed the conditions and the shortcomings 5 in your audit. So that helped tremendously.</p> <p>6 I was just wondering. Where are the -- 7 where's your Native American population of about -- 8 I think you said 5 percent, am I correct? -- where 9 are they coming from?</p> <p>10 MR. MICHAEL OGAS: Chairman Brauer, 11 Commissioner Clahchischilliage, some come from 12 Isleta. Some are local. We've had some come from 13 the Grants area. I mean, it's -- it's kind of just 14 different --</p> <p>15 COMMISSIONER CLAHCHISCHILLIAGE: And so, 16 say, like, the one from Grants -- the ones from 17 Grants, so they have probably relatives living in 18 the area, and then they're living there with them?</p> <p>19 MR. MICHAEL OGAS: Yeah.</p> <p>20 COMMISSIONER CLAHCHISCHILLIAGE: Okay. 21 Thank you.</p> <p>22 I was also just looking at your numbers, 23 looking at the -- not numbers -- but looking at the 24 summary of your citations -- or your conditions. I 25 had a number of questions regarding your special</p>	<p style="text-align: right;">77</p> <p>1 thing.</p> <p>2 I also really like the focus on equity, 3 the cultural diversity programs, like, really 4 injecting that into your school a lot.</p> <p>5 One of the things that I am concerned by 6 is that a lot of your academics data, especially 7 growth, is not trending in a great way.</p> <p>8 And so, like, the below-district averages, 9 which is really concerning for me -- because I 10 looked at Los Lunas and Belen, and you're below both 11 of them, below State averages. So it's really 12 concerning for that.</p> <p>13 And my -- I -- I mean, the amount of 14 letters that you got from the community shows the 15 involvement and coordination with your community 16 being really -- a really great thing.</p> <p>17 My concern is is that it feels like a lot 18 of folks are trusting in this school, and I'm 19 worried that your school is not delivering on the 20 academic portion of the education part.</p> <p>21 And so I heard a lot of thing- -- I read a 22 lot of the ways in which you're -- the school's 23 looking to do improvement. But it does seem very 24 cultural-focused. And I just worry that kids are 25 having to choose between coming to a school that's</p>

<p style="text-align: right;">78</p> <p>1 culturally inclusive and accepting and welcoming, 2 but they're giving up on a better academic 3 opportunity in order to get that. 4 And so my questions are coming in that. 5 The -- I'm -- my curiosity is a lot about 6 the way in which learning is happening at the 7 school. Because I read in there that instruction is 8 a significant part of the day. But then I also read 9 that, like, basically, all the curriculum is online. 10 And then there's online teachers and support staff 11 in person. 12 So I think -- yeah, that's what -- as I 13 was reading, I was, like, I'm very confused how this 14 school is operating on the actual teaching and 15 learning part of it. 16 So can you describe a little bit more 17 about how students are going about their day 18 learning? 19 MR. MICHAEL OGAS: I can. Thank you, 20 Chairman Brauer, Vice Chair Burt. 21 So we do not -- we're not an online 22 school. We offer online opportunities in curriculum 23 as an option for lots of different reasons. 24 Our elementary school is primarily all in 25 person. There are -- you know, they do have</p>	<p style="text-align: right;">80</p> <p>1 same thing. 2 And what it entails is basically looking 3 at where they are, what standards are going to be 4 taught this week, and then how we're going to do 5 that in 20-minute increments throughout the week 6 with a weekly follow-up and a weekly data check with 7 meetings. 8 So it's going to be a much more systemic 9 kind of way how we do it. So I'm happy about that. 10 I'm real excited to see how that pans out. 11 Somehow, along the line, I think it was 12 maybe because we did very well in terms of the 13 pandemic and moving into online situations, we're 14 not a complete online school. We never have been. 15 There's another school that's a sister 16 school to ours that has almost the exact same model 17 as when we first came in and even uses the same 18 information. But we do see that there is a niche 19 for that in certain areas. 20 We have -- part of what we saw -- and 21 Commissioner Beck alluded to staff moving around. 22 During the pandemic and right on the heels of the 23 pandemic, we had a lot of not just absenteeism 24 problems with concerns -- I'm not going to call them 25 problems -- with kids, but with staff getting sick.</p>
<p style="text-align: right;">79</p> <p>1 Chromebooks. We do Istation; we do our exercises. 2 They have technology in the room. 3 But it is in person, where, I believe what 4 we've seen -- what we're trying to burrow down into 5 is why there is such a discrepancy. Because if you 6 look at the end result, not just to graduation but 7 actually the end result of how the kids are 8 performing in the dual-credit classes, for 9 example -- so there's a definite discrepancy there 10 between how they actually perform on the NM-MSSA 11 tests or those kinds of things. 12 We're looking at that. We're trying very 13 hard. We have a new person. The person that we 14 hired for our STEM coordinator, he's also very 15 versed in how to address these kinds of things in 16 terms of directing instruction, using data. And 17 he's already taking apart all of our data and put it 18 together into a package that we're going to be 19 rolling out. 20 We've already started doing some training 21 with staff. We're going to be rolling it out in 22 January. And I'm excited to see how that's going to 23 work in terms of raising proficiency, particularly 24 in math right now, and a little bit -- also, he's 25 working with the language arts teachers to do the</p>	<p style="text-align: right;">81</p> <p>1 Anytime that happened -- you know, without any 2 substitutes -- and we're not the only school that 3 had a rough time getting substitutes -- we had to 4 move kids around. 5 So whenever we did that, we had -- they 6 lost opportunities to actually get instruction 7 because their teacher was gone. 8 So what we've done, you know, in some of 9 the areas to try out is to place them into an -- our 10 virtual program that also has a teacher, a certified 11 teacher in New Mexico, tied to it. And that way, 12 even if that happens and they need to move a class 13 or whatever, they can still gain the content. 14 And I think we're seeing really solid 15 results about that. We implemented some learning 16 last month in a little bit different way, and 17 basically letting kids move at their own pace 18 through those courses. 19 And what's happened is a lot of kids are 20 finishing their ninth-grade language arts. And they 21 move to their Algebra I. And they're doing that 22 much faster than having to sit in that classroom all 23 year long. 24 But the tale of the tape is going to be 25 when we're doing our testing in the spring, to see</p>

<p style="text-align: right;">82</p> <p>1 how effective that model is. We're going to be 2 following that very closely. 3 So in that respect, we do do some online. 4 But then they go to a CTE class, or they go to 5 another -- a math class with a math teacher kind of 6 thing. So it's a combination of both is how we're 7 working it. 8 VICE CHAIR BURT: All right. So just to 9 help me. I'm such a hard, like -- I'm not the 10 kind -- people are, like, "Oh, just imagine this," 11 and I'm never going to get it. So, like -- my brain 12 just does not work that way. 13 If I'm an eighth grader at your school, 14 what does my day look like? And I only say that 15 because I used to be an eighth-grade teacher. So I 16 pick on them a lot. 17 MR. MICHAEL OGAS: Eighth grade is a 18 really -- I love middle school. 19 VICE CHAIR BURT: I love them. I love 20 them. And middle school teachers are the best, too, 21 because -- they're obviously the best people, 22 because of what they do. 23 MS. SHANNON WATLING: Commissioner Brauer 24 and Vice Chair Burt, an eighth-grade day looks like 25 they come in first thing in the morning, and then</p>	<p style="text-align: right;">84</p> <p>1 One of the advantages of doing this is 2 that we're realizing kids are going to come to 3 school for those electives, which they call 4 "electives," but really are those Career and College 5 Readiness classes. So in doing the course day the 6 way we have, we're able to say, "This student has 7 identified that their interest is to be an engineer. 8 Let's put them in these classes." 9 And then by putting them and having some 10 of these online classes available to them, they can 11 elect to be into the online classes. And it guides 12 them through their coursework, individual standard 13 versus saying, "You're a ninth grader, these are the 14 classes. Oh, we'll see what electives fit into your 15 blank spots." 16 And so it's giving each student an 17 individual learning way so that they can go through. 18 And what I'm seeing as a teacher is I'm having kids 19 finish their pathways by their junior year and 20 really getting to do the work-based learning and job 21 shadowing their senior year. 22 VICE CHAIR BURT: I want to make sure I'm 23 getting it right. So the core classes are 24 teacher-led instruction. And their electives, it 25 gives them that breadth of opportunity because</p>
<p style="text-align: right;">83</p> <p>1 they go into their -- we have block scheduling. So 2 on "A" days, which is Monday, Wednesday, and 3 Thursday, they will go to their first four class 4 periods. On Tuesday, Wednesday, and Friday, they 5 will go to class periods 5 through 8. 6 All those classes, they'll have their four 7 core classes with teachers. They do have -- I 8 believe it is their -- a typing course that is 9 online now. And they have currently a nutrition 10 life skills class with an in-person teacher. And 11 they have a career exploration class with myself. 12 They also are starting to take some of the 13 bilingual classes. 14 One of the big things that we wanted to do 15 with career explorations in eighth grade is 16 jump-start them into a lot of the classes for 17 prerequisites for their -- going through the 18 pathways for CTE. 19 So for an eighth grader, their course day 20 looks just like a -- like a normal -- you go and see 21 a teacher each single day. When that time gets a 22 little bit to where they are doing some more of the 23 online classes is after they've got into the 24 ninth-grade classes and in some of these other 25 classes.</p>	<p style="text-align: right;">85</p> <p>1 they're available online. 2 MS. SHANNON WATLING: Yes, ma'am, there is 3 a mixture of both. And depending on how the -- 4 VICE CHAIR BURT: Is the core -- are 5 the -- is the mixture in the core classes as well? 6 Or are they -- okay. So some core classes could 7 also be taken online. 8 MS. SHANNON WATLING: Yes, ma'am. 9 VICE CHAIR BURT: Okay. What program is 10 being used -- I think I read it in there. But what 11 program is being used as your online? 12 MR. MICHAEL OGAS: Chair Brauer, Vice 13 Chair Burt, we use Edgenuity. We also are getting a 14 demo from another provider as well. We're always 15 open to making sure that our kids have the best 16 options available. 17 We also use a number of supplementary, you 18 know, online tutorials and that kind of thing that 19 we have available based upon whether or not a 20 student needs that kind of thing. 21 VICE CHAIR BURT: Okay. When it's a 22 teacher -- when they're not on Edgenuity and it's 23 the teacher, is it -- what curriculum is being used 24 then? Are they using Edgenuity? Like, teacher -- 25 how does that work if it's, like, one of the teacher</p>

<p style="text-align: right;">86</p> <p>1 ones?</p> <p>2 MR. MICHAEL OGAS: Chair Brauer, Vice</p> <p>3 Chair Burt, what -- we have always used Edgenuity as</p> <p>4 the focal point of the curriculum. When standards</p> <p>5 changed, when different things happened, what I have</p> <p>6 liked about them over the years is they've been able</p> <p>7 to move their curriculum offerings over and complied</p> <p>8 with standards.</p> <p>9 So teachers use that as the basis. And</p> <p>10 then they use, you know, supplemental instruction</p> <p>11 also.</p> <p>12 VICE CHAIR BURT: Okay. That was what I</p> <p>13 was, like, trying to figure out, like, piece</p> <p>14 together.</p> <p>15 Do you think it's working? Do you think</p> <p>16 that that's working?</p> <p>17 MR. MICHAEL OGAS: I've seen it work. And</p> <p>18 I -- you know, it's always up in the air,</p> <p>19 depending -- it's always -- it's like a moving</p> <p>20 object. It's a living kind of organism.</p> <p>21 I think it's working. I think our goal is</p> <p>22 to provide quality core instruction, but also leave</p> <p>23 options for, you know, CTE-related courses,</p> <p>24 pre-engineering, dual credit, that kind of thing,</p> <p>25 and, in a school our size, to do that in a</p>	<p style="text-align: right;">88</p> <p>1 So I know that that's something that --</p> <p>2 with an online curriculum -- and I just know</p> <p>3 Edgenuity well to know that it's, like, really easy</p> <p>4 for a student to look like they're learning on</p> <p>5 Edgenuity. But then if you actually give</p> <p>6 assessment -- right? -- maybe their -- they don't</p> <p>7 actually know.</p> <p>8 MR. MICHAEL OGAS: Chairman Brauer, Vice</p> <p>9 Chair Burt, I'm very aware of that. Absolutely.</p> <p>10 And I'm not going to lie. We've had issues where</p> <p>11 we've dealt with that individually with individual</p> <p>12 students.</p> <p>13 But I'm also aware that there are schools</p> <p>14 that primarily use Edgenuity with fidelity, that</p> <p>15 are, you know, top priority schools. I know.</p> <p>16 So there is -- we've got to find that</p> <p>17 sweet spot. And we're continuing to look for it,</p> <p>18 you know, within the demographic that we have, you</p> <p>19 know.</p> <p>20 MR. JUSTIN SALADA: Mr. Chairman,</p> <p>21 Commissioner Burt, at our school we utilize a</p> <p>22 program called GoGuardian. And it's a -- it's a</p> <p>23 program that, on our Chromebooks, our teachers can</p> <p>24 monitor our students 100 percent of the time. And</p> <p>25 also the kids have found out that I'm very smart at</p>
<p style="text-align: right;">87</p> <p>1 traditional way. That's one reason that a lot of</p> <p>2 traditional high schools have a hard time becoming</p> <p>3 an early college high school because they can't move</p> <p>4 from that traditional-course types of offerings over</p> <p>5 into something that's a little bit more</p> <p>6 individualized to allow kids to move forward.</p> <p>7 VICE CHAIR BURT: Definitely. I</p> <p>8 definitely think that that --</p> <p>9 MR. MICHAEL OGAS: I do think it's</p> <p>10 working, yes, ma'am.</p> <p>11 VICE CHAIR BURT: Okay. What I wonder is</p> <p>12 how -- well, how do you maintain academic integrity</p> <p>13 on -- for your online learners? And I'm saying this</p> <p>14 because I had a student during the pandemic who used</p> <p>15 Edgenuity and could find every answer online.</p> <p>16 It's, just, you copy the question from</p> <p>17 Edgenuity. You Google it. There's the answer. So</p> <p>18 my wonder is if your -- if maybe your results on the</p> <p>19 assessments at the end of the day maybe aren't</p> <p>20 reflective of the results you're seeing in the</p> <p>21 classroom.</p> <p>22 And I'm just wondering if the actual</p> <p>23 learning -- like, students are just more and more</p> <p>24 savvy; right? Like, each year, with, like, how they</p> <p>25 can find information online.</p>	<p style="text-align: right;">89</p> <p>1 finding out what they have are doing.</p> <p>2 So I've had the ability, as the IT</p> <p>3 director, to limit what they can get to, limit what</p> <p>4 they see. And so we deal with those individual</p> <p>5 students that may have found those answers or used</p> <p>6 those, have the ability to block their ability to</p> <p>7 get to that using the Chromebooks.</p> <p>8 Now them going on their own cell phones or</p> <p>9 something like that -- right? -- I can't limit that.</p> <p>10 But through our cell phone policy that we had talked</p> <p>11 about earlier, that has helped limit that as well.</p> <p>12 We also have the ability in our -- with</p> <p>13 Edgenuity, or with any of those other programs, to</p> <p>14 say, "Oh, we found out that our student had an</p> <p>15 academic integrity violation."</p> <p>16 We're going to go back and have them do</p> <p>17 that unit over again, make sure that they test it,</p> <p>18 take away their other devices at that time, and</p> <p>19 ensure that that academic is being met, not just</p> <p>20 letting them go through and saying, "Oh, this</p> <p>21 student that normally gets D's is suddenly getting</p> <p>22 an A. What's the deal"; right?</p> <p>23 So we do look at that situation very</p> <p>24 carefully with the advisory teachers and deal with</p> <p>25 those on a case-by-case basis, but we're mitigating</p>

90	<p>1 it with that GoGuardian program across the campus.</p> <p>2 VICE CHAIR BURT: I know it's difficult.</p> <p>3 Even when you brought up cell phones, I was like --</p> <p>4 I have teenagers myself. I'm a mom of teenagers.</p> <p>5 The things they tell me kids are doing to -- I was</p> <p>6 telling Chair Brauer. Oh, yeah. Kids take off</p> <p>7 their cases. "I go to Mr. Beck's class, and I just</p> <p>8 put my case in that pocket, and I keep my phone."</p> <p>9 Right?</p> <p>10 Like, teachers can do anything they want.</p> <p>11 Or they'll get old dead phones -- right? -- and</p> <p>12 they'll, like, bring that -- burner phones, yeah,</p> <p>13 and put it in the pocket in Mr. Beck's class and</p> <p>14 make him think I don't have a phone.</p> <p>15 Or I have an Air Pod in my ear or my</p> <p>16 watch. It's so difficult, so challenging.</p> <p>17 COMMISSIONER BECK: Where were you when I</p> <p>18 needed you?</p> <p>19 VICE CHAIR BURT: My kids tell me too</p> <p>20 much. They give me the secrets; right?</p> <p>21 I just wonder. Do you guys ever have your</p> <p>22 students take -- I think I've heard -- I do know</p> <p>23 there's lots of schools that use Edgenuity and have</p> <p>24 the same challenge; right? Like, it's a good</p> <p>25 program, but there's, like, that concern of how do I</p>	92	<p>1 out a little bit. I'm trying to figure out the why.</p> <p>2 MR. MICHAEL OGAS: Chairman Brauer,</p> <p>3 Commissioner Burt, it stresses me out, too. And</p> <p>4 then I'll be honest. But I watch our kids go up</p> <p>5 against those very same schools in either robotics</p> <p>6 or -- we won the Governor's STEM Challenge last</p> <p>7 year. They go up, and they -- they win. They beat</p> <p>8 them.</p> <p>9 So, I mean, there is -- we need to find --</p> <p>10 we're trying to find out why. We are very cognizant</p> <p>11 of that, and we're going to continue working on it.</p> <p>12 VICE CHAIR BURT: Okay. Do you track your</p> <p>13 students after they graduate and leave your school?</p> <p>14 MR. MICHAEL OGAS: Not formally. But we</p> <p>15 have informally, and we need to start. Because I do</p> <p>16 know some of our kids are now architects. They've</p> <p>17 gotten master's degrees from New Mexico Tech.</p> <p>18 We've had a number of -- one was a Gates</p> <p>19 Millennial Scholar, and he went all the way through</p> <p>20 to his -- past his master's at Kansas University,</p> <p>21 and now he's the athletic director at Eastern</p> <p>22 New Mexico University.</p> <p>23 I mean, they leave, and they do very</p> <p>24 successful things.</p> <p>25 VICE CHAIR BURT: Awesome. I think that</p>
91	<p>1 make sure the students are actually, like, becoming</p> <p>2 proficient in what they're learning?</p> <p>3 And I know some schools require that the</p> <p>4 students take assessments at the school. Like, they</p> <p>5 don't let them take it at home. Like -- which I</p> <p>6 know that then makes it more difficult.</p> <p>7 MR. MICHAEL OGAS: We do that, yeah. They</p> <p>8 don't take them at home.</p> <p>9 VICE CHAIR BURT: All right. That's one</p> <p>10 of the good things about Edgenuity is you can go</p> <p>11 home, finish your lesson when you have more time --</p> <p>12 maybe you had other things going on that day at</p> <p>13 school. You can still continue it at your own pace,</p> <p>14 or you want to get ahead. Like, that's the benefit.</p> <p>15 So, yeah, I'm just interested in, like,</p> <p>16 how -- because I just wonder how you can get</p> <p>17 those -- the growth in what we can see to match --</p> <p>18 the learning you're seeing in the school to match</p> <p>19 the data that's coming out.</p> <p>20 Because I would say, in general, most</p> <p>21 theme-focused schools we have are usually at the</p> <p>22 very top in the state, like the STEM-focused, the</p> <p>23 STEAM-focused schools are some of the best schools</p> <p>24 we have. So to not have -- to have yours be a</p> <p>25 little bit of an anomaly of being lower stresses me</p>	93	<p>1 would be a good -- I think that's another, like,</p> <p>2 point; right? And, you know, if they're -- if</p> <p>3 you're sending 100 percent of your kids to college,</p> <p>4 career, military; right? Like, you can figure out</p> <p>5 where they end up. Then if you can find out if any</p> <p>6 of -- like, from ATD, how many of them that are</p> <p>7 going to college and are in remediation. If you</p> <p>8 have a very low remediation number, that's a great</p> <p>9 indicator -- right? -- of your college success,</p> <p>10 making sure as they go into college that they're not</p> <p>11 needing remediation coming out of your school is a</p> <p>12 great -- like, for me, is a really great point to</p> <p>13 make for your school as well.</p> <p>14 MR. MICHAEL OGAS: Yeah. Good point.</p> <p>15 VICE CHAIR BURT: So I know you said one</p> <p>16 of the things you wanted to bring up today was</p> <p>17 expanding into -- as, like, a regional -- what's --</p> <p>18 one of my questions is what's -- students cross</p> <p>19 county lines all the time to go to charter schools.</p> <p>20 So what's preventing that from happening without us?</p> <p>21 MR. MICHAEL OGAS: Chairman Brauer,</p> <p>22 Commissioner Burt, we get some of that now. We've</p> <p>23 had kids from Edgewood come in. Their parents bring</p> <p>24 them in. South Valley. Socorro County still comes</p> <p>25 in. Lots from the Belen district.</p>

<p style="text-align: right;">94</p> <p>1 We do do that. But what I would like is 2 to be able to have our model, which is very 3 effective in terms -- which I believe is very 4 effective in terms of being able to bring forth a 5 hybrid model to be able to be basically codified 6 into our charter so that we could actually tell 7 people, you know, "We're open for enrollment, and 8 these are the opportunities." 9 We're kind of building out rubrics right 10 now on how that would look, just in case, where, you 11 know, a student from, say, Rio Rancho might take 12 some courses, whether they be synchronous or 13 asynchronous, then come down and take a welding 14 class or -- we have a great partnership with TLC 15 right now to offer a plumbing class, you know, with 16 us. 17 I'm -- and we have the expertise if kids 18 need special help, like, IEP-related or ELL-related. 19 We could do that in person if we were regionalized. 20 I once kind of contemplated a statewide deal, but 21 that was a little bit tougher to manage. So, yeah, 22 that's why. 23 VICE CHAIR BURT: Knowing that your school 24 seems to attract families of students with special 25 needs, what -- what modifications have you made in</p>	<p style="text-align: right;">96</p> <p>1 concerned about the finances, just all those reds 2 and yellows year after year after year. I heard you 3 say you've hired a different business manager that's 4 going to do a whole -- they're taking a look at it 5 and reconciling anything? Or what's the solution to 6 where you're not getting any more reds and yellows 7 in finances next year? 8 MR. MICHAEL OGAS: Chairman Brauer, Vice 9 Chair Burt, I feel very confident that we're going 10 to see a tremendous amount of improvement. 11 The foundation, the nonprofit hired a CPA 12 who is specifically -- his expertise is in working 13 in nonprofit finances. 14 He's made a tremendous impact in that area 15 and worked very closely with the auditors. 16 About four years -- a little less than 17 four years ago, we went with the Vigil Group. They 18 have been working tirelessly to make sure that our 19 things are in order. And I believe that's beginning 20 to see very, very -- becoming very fruitful. 21 VICE CHAIR BURT: And then one of the 22 things I noticed in the finances -- and this is 23 one -- again, my personal, because I love community 24 schools so much and believe in them deeply -- I 25 noticed that one of the indicators in which you</p>
<p style="text-align: right;">95</p> <p>1 your school to ensure that, you know, students with 2 special needs are receiving the level of help that 3 they need, just knowing that you have a high 4 population? Like, what levers, mechanisms have you 5 employed? 6 MR. MICHAEL OGAS: Chairman Brauer, 7 Commissioner Burt, we have some great people who 8 have worked tirelessly to make sure that kids' IEPs 9 are met, and we do continuous training. We just got 10 our special ed director certified in CPI to train 11 people in de-escalation kinds of things. 12 We also have very good people working both 13 in regular ed and special education who deliver 14 modifications. We've had the philosophy from the 15 very beginning that we're basically -- all of our 16 staff are interventionists, you know, and they 17 should be able to understand how kids learn. 18 That was the premise of the ILP to begin 19 with, you know. So even though kids have an IEP, 20 they still have an ILP that's embedded into our 21 PowerSchool SIS right now. 22 VICE CHAIR BURT: Thanks. And then, 23 generally -- I mean, I'm very academic-focused, 24 like, super -- like, almost narrow-minded when it 25 comes to it. But for this school, I was very</p>	<p style="text-align: right;">97</p> <p>1 received -- I think it was, like, a Does Not Meet, 2 is because you received community school grant 3 funding, but it went unused. Is that correct? 4 And then can you talk about -- are you 5 back in the realm of doing community schools work? 6 Is that -- it sounds like you're already doing 7 community schools work. But are you doing it 8 formally through the State? 9 MR. MICHAEL OGAS: Chairman Brauer, Vice 10 Chair Burt, we received a planning grant. And the 11 tail end of that planning grant was still in the 12 middle of COVID. And we had \$15,000, which I think 13 is the amount you're talking about, allocated to 14 send people to the National Community Schools in 15 Los Angeles, which was a hotbed of COVID at the 16 time. 17 We couldn't get anybody to go. So that 18 was a problem. And we also, because of different 19 things, people's lives impacted by COVID and other 20 things, we did not submit a very good application 21 for the entire grant. 22 I have been in conversation with the 23 community schools people this year to let them know 24 that we are still interested in moving forward to 25 become a community school. Because you're right.</p>

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1 We pretty much are already a community school. We  
 2 do a lot of the things that community schools do as  
 3 part of what we do.  
 4 VICE CHAIR BURT: Yeah. I would  
 5 definitely encourage that, because it does seem,  
 6 like, you're very involved, like, with community  
 7 partners. But I think the thing that the formal  
 8 community schools process allows you to do is get  
 9 the connections all in order and, like, just make  
 10 sure the system makes sense of those supports  
 11 underneath the students, to where they're coming  
 12 into your school ready to learn.  
 13 You can hold really high expectations for  
 14 them academically, because the community part of it  
 15 is being worked on. And, once again, as a former  
 16 teacher, I think that was one of the most  
 17 challenging things is if a student came up to talk  
 18 to you about something in their life that had  
 19 nothing to do with school, something that they were  
 20 struggling with, something their family was  
 21 struggling with, and, as a teacher, I was, like,  
 22 what do I do, that's when you can't sleep at night;  
 23 right?  
 24 And having the place for your teacher to  
 25 be, like, "We have a community schools coordinator.

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1 I know exactly where to go to to get exactly the  
 2 support you need." Once again, I think that helps  
 3 with teacher retention. Once again, I'm a big  
 4 community schools fan.  
 5 But it just helps a lot of teachers to be  
 6 super hyper-focused on the academic portion and the  
 7 needs of the kids that come to your school be met  
 8 outside of the classroom, so that they can come in  
 9 be supported and academically thrive. I encourage  
 10 you to pull on that again.  
 11 Thank you. Those are all my questions.  
 12 MR. MICHAEL OGAS: Thank you.  
 13 THE CHAIR: Thank you, Vice Chair.  
 14 Commissioner Carrillo, Commissioner Beck begged me  
 15 for a quick question, so I'm going to give him the  
 16 floor, and then it's your turn.  
 17 COMMISSIONER BECK: I had a real quick  
 18 question. I'm looking at the online observations  
 19 that they did. And it says, "The upper grades  
 20 utilized the Imagine Learning online learning  
 21 program for all of the schools core classes."  
 22 And then below, "Students in the upper  
 23 grades were observed in learning labs completing  
 24 their Imagine Learning coursework, and, in other  
 25 classrooms, engaging in hands-on STEAM and

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1 agricultural-based electives."  
 2 So I'm confused with the online learning  
 3 version Edgenuity. Real quick.  
 4 MR. MICHAEL OGAS: Chair Brauer,  
 5 Commissioner Beck, Imagine Learning bought  
 6 Edgenuity. It's the same platform. We have moved  
 7 to an in-person math type of environment because of  
 8 the need to increase math proficiency.  
 9 COMMISSIONER BECK: So that's changed  
 10 since -- okay.  
 11 MR. MICHAEL OGAS: Yes.  
 12 COMMISSIONER BECK: Thank you.  
 13 THE CHAIR: Commissioner Carrillo.  
 14 COMMISSIONER CARRILLO: Thank you. I'm  
 15 Commissioner Carrillo, and I represent the north  
 16 pretty much to the Colorado border here going north,  
 17 and Rio Arriba, Taos.  
 18 So at the top of the page here -- and I  
 19 was going to ask this later. But it's super clear,  
 20 Mr. Ogas, your being a founder and leader of this  
 21 school. And I'm just wondering -- and I'm not  
 22 trying to push you out -- because Ms. Burt brought  
 23 this up with another school earlier in the week,  
 24 "systems in place."  
 25 So, like, what succession planning have

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1 you done? Because, clearly, you're -- I -- based  
 2 even on answering most of the questions in the  
 3 presentation, it seems like you're foundational to  
 4 everything that goes on at this school.  
 5 Have you thought about what's next?  
 6 MR. MICHAEL OGAS: Chairman Brauer,  
 7 Commissioner Carrillo, I have thought about that,  
 8 probably more so in the last few years. That's one  
 9 of the reasons that I've surrounded myself with a  
 10 lot of very, very intelligent young people, you  
 11 know.  
 12 And they understand the program. For  
 13 example, most currently, the major focus of what I'm  
 14 doing at the school is working with Mr. Martinez and  
 15 some of the other people to get the funding for the  
 16 school, which leaves the daily operations to, you  
 17 know, the administration that we've put in place.  
 18 So I don't worry about that piece. I  
 19 mean, ultimately, it's going to be up to the  
 20 governing council. And I've been working with the  
 21 governing council to help them understand, you know,  
 22 what our -- what our history has been, what our --  
 23 you know, just to give them the whole story, so that  
 24 one day, if that needs to happen -- and I'm sure it  
 25 will one day -- they'll be able to figure it out.

<p style="text-align: right;">102</p> <p>1 I haven't named a successor. I don't feel 2 qualified to do that. I'm asked that about twice a 3 year, actually. 4 COMMISSIONER CARRILLO: No, I don't expect 5 you to do that. It's such an integral part of 6 things. 7 MR. MICHAEL OGAS: (Inaudible) ask for 8 that all the time. They want to know what the plan 9 is. 10 COMMISSIONER CARRILLO: When founders stay 11 with the schools, schools succeed. It's when they 12 have turnover in their boards and founders. And all 13 of a sudden, the inspiration and vision, where are 14 we going now? 15 Thank you. I was going to ask that last, 16 but that was at the top of my page there. 17 So I'm hyper-academic-focused, to the 18 point where when schools have different vision 19 statements or mission statements, you know, dealing 20 with the arts or dance or mechanics or whatever it 21 is, and, you know, focusing on SEL, that's all 22 great. And we all want happy kids. But I'd rather 23 have them read and write and do math. 24 And my own personal philosophy, not just 25 as charter authorizers, but when I was with Santa Fe</p>	<p style="text-align: right;">104</p> <p>1 So I'm looking at proficiencies, what I 2 would say, they're not just bad; they're very bad. 3 When I look at 12 percent in math and 27 in English, 4 and then I look -- and I couldn't -- well, I could 5 reconcile it. I did in my mind. 6 How does that jibe with now an 83 percent 7 graduation rate? 8 And so my feeling is since you can 9 graduate with D's and, you know, the grade inflation 10 that happened because of the pandemic, what are 11 you-all doing to make sure that grade inflation 12 isn't what's responsible for your high graduation 13 rate when your proficiency rates are so low? 14 MR. MICHAEL OGAS: Chairman Brauer, 15 Commissioner Carrillo, you raise a very good point. 16 You know, that's why we have hired some people to 17 look directly into that and to make the 18 modifications necessary. 19 I'm not sure what grade inflation is. But 20 I know for a fact that we -- we do see that there's 21 a discrepancy, and we do mean to get to the bottom 22 of what it is. 23 I can point to some of the kids that I 24 know graduated through the pandemic and where they 25 are now. We had one student who was in that</p>
<p style="text-align: right;">103</p> <p>1 Public Schools -- I was on the board for nine 2 years -- with proficiency scores where they are, 3 we're failing them, period. 4 Doesn't -- and, honestly, I think it's 5 excellent that you won the awards in robotics. But 6 can these same kids write an essay? Can they -- if 7 they're going to end up going into robotics, which 8 could be very math-intensive, can they do the work? 9 So that's -- you know. And then -- it's always my 10 biggest concern. 11 And Vice Chair Burt brought up remedial. 12 I would just encourage you to somehow track, either 13 through UNM, CNM, or NMSU, the number of kids that 14 have to do remedial, because we -- they do it still. 15 When I was with the board, the community 16 college up in -- I'm in Santa Fe; it's not "up" in 17 Santa Fe -- the community college, they give us a 18 number. And it's like 82 percent of the kids coming 19 out of Capital in Santa Fe need remedial. 20 And that's just -- that's a shot in the 21 heart to kids, knowing -- and we've failed them. 22 It's not their fault. And knowing that they have 23 all this extra time. And most of them don't end up 24 completing college, even if they start with 25 remedial.</p>	<p style="text-align: right;">105</p> <p>1 robotics program. When he got to the university, he 2 knew so much about that, including the math and the 3 things, they raised him -- he became part of the -- 4 the graduate-level team that -- you know. 5 So there's something -- there's a 6 disconnect, you know. I, too, am real concerned 7 about the proficiency rates as they are on paper. 8 We're trying to get to the bottom of why that is, 9 you know. 10 We've even looked at -- you know, I wonder 11 if we've been testing kids way too much, and we've 12 kind of numbed them to a test kind of thing. And 13 we're trying to change that culture with our staff 14 and everybody else, too, to make sure that they do 15 take them seriously, because then I see -- I do see 16 some of the essays that they write when they go to 17 college, and they're really done quite well. 18 So there is a disconnect between what 19 happens at the test and what happens in reality, and 20 we're trying to make sure that those mesh better 21 together. 22 You're absolutely right. That is a 23 concern on paper. It looks terrible. But I also 24 know that what we're doing in terms of our product 25 works, because the kids are successful. We get a</p>



<p style="text-align: right;">106</p> <p>1 lot of kids that end up in Tech and State and UNM, 2 and they do quite well.</p> <p>3 We get some that go to CNM. We get some 4 that we're going to teach them to be entrepreneurs, 5 and that's going to be positive as well.</p> <p>6 But you make a very good point. It's 7 nothing that we haven't already talked about in our 8 own circles. And it is concerning, because I know 9 how it looks.</p> <p>10 COMMISSIONER CARRILLO: Thank you. When I 11 think of grade inflation, I think of people getting 12 grades they don't deserve, upping someone's GPA, and 13 they don't deserve it because of performance.</p> <p>14 There was a high school in Santa Fe -- it 15 just troubles me. My son went to Desert Academy for 16 two years. And I remember having a -- it was 17 seventh and eighth -- having a meeting with his 18 adviser or something. It was a parent meeting.</p> <p>19 We talked about writing across the 20 curriculum. And they said, "Well, we don't really 21 do that here." And I said (indicates). Because I 22 asked them. I said, "This is really odd that my son 23 has very little writing homework."</p> <p>24 So it would be a suggestion. Like, 25 even -- because you're right. I agree. Testing</p>	<p style="text-align: right;">108</p> <p>1 specific grant for math, and it was done in 2 New Hampshire. Doesn't have to come out of your 3 operational at all. Just something to look for.</p> <p>4 MR. MICHAEL OGAS: Chair Brauer, 5 Commissioner Carrillo, if I could just answer that 6 one thing.</p> <p>7 I wrote that down, because we will reach 8 out to them, because it is a concern of mine. One 9 of the reasons we went to everybody doing 10 interactive notebooks is because we began to see 11 kids didn't know how to write. They're physically 12 writing in their notebooks daily. Just, cursive 13 writing.</p> <p>14 COMMISSIONER CARRILLO: I love that.</p> <p>15 MR. MICHAEL OGAS: Yes. So we're working 16 on that.</p> <p>17 COMMISSIONER CARRILLO: That's fantastic.</p> <p>18 I have some -- I have questions, 19 Mr. Watling, for you in just a moment. Just out of 20 curiosity, what is the budget for your new facility, 21 once it's all built out? I'm just curious. Because 22 I know what things cost in Santa Fe. And we've 23 built out a lot of really fantastic facilities 24 there.</p> <p>25 MR. MICHAEL OGAS: Chair Brauer,</p>
<p style="text-align: right;">107</p> <p>1 fatigue. Enough already. But even on just a 2 regular basis in a science class or whatever, just 3 writing, asking kids to do an essay once a week, and 4 you can tell they do the essay, and you can go to 5 the PLC say, "Holy smokes. He understands the 6 content, but he can't write his way out of a paper 7 bag."</p> <p>8 Then you know, okay, this is where we need 9 to do a focus.</p> <p>10 And with math -- and I'm -- boy, I've 11 mentioned this ever since NMSA told me about that 12 program. There was a grant that they have applied 13 for specifically for math instruction in 14 New Hampshire. And I -- you'd have to call them and 15 ask, and I'm sure they'll tell you.</p> <p>16 And they said, "It's made all the 17 difference."</p> <p>18 That's because NMSA, which, you know, is 19 just around the corner, they were doing so many 20 things well, but their math was really in the 21 cellar. And they just said, "This -- we can't have 22 this here."</p> <p>23 And they just -- they really hunkered 24 down, did this program. This tutoring that's 25 happening there is really effective. And it was a</p>	<p style="text-align: right;">109</p> <p>1 Commissioner Carrillo, I can tell you when the 2 facility master plan was done, it only contemplated 3 the northern 10 acres. And it was estimated 4 somewhere in the area of \$65 million.</p> <p>5 Since then, in the 20 acres, we're trying 6 to rethink that and look at it. It's going to be a 7 little bit more than that, I'm sure. Exactly the 8 number we're going to be asking the PSFA for is kind 9 of up in the air, depending on -- we've had several 10 discussions about that. But it's going to be north 11 of that; so...</p> <p>12 COMMISSIONER CARRILLO: Well, that makes 13 sense, with whether you have -- because high schools 14 will typically cost about \$50-\$60 million, with 15 everything else you're doing. That doesn't floor me 16 at all.</p> <p>17 I would encourage you as somebody comes 18 along and says, "Maybe you should cut this," and, 19 "Maybe you should cut this to be in budget," say no. 20 When we have had a chance -- we called it the 21 Citizens Review Committee. And for years in 22 Santa Fe, they just would -- you know, \$150 million 23 dollars in bond capacity. And they wanted to divvy 24 it out fairly.</p> <p>25 What happened is they looked at facilities</p>

<p style="text-align: right;">110</p> <p>1 ten years later and said, "This looks like a 2 prison," or, "We didn't do this," or, "We didn't do 3 this." And so then we changed the focus in doing it 4 once and doing it right and having everything we 5 wanted. So I would just encourage you to -- 6 MR. MICHAEL OGAS: Very well taken. 7 COMMISSIONER CARRILLO: -- hold the line. 8 Absolutely. 9 A note here says, "We count on charters." 10 We say this all the time. The charters 11 outperform schools all over the state. And so I 12 want you to do that, too. So I gotta tell you, I'm 13 just super disappointed in that number there, you 14 know. But you'll have time to show us that you're 15 capable of taking care of that. 16 The -- do you offer night school? Or 17 night classes? 18 MR. MICHAEL OGAS: I ran out of time, and 19 I was rushing through. But we did, and do, have a 20 night school program. And it has been part of 21 discussion over the last several years. 22 Way back in 2010, Governor Richardson 23 started a thing called "Graduate New Mexico, It's 24 Everybody's Business." And during that year, I 25 actually worked here at PED, and I was one of the</p>	<p style="text-align: right;">112</p> <p>1 cap, us, particularly. 2 But that's okay. We still are working 3 with it. We have a couple we're working with right 4 now, and we're trying to get some outside money to 5 help us with that. 6 COMMISSIONER CARRILLO: You just answered 7 what was going to be my next question. So of 8 concern -- and it was already brought up by 9 others -- we're really going to be looking for a 10 really vigorous audit remedy plan. Just the number 11 of -- usually, audits go down in the years, the 12 number of audits. Yours went up, the number of 13 findings, and that's unusual. 14 So with the Vigil Group and whoever else 15 you're having kind of drill into that, I can say 16 probably on behalf of everybody here, we're really 17 going to be looking for progress there. 18 MR. MICHAEL OGAS: I'm looking forward, 19 Commissioner -- sorry -- to presenting our finding, 20 of the most recent audit in June. 21 COMMISSIONER CARRILLO: Okay. The person 22 that you have working with the foundation, the CPA, 23 does that come out of operational? Or is the 24 foundation paying for that? 25 MR. MICHAEL OGAS: The foundation is</p>
<p style="text-align: right;">111</p> <p>1 two people that kind of implemented that. 2 When we founded SODA, and I went back to 3 work at SODA, we had a start-up grant to begin a 4 credit-recovery night school. 5 The premise of Graduate New Mexico, It's 6 Everybody's Business was to bring back 7 10,000 dropouts from around the state. So we had a 8 lot of adults come back. We even got featured on 9 BBC. The BBC came down and filmed us. And 10 Mrs. Ogas took us through some of the areas she was 11 working intervention in, which was a riot, I'll tell 12 you right now. 13 But we did do that. We created a night 14 school. We've been working that. We've graduated a 15 number of adults through our night school, and we 16 treat them just like our graduates. They walk the 17 line with our kids, that kind of thing. 18 We were asked, "Well, how is it paid for?" 19 Well, right now, it's, kind of like, on a 20 shoestring, mostly administrators, and we'll put 21 together a program for people. 22 But we are looking for grant funds to keep 23 it outside of our SEG, because the number of our -- 24 of our night school students are older than 22 years 25 old. And it devastated us when they went to the 22</p>	<p style="text-align: right;">113</p> <p>1 paying for it. He is the foundation's CPA. 2 COMMISSIONER CARRILLO: All right. This 3 is good. This is good. Do you have a social 4 worker, as separate from a guidance counselor? 5 MR. MICHAEL OGAS: Yes. Yes. We've 6 actually -- we've had two, but we have another 7 opening. But we've had two in the past. We have a 8 social worker that's outside of a guidance 9 counselor, yes. And the Attendance for Success 10 liaison is outside of that. 11 COMMISSIONER CARRILLO: Fantastic. Okay. 12 So something very near and dear to my heart. 13 Civics. Where does that fit into your program? 14 This country is in the bad shape it's in because in 15 the last 20 years, we've cut out civics in schools. 16 These kids couldn't even tell you the three branches 17 of government these days. 18 MR. MICHAEL OGAS: Yeah. 19 MR. JUSTIN SALADA: For our civics 20 program, we're teaching all of the graduated 21 requirement courses; you know, the world history, 22 the U.S. history, the New Mexico history. All those 23 are being met. 24 We're in the process now of developing 25 some programs for projects or portfolios in order to</p>

<p style="text-align: right;">114</p> <p>1 meet the demonstration of competency in civics 2 that's coming up for this year's juniors, because 3 they just edited those graduation requirements. 4       So our students -- and so many of them do 5 these programs where they have to know those things, 6 that we know that they know it. But in terms of a 7 formal, like, this is exactly what every kid does, 8 it's a little bit different, because of their 9 Individual Learning Plans how they get there. 10       Those courses are being taught; right? 11 But we're developing that plan for how they show 12 that in those demonstrations of competency here. 13 And that's something that we're going to be 14 incorporating in the next month or two. 15       And we were just talking about this just 16 yesterday, or two days ago, how we actually show 17 those things. 18       COMMISSIONER CARRILLO: Okay. So you had 19 mentioned the world history and all that stuff. I 20 know that nobody teaches geography anymore. I went 21 to a school where they actually taught geography. 22 It's pretty incredible. Because when you actually 23 learn geography, you learn about why all this other 24 stuff happens in the world. 25       Who's got the water? Who's in a desert?</p>	<p style="text-align: right;">116</p> <p>1 administrators will be helping do at campus this 2 year, as well as our -- you know, our social studies 3 teachers getting out and making sure that those 4 things are being taught. 5       That's why we're coming up with those 6 demonstration-of-competency plans right now to make 7 sure that those things are being taught, to your 8 point. 9       COMMISSIONER CARRILLO: Okay. Thank you. 10 For athletics, do most of you -- do you 11 have an athletics program? I know Los Lunas -- 12 because we played them so many times. 13       That guy, Jadin -- I don't know his last 14 name. He's going to get D1 offers everywhere. 15       Oh, no, no, that was JV up here. But 16 Jadin down there is a thing to watch, when someone 17 is that good. And, you know, Los Lunas is great in 18 athletics. But they're certainly not very good in 19 kids learning. 20       What do you guys do -- do they go to the 21 programs there? 22       MR. MICHAEL OGAS: Commissioner, they do. 23 All of our kids can play sports in the schools they 24 would normally play. We've had varsity football 25 players in any one of the three schools. Same thing</p>
<p style="text-align: right;">115</p> <p>1 Why are these wars fought? You know, what land mass 2 separates the two? And all that kind of stuff. 3       But when I'm speaking of civics, I'm 4 talking specifically how the U.S. -- how government 5 works. And it really kind of comes up sometimes at 6 school level; right? But then locally, state, 7 federal, that's what I'm speaking of, because that's 8 where a disconnect is, I believe, in this country in 9 terms of if kids understood their democracy much 10 more, they'd value it much more. So, I mean -- 11       MR. JUSTIN SALADA: Uh-huh. So our 12 seniors do take the Economics in Government course. 13 So they do have that course; right? A primary 14 example of how our students get involved more in 15 learning about government -- and this is something 16 that we're looking at getting reincorporated this 17 spring -- is the student government around campus 18 through student council and things like that, where 19 they learn, "This is how a legislative body works," 20 and we're actually going to practice it, because 21 you're sitting at a board or a legislative body and 22 you're discussing and doing those things and talking 23 about it. 24       Those are one of the programs that myself 25 and probably Ms. Watling and the other</p>	<p style="text-align: right;">117</p> <p>1 with girls soccer, baseball. They've played, yes. 2       COMMISSIONER CARRILLO: You can tell I'm a 3 huge fan of athletics. Tomorrow I'm going to be 4 wearing the Santa Fe shirt because it's game day. 5       MR. MICHAEL OGAS: I'm a graduate of 6 Santa Fe High. 7       COMMISSIONER CARRILLO: Are you? Demon 8 all the way. 9       And -- my note there said that things 10 didn't sync with proficiencies with grad rates. 11       The attendance is super low. Why is that? 12       MR. MICHAEL OGAS: I think part of it is 13 we didn't have the right structure in place to be 14 taking attendance accurately. That has changed 15 significantly, number one. And then we hired the 16 Attendance for Success liaison, who has had a 17 dramatic effect on getting kids to school. 18       So I think those two things combined, the 19 work we did on the back end through what Mr. Salada 20 and Mr. Howard have done in terms of putting 21 together the different modules associated with 22 PowerSchool has been a game-changer for us in terms 23 of being able to see real time what is going on. 24       So I think that's been the biggest thing 25 is yes, we had an attendance problem. Yes, we could</p>

<p style="text-align: right;">118</p> <p>1 have blamed COVID for it and all that stuff. But I 2 think part of it, too, was we weren't monitoring or 3 entering it correctly.</p> <p>4 COMMISSIONER CARRILLO: Great. Thank you. 5 I don't know if Director Chavez told you 6 this. But it's, like, when schools come in, they go 7 "COVID, COVID." I say "COVID-Schmovid, enough of 8 that already." It's time to get down to business.</p> <p>9 MR. MICHAEL OGAS: I agree. I only said 10 it a couple of times.</p> <p>11 COMMISSIONER CARRILLO: Good. I can't 12 stand that. We're good there.</p> <p>13 You said earlier -- and this was in terms 14 of bringing on new staff, you made a comment -- I'm 15 curious as to what your answer is. What you tell 16 them -- you said sometimes you have to tell them 17 what a charter is when people are coming into your 18 school. What do you tell them?</p> <p>19 MR. MICHAEL OGAS: One of the first things 20 we ask in our questions is, "What do you know about 21 School of Dreams Academy?"</p> <p>22 We can tell right there whether or not 23 they know we're a charter and what a charter does. 24 Some people look for maybe higher -- there's lots of 25 different reasons they're moving.</p>	<p style="text-align: right;">120</p> <p>1 to come to the desk.</p> <p>2 And you're the board chair; is that 3 correct?</p> <p>4 MR. DAVID WATLING: Yes.</p> <p>5 COMMISSIONER CARRILLO: What do you do in 6 your board meetings? What procedure do you have to 7 regularly check -- oversee academics at your school?</p> <p>8 THE CHAIR: Mr. Watling, can you go ahead 9 with spelling your name as well, please?</p> <p>10 MR. DAVID WATLING: Yes, sir. David 11 Watling. D-a-v-i-d W-a-t-l-i-n-g. Thank you, Chair 12 Brauer, and Commissioner Carrillo. We always have a 13 superintendent's report in all of our meetings. 14 That's when Mr. Ogas will go over -- we don't 15 specifically go into academics like you're asking, 16 but we can specifically add to it.</p> <p>17 He goes over all the good things and bad 18 things that have happened prior to the previous 19 meeting.</p> <p>20 COMMISSIONER CARRILLO: I just think it's 21 a great idea. But the great thing is you're 22 autonomous. You can do whatever you want. We just 23 want to see some results.</p> <p>24 I just think that it's great when a -- 25 'cause the board's job is oversight -- to dig down</p>
<p style="text-align: right;">119</p> <p>1 We've interviewed a lot of different 2 people. You really don't know what a charter is 3 until you actually -- if you've never worked in a 4 charter school, until you're actually there.</p> <p>5 I've learned that. I left after 30 years 6 in the regular school systems, you know. But it's a 7 different kind of feel; it's a different kind of 8 look. You're asked to do more things than you 9 normally would, you know, under a collective 10 bargaining agreement, for example. There's a lot of 11 things that may be --</p> <p>12 COMMISSIONER CARRILLO: You don't have a 13 CBA, do you, at your school? Okay. Good.</p> <p>14 MR. MICHAEL OGAS: That's what I meant. 15 It's different. We kind of have to explain things a 16 little bit sometimes. Some fit right in. They go, 17 "This is wonderful," and they're good to go. Others 18 are going, "So where is the teacher lounge?"</p> <p>19 COMMISSIONER CARRILLO: That's great. The 20 autonomy piece is so great. And if people are 21 choosing a charter, they are choosing it because 22 they want things like autonomy, the ability to pivot 23 quickly when you recognize a challenge.</p> <p>24 So David -- Mr. Watling. Okay. And you 25 can just grab one of the mics there. You don't have</p>	<p style="text-align: right;">121</p> <p>1 and ask those questions. There were schools here 2 earlier this week, where I made, you know, very 3 sharp commentary on the board, saying, "Like, look. 4 It's your fault, man. Most of you have been on this 5 board five, ten years. Why have you not looked at 6 this, and why have you let this continue to happen?"</p> <p>7 And so I don't know how long you've been 8 the board chair, but I'm just saying it's really 9 great when a board realizes not just the financial 10 stuff, you know -- because there's all those 11 different things you're going to touch on no matter 12 what -- but digging into academics.</p> <p>13 It's just something that I suggest, 14 because you can hold Mr. Ogas's feet to the fire 15 more, and, consequently, I'm sure staff that come to 16 the meetings as well.</p> <p>17 The -- that's all I got.</p> <p>18 MR. DAVID WATLING: Thank you, sir.</p> <p>19 COMMISSIONER CARRILLO: Do you teach 20 financial literacy?</p> <p>21 MR. MICHAEL OGAS: Yes.</p> <p>22 COMMISSIONER CARRILLO: Okay. That's all.</p> <p>23 MR. MICHAEL OGAS: Both on campus and 24 through our dual credit class.</p> <p>25 COMMISSIONER CARRILLO: Maybe when these</p>

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1 kids get to college, they won't say yes to every  
 2 credit card offer they get. Amazing. Something  
 3 seriously wrong with that.  
 4 And, also, since I'm opining for a moment,  
 5 they need to fully understand what it means to take  
 6 out a college loan.  
 7 The \$40,000 now turns into \$60,000 and  
 8 \$80,000. I would tell kids all the time when I spoke  
 9 at Santa Fe High when I spoke at commencements, and  
 10 things, "No debt." Or at community college or  
 11 whatever you do, no debt, because then you're just  
 12 not free anymore.  
 13 Anyway, so thank you very much.  
 14 MR. MICHAEL OGAS: Thank you.  
 15 THE CHAIR: Thank you, Commissioner  
 16 Carrillo. Commissioner Taylor, then Commissioner  
 17 Manis.  
 18 COMMISSIONER TAYLOR: Thank you. Thank  
 19 you very much. Really appreciate you all being  
 20 here.  
 21 I want to reiterate -- I just want to  
 22 reiterate that -- I want to reiterate that the  
 23 presentation you made was very direct and addressed  
 24 concerns. And I really appreciate that, you know.  
 25 I appreciate your efforts in making that happen.

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1 And I'm really -- I'm really impressed  
 2 with -- with the number of different avenues and  
 3 activities and so on that you offer at the school,  
 4 which is each one of those offers learning  
 5 opportunities for the kids, you know. And -- and I  
 6 think you're excelling in that area.  
 7 I am very concerned, as some of the others  
 8 have expressed, about our academic standing at this  
 9 point.  
 10 I went back to your 2018 renewal and was  
 11 reading kind of where you were at that point, to see  
 12 if -- what kind of progress had been made since  
 13 your -- since your last renewal.  
 14 Things were different as far as how things  
 15 were measured and so forth. Under academic  
 16 performance, the Department's standard of  
 17 excellence, A-through-F letter grades, the final  
 18 rating given by the CSD was Failing to Demonstrate  
 19 Substantial Progress.  
 20 In the summary, it says, "School of Dreams  
 21 Academy has earned a D, a C, a B, and a C  
 22 consecutive, on the overall school grade during the  
 23 current contract term, as well as D's on the  
 24 graduation indicator and an F on the quarter one  
 25 indicator on the A-through-F school grades report

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1 card."  
 2 And that's how they came to their  
 3 summation of Failing to Demonstrate Progress.  
 4 Today we're looking at proficiency scores  
 5 below -- as you know, below the district and the  
 6 state. I feel like we're sort of swimming in the  
 7 same waters of subpar academics.  
 8 So what is -- what's the urgency that you  
 9 feel towards getting this corrected? I want to hear  
 10 the fire in your belly to -- to -- to address the  
 11 issue of why we're there in the first place. What's  
 12 a school for, you know? What's our academic  
 13 performance? So I want to hear that.  
 14 THE CHAIR: Commissioner Taylor, thank you  
 15 for bringing that up. I just want to -- and I know  
 16 the spirit of that question. And I just want to  
 17 make sure that I say on the record that we're going  
 18 to make our decision based on this contract and not  
 19 contracts in the past. But it's important, the  
 20 shared history.  
 21 MR. MICHAEL OGAS: Chairman Brauer,  
 22 Commissioner Taylor, that is a very good question.  
 23 What I can tell you is we had a comment earlier  
 24 about some of the staff turnover.  
 25 I also made decisions on whether or not it

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1 was a good fit or not for somebody to be there, and  
 2 if they weren't teaching standards, or if they  
 3 weren't showing progress, we kind of helped them to  
 4 move on, to be honest with you.  
 5 We -- I am very concerned that those  
 6 numbers do not indicate what our school is, because  
 7 being there all these years, I know what the school  
 8 does.  
 9 So bringing on people like our new STEM  
 10 coordinator, who's very proficient in bringing those  
 11 kinds of rubrics and processes to increase academic  
 12 proficiency is one thing that we're looking for, to  
 13 find someone who understood that, and to bring the  
 14 awareness back to the staff and the urgency back to  
 15 the staff that it needs to -- it needs to happen.  
 16 Because I do not want to be in  
 17 conversations like this, you know, for prolonged  
 18 periods of time, because I know what our school is,  
 19 and I know what they're capable of.  
 20 We have, the last year, been laser-focused  
 21 on two things: CTE and proficiency and graduation  
 22 rates and attendance. We're starting to see the  
 23 fruits of some of those labors. I hope we're going  
 24 to see, hopefully by the spring, but for sure by the  
 25 fall, you know, in terms of some of those math

<p style="text-align: right;">126</p> <p>1 scores, going up, and the reading scores.</p> <p>2 I mean, look, I'm fully aware. Even if we</p> <p>3 were the best performing school in the state, our</p> <p>4 state is still the 50th performing school (verbatim)</p> <p>5 in the country. So we've got a lot of work to do,</p> <p>6 and I'm fully aware of that. And I haven't given up</p> <p>7 on it. And I believe that the staff that we have in</p> <p>8 place understands -- understands that urgency now.</p> <p>9 COMMISSIONER TAYLOR: Okay. Thank you.</p> <p>10 Thank for you that.</p> <p>11 Yeah. I guess that's -- I mean, I guess</p> <p>12 that's it. I just -- I'm really, really concerned</p> <p>13 that -- I mean, even -- you know, the growth rates</p> <p>14 indicate a downward trend, you know. And it just</p> <p>15 seems like we've been sort of in this discussion</p> <p>16 before, and I haven't seen the kind of</p> <p>17 improvement -- I sort of get that, you know. We</p> <p>18 have the same administration saying, "Well, we're</p> <p>19 going to change things, we're going to make things</p> <p>20 better."</p> <p>21 Every time they're up for election, "We're</p> <p>22 going to make things better," and yet they've had</p> <p>23 four years, five years to make things better. Why</p> <p>24 are we still here? So --</p> <p>25 MR. MICHAEL OGAS: Your point is well</p>	<p style="text-align: right;">128</p> <p>1 is going to go get their bachelor's degree and be a</p> <p>2 doctor or a lawyer or even a schoolteacher; right?</p> <p>3 There's going to be those that are in the trades.</p> <p>4 And so I really did appreciate that aspect.</p> <p>5 The one comment that I'd like to make in</p> <p>6 regards to that is that while I think that you have</p> <p>7 sufficient breadth at the school, although you seem</p> <p>8 to want to continue adding more things, I think it</p> <p>9 would be wise of you to focus on depth, because it</p> <p>10 seems like depth is where you're lacking.</p> <p>11 You have all of these great things that</p> <p>12 you're doing. But the depth of the core isn't there</p> <p>13 to support that breadth.</p> <p>14 And so I know you had mentioned that you</p> <p>15 know what your school is offering. And I</p> <p>16 congratulate you on winning those different</p> <p>17 achievements.</p> <p>18 But what specifically are you planning to</p> <p>19 do -- and this comes from me -- over the past few</p> <p>20 days we've talked about strategic planning with some</p> <p>21 of the schools -- what specifically have you</p> <p>22 outlined, have you planned for, in regards to</p> <p>23 improving your proficiencies so that it does pan out</p> <p>24 on paper, black and white?</p> <p>25 MR. MICHAEL OGAS: Chairman Brauer,</p>
<p style="text-align: right;">127</p> <p>1 taken, Commissioner.</p> <p>2 THE CHAIR: Thank you, Commissioner</p> <p>3 Taylor.</p> <p>4 Commissioner Manis. And then I'd like to</p> <p>5 share. Okay.</p> <p>6 COMMISSIONER MANIS: Thank you. And I</p> <p>7 would also like to echo some of the other</p> <p>8 Commissioner comments about your presentation. I</p> <p>9 thought that that was probably the most organized</p> <p>10 and to-the-point presentation that we've had. of</p> <p>11 the renewal hearings. So it's nice to get one like</p> <p>12 that of the four days that we've been going through</p> <p>13 this.</p> <p>14 And it's good to see those things that you</p> <p>15 addressed. I really do appreciate that. First of</p> <p>16 all, that shows to me that you're really thoughtful</p> <p>17 in your responses, and you have been to all of our</p> <p>18 questions.</p> <p>19 I would also like to commend you on the</p> <p>20 breadth of the offerings, like Commissioner Taylor</p> <p>21 had mentioned, the different activities and choices</p> <p>22 that you're offering for students to explore.</p> <p>23 I really liked hearing about your CTE,</p> <p>24 like the plumbing aspect, some of those things. I</p> <p>25 think that's really important, because not everyone</p>	<p style="text-align: right;">129</p> <p>1 Commissioner Manis, that's a very good question. I</p> <p>2 thought I had put in a slide -- but I did not -- of</p> <p>3 the way that we were -- are beginning to look at to</p> <p>4 train our staff in terms of looking at grade-level</p> <p>5 standards and then breaking those standards down</p> <p>6 into daily incremental doses of -- of work to meet</p> <p>7 those standards.</p> <p>8 So that's something that we're going to be</p> <p>9 implementing now in the spring, in January. We're</p> <p>10 going to do comprehensive training of staff on the</p> <p>11 2nd, when we come back, on just that.</p> <p>12 We have -- we have the rubrics for math</p> <p>13 and for language arts that we've developed. And</p> <p>14 we're looking at all the standards necessary within</p> <p>15 the grade levels.</p> <p>16 And we have the lessons -- we're actually</p> <p>17 going to be providing the teachers with the actual</p> <p>18 lessons that meet those standards that will then be</p> <p>19 evaluated weekly with team meetings weekly to see</p> <p>20 how they're doing and how did we do as a group? Can</p> <p>21 we move on? Do we need to redo that standard and</p> <p>22 then catch up, kind of thing.</p> <p>23 And that's something we've never done</p> <p>24 before. We've never been quite that purposeful, and</p> <p>25 I believe that's going to make a difference because</p>

<p style="text-align: right;">130</p> <p>1 I know our people. And I think that's going to --  2 having that focus and having that structure is --  3 like you said, the depth is what we're lacking, and  4 that's, in a way, what we're trying to bring to  5 that.  6 And we have developed that out. I have a  7 teacher who's working on the math standards. And  8 the language arts people are doing the exact same  9 thing with his guidance, because he's done this  10 before in other schools in the language arts areas.  11 And we think that the math standards will  12 translate over into the science area as well.  13 That's why we're focusing mainly on math. Plus, it  14 was our lowest score.  15 COMMISSIONER MANIS: I appreciate that,  16 because that's -- I really wanted to hear something  17 actionable that you're doing. So I do commend you  18 on taking action rather than intending to do  19 something, because I think a lot of times we hear  20 intentions versus actions. And so I really do  21 appreciate the action component.  22 Like Commissioner Beck, I haven't asked  23 this to any other school. But this is something out  24 of -- out of left field.  25 How have you seen AI impact your students?</p>	<p style="text-align: right;">132</p> <p>1 further questions.  2 THE CHAIR: Commissioner Gipson. Then  3 Commissioner Ingham.  4 COMMISSIONER GIPSON: Thanks. So just a  5 couple of things. And it's -- you know, when I see  6 that operational and financial "Does Not Meet  7 Standards" comes up, and there's an audit finding,  8 I'm that person that goes and looks at board minutes  9 to see what might be going on.  10 So I'm just curious. Because I don't see  11 regularly, like, any report from a finance  12 committee.  13 So is there an active finance committee?  14 And do they regularly report to the board?  15 MR. MICHAEL OGAS: Chairman Brauer --  16 COMMISSIONER GIPSON: And if you've got  17 the -- you know, I'd appreciate the board GC  18 responding to this more. No offense.  19 But this is -- you know, this is a  20 contract we make with the governance council,  21 actually, not -- you know, as important as Mr. Ogas  22 is, this is a contract we make with you.  23 So you're an integral part to the  24 successful functioning of this school.  25 MR. DAVID WATLING: Yes, ma'am. Well,</p>
<p style="text-align: right;">131</p> <p>1 Are they using AI-generated content to respond to  2 some of these, like, essay formatted questions?  3 Have you had to deal with that?  4 MR. MICHAEL OGAS: That's a very good  5 question, Chairman Brauer, Commissioner Manis. So  6 we have a very, very defined and strict plagiarism  7 policy. We modified that policy last spring to  8 indicate the use of AI. And, of course, we also  9 have certain ways to check a narrative to see if  10 it's actually plagiarized.  11 So we all have those checks in place.  12 We know it's there. And we know -- that  13 doesn't help a child learn to read or write, even  14 though it makes them look really good if they use  15 it. And so we're real cognizant of that.  16 And that's going to be an interesting  17 fight, because as much as I'd like to go back to  18 paper and pencil, you know, using the interactive  19 notebooks is one step, so they get that drilled into  20 them.  21 The plagiarism policy is like our -- our  22 teeth right now. We deal with it. We have  23 suspended kids for it. And we have -- it's a very  24 serious thing with us.  25 COMMISSIONER MANIS: Thank you. I have no</p>	<p style="text-align: right;">133</p> <p>1 thank you. So we have our finance meeting meet an  2 hour before all of our council meetings. They meet  3 for an hour. If they have any findings to report,  4 they will report during that meeting. The two  5 people we have assigned to the finance committee,  6 one works for the City of Belen, and the other one  7 used to work for the City of Los Lunas, so they're  8 used to handling large budgets.  9 COMMISSIONER GIPSON: Thanks. You know,  10 kind of going along with what Commissioner Carrillo  11 said, do you ask for data reports? I don't honestly  12 see a lot of robust discussion about programming at  13 the school in the board minutes. And that's not  14 just you, you know; it's many of our schools.  15 And I think sometimes when -- you know,  16 there's that fine balance of it's really important  17 to keep the founder involved, and we want to keep  18 the mission straight. But sometimes the founders  19 start to, you know, take a little more role in the  20 governance. And it's -- it's often difficult for  21 our schools to do that.  22 So I would just hope that you -- you reach  23 out to some folks. Because I think as we look at  24 wanting to see growth, that the governance council  25 is engaging with the head administrator to keep on</p>

<p style="text-align: right;">134</p> <p>1 top of that and see what kind of programming changes 2 might be made. So that it is -- it doesn't appear 3 it's as much of a partnership as it -- you know, on 4 paper. You know, to me, it's looking like we've got 5 these five items, and we're going to get out of here 6 in 20 minutes. That was a great meeting. Sometimes 7 yes, but oftentimes, it's not when we're looking at 8 the health of a school.</p> <p>9 So I appreciate that.</p> <p>10 And I just have one more question.</p> <p>11 What short-cycle assessments do you use?</p> <p>12 Because when I went through the application, I 13 couldn't really find it.</p> <p>14 MR. MICHAEL OGAS: Chairman Brauer, 15 Commissioner Gipson, we use NWEA MAPs and Istation. 16 Yeah.</p> <p>17 COMMISSIONER GIPSON: Thanks. I 18 appreciate that.</p> <p>19 THE CHAIR: Thanks, Commissioner Gipson. 20 And what I heard you also -- I appreciate that.</p> <p>21 COMMISSIONER GIPSON: Oh, wait. I hate -- 22 so when I was perusing those board minutes, I saw 23 there's a contract with a dance academy?</p> <p>24 MR. MICHAEL OGAS: Yes. So our former 25 dance instructor, I had asked her to come back to</p>	<p style="text-align: right;">136</p> <p>1 critical need for that. And I was impressed with 2 that program, and I was hoping to give you a little 3 more time to talk about that.</p> <p>4 There's also -- when Commissioner Carrillo 5 was talking about the math program at the art 6 school, one of the things that they brought up that 7 I thought was particularly impressive was that their 8 math department had a specific person that was set 9 aside to do one-on-one backfill with students that 10 were lacking in -- because it appears that we often 11 are keeping our whole -- the whole class engaged in 12 stuff that is not moving forward because they have a 13 few students that have systemic -- or in discrete 14 areas where they've had dropout.</p> <p>15 That seemed to be really, really 16 productive. And so the instruction can move forward 17 with math and continue on in -- in -- in making 18 progress.</p> <p>19 And then that specific instructor will go 20 back and pull out individuals, getting them back up 21 to speed. And I've got to say that looked like a 22 program that might be very effective.</p> <p>23 So, anyway, was going to offer that up. 24 But I did want you to talk a little bit more about 25 the CTE initiative you have.</p>
<p style="text-align: right;">135</p> <p>1 teach dance with us. And so she agreed to do so and 2 then asked if she might be able to enter into a 3 contract with us to maybe move her dance academy to 4 one of our portables in the evening after hours.</p> <p>5 COMMISSIONER GIPSON: Okay. So they pay 6 you for the use of the facility.</p> <p>7 MR. MICHAEL OGAS: Yeah. We got the fair 8 market value.</p> <p>9 COMMISSIONER GIPSON: Okay. Thanks.</p> <p>10 THE CHAIR: Thank you. Commissioner 11 Ingham.</p> <p>12 COMMISSIONER INGHAM: I want to say thank 13 you also. I was trying to remember the name of the 14 program when I went to visit your school, when you 15 invited me for that inaugural thing for the program 16 for CTE that was --</p> <p>17 MR. MICHAEL OGAS: The Innovation Zone? 18 COMMISSIONER INGHAM: Innovation Zone, 19 right. And I was very impressed with that. And I 20 don't think you had much time to elaborate on that. 21 But it seemed like they have a whole lot of 22 community and industry partners that they're working 23 with.</p> <p>24 And knowing my field, that we have a 25 critical need for people in industry to -- we have a</p>	<p style="text-align: right;">137</p> <p>1 MR. MICHAEL OGAS: Thank you, 2 Commissioner. Chairman Brauer, Commissioner Ingham, 3 we were one of the recipients this year of the 4 Innovation Zone Initiative. But prior to that, we 5 had already been actively working on CTE pathways. 6 That's a personal thing for myself and for 7 Mrs. Ogas. Her dad was an electrical contractor. 8 And we made a promise not only to myself for him, 9 but also to the Village of Los Lunas, when they put 10 us on the 20 acres, to build out a workforce 11 training program, to do something in that area.</p> <p>12 So the Innovation Zone money has helped us 13 with providing some curriculum, some infrastructure, 14 some ability to meet.</p> <p>15 We had already been developing a number of 16 partnerships with local manufacturers and local 17 business people to -- to help us in that area, and 18 we have tremendous support to do that.</p> <p>19 What we lack is the space, the adequate 20 spaces to do those trainings. And that's why this 21 is a perfect time to be doing that, because we're 22 actually planning the building with the notion to 23 make sure that we have the spaces available to make 24 those kinds of programs work.</p> <p>25 We've been to training labs that TLC has,</p>



<p style="text-align: right;">138</p> <p>1 for example, for their employees. And we've gotten  2 ideas there. We've worked with Sisneros Brothers  3 and CEMCO and Aristat [ph] and some of these other  4 places around to see how they're doing things.  5 And we're going to try to incorporate all  6 that into something that would be workable on our  7 campus for our students, and, you know eventually,  8 maybe even for the community training programs in  9 the evening or stuff like that, people that may want  10 to come back to school once we get the night school  11 situated and back and up and running and funded.  12 So there's a lot of ramifications to that.  13 In terms of the math, you're absolutely right. More  14 individual attention is always needed. We have  15 implemented the MATH 180. That is not only -- it's  16 an online kind of delivery, but we have a math  17 teacher in there as well. And even on the online  18 programs that do offer math courses, we have math  19 teachers associated to that as well, and we're  20 trying real hard.  21 We're utilizing the near-peer tutoring  22 monies to have peers that are proficient help other  23 kids out, and, you know, basically get paid for it.  24 So we're -- those are all areas that are  25 important and we need to keep working on ways to</p>	<p style="text-align: right;">140</p> <p>1 those items, and I'm waiting with bated breath to  2 see the results of that.  3 The academics. I think your School of  4 Dreams is such a beautiful place. I've been there  5 only once, but I know I've talked to you and your  6 team multiple times. I think it's marvelous to see  7 the different types of opportunities that you  8 provide to students in Valencia County and other  9 counties when they choose to come to you.  10 I'm a farmer by trade. When I was there  11 at the school, I saw -- I think it was a red-belly  12 Ford that you all were re-fabbing. And there is no  13 way, Commissioner Manis -- he's not here right now.  14 But you can't fake that with AI in terms of building  15 out and redoing things of that nature. So I love  16 that ability of a school to do hands-on learning  17 around a CTE program while also doing college and  18 career preparedness through dual credits. Being  19 able to do all of those things, I think is a  20 beautiful -- beautiful opportunity for your  21 students.  22 I have a lot of questions about, like, the  23 ag, but -- I'd love to talk to you at some point  24 about that, about the farm-to-school activity,  25 things that really get hands in dirt, hands oiled up</p>
<p style="text-align: right;">139</p> <p>1 address those needs.  2 THE CHAIR: Thank you, Commissioners. I'm  3 going to be super brief.  4 I have a couple of questions and  5 curiosities. I'm going to reserve the curiosities  6 for another time since I know where to find you all.  7 I do want to also just echo the  8 presentation that you all did. It was very well  9 done. I think coming in, I know it's not your first  10 rodeo, Mr. Ogas and team, so you were ready to  11 answer the questions that were on our mind. And I  12 saw it like it was well-polished and smooth. And I  13 just really appreciate that.  14 For me, I think you heard the concerns  15 that we have. And I share those concerns. The  16 financials, I -- hope springs eternal. We're going  17 to see some wonderful things, Mr. Ogas. And I know  18 that sometimes, depending on what an audit finding  19 is, it takes multiple years to get that uncovered  20 and corrected. So I just wanted to acknowledge  21 that. Sometimes financial findings are not just an  22 easy thing that you can do one year out. It  23 oftentimes takes many years.  24 So I appreciate you-all, like, continuing  25 to put your nose down to the grindstone and correct</p>	<p style="text-align: right;">141</p> <p>1 and being useful. I think that -- if I opine just a  2 little bit, I think that I was lucky to be growing  3 up on a dairy farm. And I know there's students in  4 Los Lunas who have that shared experience, but  5 because of the change we see in our world,  6 especially in your community, 20 years ago, it's a  7 completely different community now, and probably a  8 the lot less farmers.  9 So having an opportunity to ensure that  10 our young people are useful and are able to  11 problem-solve in ways that their parents and  12 grandparents had to do, I think just warms my heart.  13 And I don't think we have very many charters that  14 focus in on things of that nature. So I -- kudos to  15 you all.  16 So here's my feedback. And you may want  17 to respond, but you may not have to respond. But I  18 just feel like some -- some sage advice, I guess.  19 And this comes from a place of care and a place of  20 humility towards you all.  21 You're -- you're School of Dreams, but I  22 know that you have a lot of dreamers on your staff,  23 including you, Mr. Ogas. You're a dreamer. And now  24 every time you come and talk to us -- when I was  25 charter school director, when I talked to you on the</p>

<p style="text-align: right;">142</p> <p>1 side, I know we're in friendly -- in similar 2 friendly circles. And each time I hear you speak, I 3 feel -- I know that you're a dreamer. And I think 4 that's so great. 5 And when you talk to us here, you're 6 dreaming. And I feel good, and I feel confident. 7 But oftentimes with dreams, you need some 8 people who have different skill sets to sweat the 9 details. 10 One of the notes that I just had, you 11 know, that I just think about for your organization, 12 for School of Dreams Academy, is to have somebody 13 who is going to sweat those small -- the small stuff 14 that can oftentimes turn into big things that need 15 to be potentially corrected. 16 And it might be Mr. Salada who's going to 17 be doing that. 18 But I just think -- I just encourage 19 you -- a lot of the things that are on -- that were 20 on the -- you know, the -- the red, green, and 21 yellow chart, a lot of those reds and yellows, I 22 think it's the small stuff sometimes that may not be 23 emphasized with dreamers that think big. 24 And so I hope over the next five years, 25 as -- if we do do a five-year renewal -- that you</p>	<p style="text-align: right;">144</p> <p>1 of renewal, which I am in favor of, that we see 2 that, and we hold you accountable to that with 3 kindness, but, like, your kids deserve it. 4 You used to be a SAM school. So, 5 Commissioners, you may not be familiar with some 6 other schools were SAM schools. I know that the PED 7 regrettably has not created a model for that. I 8 can't remember why you were a SAM school, though, 9 and I wanted to give you an opportunity to just 10 share why that was. 11 MR. MICHAEL OGAS: Commissioner Brauer -- 12 I mean Chair Brauer, the reason we were a SAM school 13 is because of our high special education population 14 and our high economically disadvantaged population. 15 So those was our main reasons. 16 Those kids came to us already identified 17 with IEPs, albeit 90 percent of those IEPs were 18 outdated, and the evaluations were outdated. So 19 that was the reason, you know. 20 And I -- I understand the challenges. 21 Your points are well-taken. And I just want to let 22 you know I've always said we hold true -- at least I 23 believe our school does -- I know I do -- to the 24 registration process being the way charter schools 25 have intended it to be.</p>
<p style="text-align: right;">143</p> <p>1 have a couple of those people that can balance out 2 the dreaming that happens at your school to really 3 manage those other things that may not be in your 4 purview or may not be in your expertise or may not 5 be in your given skill set, but matter a lot, and 6 that we see the space in between this meeting, where 7 it was super smooth and polished, and you were 8 prepared. And we have somebody who's doing that 9 same thing before audits, audit findings happen. 10 We see that same thing when we see, like, 11 young people who, the alarms go off and we're not 12 meeting those academic results on NWEA, and we take 13 immediate action to figure out how do we make sure 14 that our ELL students continue to grow, which I 15 think is promising, the numbers that you've shared 16 and that I've seen. But we're doing that in a way 17 that it's deliberate; it's focused; it's emphasized. 18 And somebody's role was to, like, make sure that 19 they're holding you and the others who are the 20 dreamers of the school account to seeing those 21 changes. 22 So that's my, slash, sage advice, things 23 that I'm thinking about. 24 The thing that I think you can use in this 25 next five years, as we move forward with that style</p>	<p style="text-align: right;">145</p> <p>1 Not asking till they're offered enrollment 2 is a big deal to me, you know. And that way, there 3 is no one who can say we're picking and choosing, 4 because we don't pick and choose. You know what I'm 5 saying? 6 So that -- that philosophy has resulted in 7 higher percentages of different populations than 8 some schools have. 9 That's not an excuse. I'm a special ed 10 person since 1979, you know. So I understand what 11 needs to happen. I also understand the realities of 12 that, too. I lived through it when we were doing No 13 Child Left Behind, you know, and I was directing 14 special ed programs in local school districts, you 15 know. So I've seen all of that happen. 16 But that's why. And we argued -- I argued 17 extensively to really come to some final designation 18 on what a SAM school meant and what that meant for, 19 you know, renewals and all those kinds of things. 20 I've just come to the reality that we just need to 21 live with it and move forward. 22 I don't think anyone has ever, at least in 23 my career, has figured out what to do as a SAM 24 school designation. My colleagues also have SAM 25 schools. We've all just kind of said, "Well, we'll</p>

146	<p>1 deal with it."</p> <p>2 THE CHAIR: Thank you. I just wanted to</p> <p>3 make sure that was -- I think you mentioned this. I</p> <p>4 just really appreciate when you shared that you had</p> <p>5 all -- you're a CEP school. 100 percent of your</p> <p>6 students receive Free and Reduced Lunch. Some of</p> <p>7 our other schools are far away from that. And I</p> <p>8 feel like that's something that I deeply appreciate.</p> <p>9 I think that is the -- I think that's a</p> <p>10 great thing that you're doing. you're afire in</p> <p>11 special education. And these are also not excuses</p> <p>12 about not meeting the Meets. And I know you -- and</p> <p>13 you just said that. I just wanted to acknowledge</p> <p>14 that.</p> <p>15 With that opportunity comes the</p> <p>16 responsibility to make sure that our young people</p> <p>17 that are furthest from opportunity receive the very</p> <p>18 best, and receive the innovative and unique</p> <p>19 educational experience that you all are providing.</p> <p>20 And now we just need to hunker down and make sure</p> <p>21 that's leading into the -- the academic results.</p> <p>22 MR. MICHAEL OGAS: I agree.</p> <p>23 THE CHAIR: And I know you're confident in</p> <p>24 that. And I just think about how, in five years</p> <p>25 from now, I want to see the story. I want to see</p>	148	<p>1 going to talk unless there's a recording. I'm just</p> <p>2 kidding, Bekka. Excuse me. Funny. So thank you</p> <p>3 for that.</p> <p>4 So the group knows that lately, when a</p> <p>5 school has a performance -- academic performance of</p> <p>6 this nature, I always bring up the idea -- stay in</p> <p>7 your chair -- of a three-year, because I'm not going</p> <p>8 to request it here. But it's just a thing that I --</p> <p>9 I want to see results sooner, because my philosophy</p> <p>10 is kids don't have time, okay?</p> <p>11 We have time. They don't. I mean, the</p> <p>12 kids right now that are 12, 13, and 14, they don't</p> <p>13 have time for all these things to happen. All of a</p> <p>14 sudden they're 18 and 19 and not doing as well as</p> <p>15 they hoped they would.</p> <p>16 So I'm not even going to suggest that.</p> <p>17 But just know that that's my thinking.</p> <p>18 Just as an aside, because you were talking</p> <p>19 about CTE, I have, in Santa Fe, a number of clients</p> <p>20 are veterinary services. And one of the things I</p> <p>21 learned -- I don't know if you guys know this --</p> <p>22 that you can do entry-level positions at a -- like,</p> <p>23 somebody that's interested in maybe even becoming a</p> <p>24 DVM someday, they can work in a vet's office and</p> <p>25 really be involved in procedure with very little</p>
147	<p>1 the story different.</p> <p>2 MR. MICHAEL OGAS: Me, too. We haven't</p> <p>3 given up. I personally haven't given up. So we're</p> <p>4 working on it.</p> <p>5 THE CHAIR: Thank you. That's all I have.</p> <p>6 And if it's okay. Commissioner Carrillo</p> <p>7 or Commissioner Ingham, if -- okay. Go ahead.</p> <p>8 COMMISSIONER CARRILLO: My Columbo moment.</p> <p>9 Remember Columbo, at the very end? As he's going</p> <p>10 out the door, he says "Oh, yeah."</p> <p>11 Okay. So a couple of things. One, it</p> <p>12 looks like -- I went to your website, and I was</p> <p>13 really glad there were things I couldn't get into</p> <p>14 unless I was admitted, unless my child was admitted.</p> <p>15 And it looks like you're really conforming</p> <p>16 to the lottery process that we have intended</p> <p>17 everybody to conform to that some schools don't.</p> <p>18 And thanks for that.</p> <p>19 MR. MICHAEL OGAS: We worked hard on that.</p> <p>20 Honestly, I mean, it was -- we did it purposefully.</p> <p>21 COMMISSIONER GIPSON: It takes that</p> <p>22 concerted effort --</p> <p>23 THE CHAIR: Wait a second. I just heard</p> <p>24 the recording stopped.</p> <p>25 COMMISSIONER CARRILLO: Yeah. I'm not</p>	149	<p>1 certification. It's just incredible.</p> <p>2 MR. MICHAEL OGAS: Mrs. Watling's classes</p> <p>3 can go to two separate vets regularly.</p> <p>4 COMMISSIONER CARRILLO: Great. Such a</p> <p>5 great future for kids to be able to do. Anyway,</p> <p>6 that was an aside. I'm good. No more Columbo</p> <p>7 moments.</p> <p>8 THE CHAIR: Commissioner Carrillo, I</p> <p>9 apologize. Did you finish up?</p> <p>10 COMMISSIONER CARRILLO: Yeah. No more</p> <p>11 Columbo. I'm done.</p> <p>12 THE CHAIR: Commissioner Ingham.</p> <p>13 COMMISSIONER INGHAM: I would like to make</p> <p>14 a proposal.</p> <p>15 THE CHAIR: Speak into that microphone as</p> <p>16 well as you can.</p> <p>17 COMMISSIONER INGHAM: The motion, okay.</p> <p>18 And I'm very pleased to do this.</p> <p>19 We would move that the Public Education</p> <p>20 Commission approve the application for the School of</p> <p>21 Dreams Academy for a five-year term, 2024 through</p> <p>22 2029, with the following conditions:</p> <p>23 That the school -- 1. That the school</p> <p>24 improve individual student academic growth beginning</p> <p>25 with specific immediate action to correct student</p>

<p style="text-align: right;">150</p> <p>1 academic growth that is presently below state 2 standards and report data from the school's 3 assessments back to the PEC by the June PEC meeting 4 each year.</p> <p>5 2. That the school show appropriate 6 safeguards and use of state dollars.</p> <p>7 b. Enter into a memorandum of 8 understanding with its foundation to allow for full 9 disclosure of the State funds into the foundation, 10 private funds provided for a State matching dollars 11 and expenditures of those funds, and;</p> <p>12 c. The information is provided to the 13 PEC as part of the annual report.</p> <p>14 3. That the school's record of 15 performance demonstrates:</p> <p>16 a. Continuous student academic growth. 17 b. Student graduation rate growth 18 beginning with specific immediate action to increase 19 student graduation rates that are presently below the 20 state standards.</p> <p>21 c. That the needs of special education 22 students are being adequately addressed through the 23 successful completion of the PED's special education 24 Corrective Action Plan in accordance with PED 25 requirements and timelines. And then;</p>	<p style="text-align: right;">152</p> <p>1 I would do a semicolon. Because it says "that are 2 presently below state standards." But they're not 3 presently below state standards.</p> <p>4 So I would just put the semicolon after 5 the word "graduation rates." Would the motion-maker 6 say, "Cool idea"?</p> <p>7 VICE CHAIR BURT: Friendly amendment? 8 THE CHAIR: Would you be okay with that 9 friendly amendment?</p> <p>10 COMMISSIONER CARRILLO: Is that an 11 amendment, really? Because it's just adding a 12 colon.</p> <p>13 THE CHAIR: I think, grammatically, it 14 would be. Of course.</p> <p>15 Any other discussion points? 16 COMMISSIONER CARRILLO: Yeah. So, of 17 course, not breaking the rules of the OMA rolling 18 quorum and stuff like that, there have been a few 19 Commissioners I've spoken to about the school and 20 had an impression about the school and some of the 21 challenges that I felt were going to be way more 22 challenging and problematic -- this is about the 23 motion -- than I -- until I learned more.</p> <p>24 And so I'm happy to support the motion, 25 because I was really -- I was thinking that this was</p>
<p style="text-align: right;">151</p> <p>1 d. Shows conformity with Generally 2 Accepted standards of fiscal management, beginning 3 with specific immediate action to correct the 4 unsatisfactory performance related to fiscal 5 management, which must include fewer audit findings 6 that are not repeated and adequate internal control 7 policies and procedures.</p> <p>8 The specific immediate actions needed on 9 items 3.a. through d. above will be outlined in the 10 school's negotiated performance framework. The 11 first annual report will confirm completion of each 12 item, or, if the concern is not corrected, will 13 identify the uncorrected, unsatisfactory performance 14 on each item that will be subject to further PEC 15 action.</p> <p>16 VICE CHAIR BURT: Second. 17 THE CHAIR: We have a second. Now we're 18 in discussion of the motion, specifically. 19 Commissioner Carrillo. 20 COMMISSIONER CARRILLO: Under 3.b., I 21 believe there needs to be a correction, because the 22 language that was read was student graduation rate 23 growth, beginning with specific immediate action to 24 increase student graduation rates. 25 I would put a period there. Or, actually,</p>	<p style="text-align: right;">153</p> <p>1 going to be super difficult, the motion for this 2 school and what was going to happen. And I'm 3 pleasantly wrong.</p> <p>4 So I'm really happy with everything I've 5 learned.</p> <p>6 THE CHAIR: Thank you, Commissioner 7 Carrillo. 8 No other -- no other comments, I see. 9 So let's go ahead and take a roll-call 10 vote. 11 Vice Chair Burt, thank you so much. 12 VICE CHAIR BURT: Commissioner 13 Clahchischilliage. 14 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 15 VICE CHAIR BURT: Commissioner Carrillo. 16 COMMISSIONER CARRILLO: (Inaudible.) 17 Commissioner Taylor. 18 COMMISSIONER TAYLOR: Yes. 19 VICE CHAIR BURT: Chair Brauer. 20 THE CHAIR: Yes. 21 VICE CHAIR BURT: Commissioner Gipson. 22 COMMISSIONER GIPSON: Yes. 23 VICE CHAIR BURT: Commissioner Beck. 24 COMMISSIONER BECK: Yes. 25 VICE CHAIR BURT: Commissioner Ingham.</p>

<p style="text-align: right;">154</p> <p>1 COMMISSIONER INGHAM: Yes.</p> <p>2 VICE CHAIR BURT: Commissioner Manis.</p> <p>3 COMMISSIONER MANIS: Yes.</p> <p>4 VICE CHAIR BURT: And Vice Chair Burt,</p> <p>5 yes. That passes unanimously, nine-zero.</p> <p>6 Congratulations. (Applause.)</p> <p>7 THE CHAIR: Mr. Ogas, did you have a</p> <p>8 question for us?</p> <p>9 MR. MICHAEL OGAS: The only thing that I</p> <p>10 wanted to mention was the end-of-year assessment</p> <p>11 data isn't readily available to schools in June. So</p> <p>12 I don't know -- we'll just have to work through it.</p> <p>13 Okay.</p> <p>14 VICE CHAIR BURT: I think the intention is</p> <p>15 it would be your internal short-cycle assessments</p> <p>16 that you have control of. Yeah.</p> <p>17 THE CHAIR: Thank you so much.</p> <p>18 Congratulations. Safe travels home. We look</p> <p>19 forward to working with you.</p> <p>20 Aviation Academy, we're going to take a</p> <p>21 ten-minute break. We'll start at 11:10, if you</p> <p>22 don't mind. You can come on up if you have a</p> <p>23 multimedia presentation, if you haven't already, to</p> <p>24 get that all set up.</p> <p>25 (Recess taken, 11:01 a.m. to 11:15 a.m.)</p>	<p style="text-align: right;">156</p> <p>1 Academy.</p> <p>2 CSD conducted the school site visit on</p> <p>3 October 23rd, with Martica Davis as lead, and</p> <p>4 myself, Kristen LaVolpa, and Rachel Stofocik on the</p> <p>5 team.</p> <p>6 It was my second visit to Aviation</p> <p>7 Academy, or AlbAvA, as they call it now. I visited</p> <p>8 first when they were SAMS in '21-'22.</p> <p>9 The school has a new -- a brand new lovely</p> <p>10 facility and a unique program where students can</p> <p>11 graduate with a private pilot's license or a drone</p> <p>12 pilot's license, or both. We talked to several</p> <p>13 students on the visit who were graduating with both</p> <p>14 a drone pilot license and a private pilot license.</p> <p>15 The school has a flight simulator that</p> <p>16 students can use to -- that is really state of the</p> <p>17 art. We watched, and our team lead, Ms. Davis, was</p> <p>18 flying the plane and squealing with delight as she</p> <p>19 took off from -- yeah. And you can choose any</p> <p>20 airport around the country and, yeah it's -- it's</p> <p>21 a -- it's an amazing resource for students, headed</p> <p>22 up by their flight instructor, Doc, who is sitting</p> <p>23 in the audience.</p> <p>24 Edgenuity is used for core content at</p> <p>25 Aviation Academy, with supplementary instruction in</p>
<p style="text-align: right;">155</p> <p>1 THE CHAIR: We're going to go ahead and</p> <p>2 get started, because we want to be sure we're fair</p> <p>3 with you, especially as you look outside. It's a</p> <p>4 little winter wonderland outside. I want to be sure</p> <p>5 we're being kind to you.</p> <p>6 Let's go ahead and reconvene. It's 11:15.</p> <p>7 We do have a quorum of Commissioners here. Some</p> <p>8 others will be joining us.</p> <p>9 But I wanted to run through the agenda</p> <p>10 very briefly. We're going to start with Public</p> <p>11 Education Department evaluation.</p> <p>12 Then we'll move into school comments where</p> <p>13 you'll have 30 minutes to share and present to us.</p> <p>14 Then we'll have time for public comment.</p> <p>15 Then move into PEC questions.</p> <p>16 Then we'll take our final vote on renewal.</p> <p>17 So -- and is the recording happening right</p> <p>18 now? Great.</p> <p>19 So let's go ahead. Dr. Russell, we're</p> <p>20 going to start with the PED evaluation.</p> <p>21 DR. BRIGETTE RUSSELL: Thank you,</p> <p>22 Mr. Chair and Commissioners.</p> <p>23 Albuquerque Aviation Academy is here for</p> <p>24 its third renewal after opening in fall of 2012 as</p> <p>25 the Southwest Aeronautics, Mathematics, and Science</p>	<p style="text-align: right;">157</p> <p>1 all core content areas, which the CSD team did</p> <p>2 observe on our visit.</p> <p>3 And since we -- we wrote our final</p> <p>4 recommendation, we attended the PCSNM conference,</p> <p>5 where Aviation Academy received the award for -- for</p> <p>6 governance from that organization.</p> <p>7 And Mr. Kennedy, the board chair here, has</p> <p>8 been with Aviation Academy since its opening eleven</p> <p>9 years ago.</p> <p>10 The CSD recommendation is based on the</p> <p>11 record of school performance over the contract term,</p> <p>12 the renewal application, and ratings on that</p> <p>13 application based on the rubric, and adult actions</p> <p>14 taken to improve outcomes, as verified by CSD at the</p> <p>15 site visit.</p> <p>16 The Charter Schools Division recommends</p> <p>17 that Albuquerque Aviation Academy be renewed for a</p> <p>18 term of five years with no conditions.</p> <p>19 On the renewal application, there are</p> <p>20 seven areas. And the school meets the standards on</p> <p>21 seven of those areas and demonstrates substantial</p> <p>22 progress on the other three.</p> <p>23 In terms of academic performance, Aviation</p> <p>24 Academy is a Spotlight School in '22-'23 and was a</p> <p>25 Spotlight School in '21-'22. In '21-'22, their</p>

<p style="text-align: right;">158</p> <p>1 vistas score was 58, and that went up to 79 in 2 '22-'23.</p> <p>3 The school's proficiency in the most 4 recent year available was above the -- both 5 Albuquerque and New Mexico as a whole in all three 6 content areas: ELA, math, and science.</p> <p>7 And ELA and math both showed growth. Math 8 showing 8 percent growth.</p> <p>9 The graduation rate is also above the 10 district and the state. Greater than 90 percent of 11 students graduating in cohort '22 -- cohort 2022.</p> <p>12 On mission goals, the school has received 13 an overall rating of Meets Standard for its goals 14 during each year of the current contract and rated 15 Exceeds Standard for one of the two goals during 16 each of the most -- each of the most recent three 17 years.</p> <p>18 In terms of organizational and financial 19 performance, the school has met all -- most 20 indicators during most years of the contract term.</p> <p>21 During year four, they met all of the 22 indicators except attendance. And they were this 23 close with a 93 percent attendance rate. And the 24 target for Meeting Standard was 95.</p> <p>25 That's all I have, Commissioners.</p>	<p style="text-align: right;">160</p> <p>1 esteemed governing council member; Sean Fry, our 2 brilliant business manager; and Dr. Lauren Chavez, 3 the visionary director of aviation.</p> <p>4 Accompanying them are some of our bright 5 aviation students here to lend their support and 6 their enthusiasm.</p> <p>7 For those who may not be acquainted with 8 our institution, Albuquerque Aviation Academy is 9 dedicated to nurturing opportunities for sixth 10 through twelfth grade students, guiding them to 11 excel in fields related to aviation and STEAM. Our 12 mission is embodied in an innovative hybrid learning 13 experience where students have the freedom to 14 explore and excel in diverse career areas within 15 aviation, while providing an excellent well-rounded 16 education.</p> <p>17 I'm thrilled to announce that, as she had 18 stated, we transitioned to a new location, 19 experiencing a remarkable surge in enrollment and 20 heightened community engagement.</p> <p>21 The implementation of our innovative 22 hybrid model has resulted in substantial growth in 23 our testing scores, earning us that great 24 distinction as a Spotlight School.</p> <p>25 The engagement in our classrooms and</p>
<p style="text-align: right;">159</p> <p>1 THE CHAIR: Thank you, Dr. Russell. 2 And now it's your turn. You have 3 30 minutes.</p> <p>4 As you all introduce yourselves, if you 5 don't mind, for our record, share your name and 6 spell it for the first time. You don't have to 7 spell your name every time, but just for our court 8 reporter. And then we can move on and just direct 9 our team, if the -- if you have a presentation as 10 well.</p> <p>11 MS. BRIDGET BARRETT: Good morning, 12 Commissioners. My name is Bridget Barrett. 13 B-r-i-d-g-e-t B-a-r-r-e-t-t. And I'm the head 14 administrator of Albuquerque Aviation Academy.</p> <p>15 It's both an honor and a privilege to 16 stand -- or sit -- before you today representing our 17 dynamic school.</p> <p>18 Alongside me are esteemed colleagues who 19 contribute immensely to our success: Amanda 20 Catanzero, our director of operations, and Larry 21 Kennedy, the president of our outstanding governing 22 council.</p> <p>23 In our audience, we're fortunate to have 24 the presence of Roland Dewing, our dedicated 25 governing council secretary; Alex Carothers, our</p>	<p style="text-align: right;">161</p> <p>1 enriching our already rigorous curriculum has been 2 something we have been dedicated to for all our 3 students to receive a quality education.</p> <p>4 Our commitment to providing a top-tier 5 education is unwavering. In pursuit of this 6 commitment, we have introduced new elements such as 7 internships in air traffic control, mechanics, and 8 even classes in the fascinating realm of hot air 9 ballooning.</p> <p>10 I'm delighted to share that our free 11 public charter school not only includes dual credit, 12 but also both STEM and innovative models. I keep 13 saying "innovative."</p> <p>14 These incredible opportunities are 15 available to all students, in addition to an 16 excellent education. At Albuquerque Aviation 17 Academy, we believe in propelling our students to 18 new heights with our charter. Our dedication to 19 excellence in education, combined with the 20 incorporation of cutting-edge programs, ensures our 21 students are well prepared for the challenges and 22 opportunities that lie ahead.</p> <p>23 We look forward to continuing our journey 24 of excellence in education and aviation.</p> <p>25 Please enjoy the video that we have</p>

<p style="text-align: right;">162</p> <p>1 created that shows the unique and innovating aspects 2 of our amazing school where students learn to fly. 3 (video played.) 4 MS. BRIDGET BARRETT: That was our 5 presentation. 6 THE CHAIR: Thank you so much. I don't 7 know if anyone else -- I couldn't keep from smiling 8 all the time. There was a little bit of pandering 9 with the music you-all chose. I was thinking more, 10 Commissioner Beck, of the Foo Fighters. Kenny 11 Loggins is fine, too. Not at all. Not at all, sir. 12 We'll move into public comment, then. 13 And, Lucy, are you available to bring people in? 14 MS. LUCY VALENZUELA: Yeah. And I think 15 I'll go ahead and let Nathan speak. 16 THE CHAIR: Nathan, you can go ahead and 17 start when you're ready, if you don't mind spelling 18 your name as you start. 19 FROM THE PUBIC: Okay. My name is Nathan 20 Gallegos. That's N-a-t-h-a-n G-a-l-l-e-g-o-s. 21 And I'm one of the Albuquerque Aviation 22 students here at SAMS on track to get their private 23 pilot's license. 24 This program really gives us the 25 opportunity to get -- to strive for the -- you know,</p>	<p style="text-align: right;">164</p> <p>1 go to regular high school. And I had a friend tell 2 me about Albuquerque Aviation Academy, and it 3 sounded really intriguing. 4 Like, you know, I looked into it. It had 5 some really cool programs. And I had a buddy named 6 (incomprehensible) was telling me you could get your 7 private pilot's license there. 8 And I decided that's something I wanted to 9 do. It's something that most kids don't do, I don't 10 think. 11 I went here and I've gotten to meet some 12 really, really amazing people. I've gotten to meet 13 Doc, there in the audience there, an amazing, 14 amazing person, and Striker, who is one of our CFIs, 15 and just friends in the aviation program. 16 It's honestly a great school. And, you 17 know, even aside from the aviation aspect, the 18 archery team is amazing. Our SMART Lab is amazing. 19 That's our STEM program. 20 And, yeah, that's -- it's a great school. 21 I really -- I really mean it. 22 THE CHAIR: Thank you, Nathan. 23 FROM THE PUBLIC: Thank you. 24 THE CHAIR: Is anyone else online? 25 MS. MISSY BROWN: Is there anybody online</p>
<p style="text-align: right;">163</p> <p>1 the leading foundations in aviation. We have the 2 opportunity to go toward ballooning, drones -- and 3 drones is a very, very -- what's the word? -- 4 growing -- growing industry, and, most famously, our 5 private pilot program, where you can get your 6 private pilot's license. 7 And we have two amazing instructors that 8 work with us very diligently to help us get through 9 those things. 10 And you can -- I'd say it takes about 11 close to a year to get, if you're working -- you can 12 get your private pilot's license in two months if 13 you really try. 14 But this is our airplane here. This is 15 what we get the private pilot's license in. It's a 16 Cessna 172. And so many great memories, honestly. 17 There's so much -- so many students have gotten 18 their license in this plane. I think it should be 19 in a museum, really. 20 And so, yeah. So I really think it's one 21 of the best hidden secrets in New Mexico. And I'm 22 honestly really glad that I came here, because I -- 23 you know, just as a normal kid, a normal teenager, I 24 really didn't have anything that was cool, I guess, 25 that I was really going after. I was just going to</p>	<p style="text-align: right;">165</p> <p>1 who would like to raise their digital hand? 2 Otherwise, we do have two people in the room. 3 So our first in the room is Kierstynn 4 Wehner. 5 FROM THE FLOOR: Hi, I'm Kierstynn Wehner. 6 K-i-e-r-s-t-y-n-n W-e-h-n-e-r. 7 And I've been at SAMS Academy, this is my 8 fourth year. I joined in my freshman year during 9 COVID, and I did the online learning. And once we 10 went back, I was back in the building as soon as I 11 could. And I'm a senior now. And I have used 12 everything I could possibly use from the school, 13 Albuquerque Aviation Academy. 14 I have not only gotten both my drone and 15 my private pilot's license, I have gotten my hot air 16 balloon license, which I did most of that outside of 17 school. But the program at our school is new, and 18 it helped. With that, I got to talk to the 19 designated pilot examiner through that program and 20 stuff before I took my check ride. 21 And I'm also one of the team captains for 22 the archery program. And we have been to nationals 23 twice so far, Western Nationals for the NASP 24 program. We are a nationally-ranked archery team 25 and we have one state -- we have taken Top 3 at</p>

166	<p>1 State championships all three years that we've 2 competed there. And we are planning to win State 3 this year and head to Nationals. 4 And we have -- oh. I also did the air 5 traffic control internship through SAMS -- or 6 Albuquerque Aviation Academy. And it was an amazing 7 experience. 8 I have such a large resume, just because 9 of this school. And it gives kids the amazing 10 opportunity to get a step up in the aviation 11 industry and go into colleges and flight schools 12 already having their private pilot's license, which 13 is an amazing step up, because most kids are there 14 for months just getting their private pilot's 15 license, and you're already ahead of them going into 16 those schools. 17 So thank you for Albuquerque Aviation 18 Academy, and I hope it gives more to more kids. 19 THE CHAIR: Thank you. 20 MS. MISSY BROWN: And then next we have 21 Rebecca Posen. 22 FROM THE FLOOR: Hello. My name is 23 Rebecca. It's spelled R-e-b-e-c-c-a P-o-s-e-n. 24 And like everyone has said, it's an 25 amazing opportunity to be a pilot -- a private</p>	168	<p>1 turn left like Zoolander. So everyone on the right 2 always, like, holds me -- 3 COMMISSIONER CARRILLO: Did Zoolander only 4 turn left? 5 THE CHAIR: I think he could only turn 6 left. 7 COMMISSIONER CARRILLO: It's, like, when 8 you think of that car. It's like, "Left, left." 9 My first comment is, this is so cool, you 10 know. When I was first getting involved in charter 11 schools and just to even know there was an aviation 12 academy. And I know that one time when I had to 13 testify at an education hearing across the street, 14 it's, like, just the opportunities that State 15 charters offer, you know. 16 Because they're -- it's mind-boggling, the 17 opportunities there are. Just aviation, the Sign 18 Language Academy, Media Arts academy. It's just -- 19 New Mexico School for the Arts a few blocks away. 20 It's just fantastic. And thank you very much for 21 talking in public comment. It means a lot to us 22 when students show up. 23 So one of my best friends in the whole 24 planet -- long story -- is her name's Tessa. And I 25 met her when she was six.</p>
167	<p>1 pilot. 2 I just got my license in August. And it's 3 really -- it's a great opportunity. Because I'm a 4 senior, too. I'm planning on going to college to 5 become an airline pilot. And just already having my 6 pilot's license, this school has saved me \$17,000 to 7 go to college, and -- since I already have my 8 private. So it's awesome. It's an amazing 9 opportunity. 10 And just already having that on my resume, 11 it helps my college applications to become an 12 airline pilot even better. So thanks, Albuquerque 13 Aviation. 14 THE CHAIR: Thank you. Anyone else in the 15 room? 16 MS. MISSY BROWN: Nobody's raised their 17 digital hand, either. 18 THE CHAIR: Thank you so much. It's so 19 awesome that your young leaders talk about how the 20 school has changed their lives. 21 We're going to move into public -- we're 22 going to move into PEC comments. 23 Commissioner Carrillo. And then we're 24 just going to go down the line over here. 25 There's a little secret that I can only</p>	169	<p>1 And she is the very first person, 2 actually, to hold Leo when he was born after me or 3 his mother. And she's just the most wonderful 4 person ever. 5 And she flies for United. She went to 6 school at University of Hawaii and did advertising, 7 PR, and stuff like that, meanwhile getting her 8 pilot's license, individual pilot's license. 9 Now she flies international routes for 10 United. I'm texting or calling her, and, "Oh, yeah, 11 I'm in Hong Kong. I won't be back to San Diego for 12 a few days." 13 "Oh, I'm in Paris." 14 "I'm in Istanbul." 15 And it's, like -- and she's petite, and 16 she's just really sweet. And I asked her one day. 17 I was, like, "What do people think what when you're 18 the person kind of going through the door" -- you 19 know, we have our Tom Cruise vision of what a 20 pilot's like or whatever it might be. But it 21 just -- the opportunities for women in aeronautics 22 and as pilots. 23 And I'm looking at you two, because, I 24 mean, she's flying these jumbo jets. And most of us 25 probably don't know pilots, commercial pilots,</p>



<p style="text-align: right;">170</p> <p>1 especially doing international routes.  2 And you know, academically, she was  3 brilliant, and -- which brings me to academics.  4 Anyway -- and so I'll just be on this  5 briefly, because, clearly, you're ahead of the state  6 and Albuquerque schools. But, honestly, where I  7 hold academics, that's not hard to do, okay?  8 The bar in New Mexico is so low. So I  9 would just say it is -- we all know that. It's just  10 so low, that I would say that in the five-year  11 renewal period, when I -- I'm privileged to be back  12 in this very seat five years from now, you know, I'm  13 going to want to see increases in your academics.  14 I mean, it's -- you're doing so much  15 better in math than so many other schools. And so  16 that's the main thing what I have here.  17 What are you guys going to do about SB 4  18 and feeding people? I'm sure that's --  19 MS. AMANDA CATANZARO: I'll take that. My  20 name is Amanda Catanzaro. A-m-a-n-d-a  21 C-a-t-a-n-z-a-r-o. And I am the director of  22 operations.  23 And we have already begun speaking with  24 different vendors, various vendors, so that we can  25 potentially provide that.</p>	<p style="text-align: right;">172</p> <p>1 hadn't anticipated going that route. But we're  2 happy to go that route, if we need to.  3 We're just looking for, you know, the  4 financial support from the State to be able to  5 provide that. And that's one of our fears is  6 because we're hearing a lot of charter schools that  7 are not being fully funded in this case, and some  8 to, you know, \$20,000 a month loss.  9 And so that's definitely a concern of ours  10 jumping into this program. So as soon as the State  11 fully funds the initiative, and, you know, we know  12 that we're going to, then we anticipate fully  13 participating.  14 COMMISSIONER CARRILLO: Yeah -- no. It's  15 suddenly a challenge. You have this new building.  16 And, surely, if this had come down before then, you  17 would have planned for this space. "This is where  18 the hood's going to go." "This is where the flat  19 grill is," whatever, because I come from food and  20 beverage in another life. No, you'll meet the  21 qualification because you have to.  22 So the -- when I was at Santa Fe High, I  23 really -- when I was with the district -- with  24 Santa Fe High, I really wanted them to develop their  25 archery program. It was dependent, unfortunately,</p>
<p style="text-align: right;">171</p> <p>1 Currently, we are not, because in the law  2 it did state that if you were not part of the  3 national food program, you didn't -- this didn't  4 apply to you.  5 And it really -- you know, based off of  6 our families' input, it wasn't a priority for them.  7 But we have been working towards that goal.  8 And so, you know, we have a new facility.  9 And so there are some things that we are going to  10 have to add in order to be able to make that program  11 work.  12 But we've already begun those  13 conversations. I just got -- somebody reached out  14 to me, actually, this morning from -- I've got to  15 look up the thing -- the U.S. Government  16 Accountability Office reached out to me.  17 (Off-mic discussion.)  18 MS. AMANDA CATANZARO: They reached out to  19 me in e-mail. And they are actually interested in  20 charter schools in New Mexico that are not currently  21 part of the program and how they can potentially  22 provide support, because there is equipment, and  23 there is space, and there is going to be some  24 remodeling that we are going to already have to do  25 to our brand new facility, because, you know, we</p>	<p style="text-align: right;">173</p> <p>1 on one of the literature teachers. And when he  2 left, so did the archery program.  3 Because archery -- you know, it's just  4 super cool. And, you know, at Santa Fe High -- I  5 don't know if you keep track of it. But ROTC-wise,  6 same thing with nationals. They're amazing.  7 They're marksmen. It's fantastic skills to learn.  8 So I was just really impressed with your  9 archery program.  10 My only other question is -- I'll let  11 somebody else -- you can talk about attendance and  12 retention with someone else.  13 Do you have a civics program? Because  14 lately I'm finding that most schools don't have a  15 robust civics class. Maybe you should do something  16 online, because, personally, I think the reason we  17 have the challenges we do in this country is kids  18 don't know that how democracy works. Young people,  19 in general, don't know how democracy works.  20 MS. BRIDGET BARRETT: Yes, Commissioner  21 Carrillo. That is true. And we have -- we do have  22 some teachers that are very interested in starting  23 one. We have a student council that we kind of give  24 a lot of responsibilities to in governance, and they  25 actually lend their input to our equity council.</p>

<p style="text-align: right;">174</p> <p>1 And we're, kind of like, building 2 traditions and starting things in this new building. 3 And so that's something we're looking towards doing, 4 yes. 5 COMMISSIONER CARRILLO: Seriously. What's 6 your mascot, if you have one. 7 MS. BRIDGET BARRETT: I'm sorry? 8 COMMISSIONER CARRILLO: What's your 9 mascot, if you have one? 10 MS. BRIDGET BARRETT: A falcon. 11 COMMISSIONER CARRILLO: So -- well, thank 12 you. I mean, there's a lot of things that I know 13 are going to be touched on. And that's all from me 14 for now. And excited. I mean, excited. I was 15 smiling the whole time, too. Excited about your 16 school and what you're offering young people. Thank 17 you. 18 MS. BRIDGET BARRETT: Thank you. 19 THE CHAIR: Thank you. And, 20 Commissioners, this is no way in trying to make sure 21 people are brief. But I just know that there's a 22 lot of nasty weather going on. So I just want to be 23 cognizant about your floor time and ensuring we can 24 get our young people and our staff home safe. 25 I believe Commissioner Beck -- I hope</p>	<p style="text-align: right;">176</p> <p>1 that question before I even asked it. 2 It's incredible when you think about the 3 cost savings that dual credit provides, that AP 4 provides. There's a lot of different cost savings 5 that schools can provide. This is -- like, what an 6 incredible thing. 7 I think Chair Brauer knows this, that I, 8 like, really hate touchy-feely adult icebreaker 9 things. I really hate them. But I feel like if I 10 went to an aviation academy as a kid and got my 11 private pilot's license, I would be, like, "Give me 12 two truths and a lie. Do it." 13 Like, I want every icebreaker to be about 14 my high school attendance to this aviation -- I 15 would figure out a way, because it is so cool to be 16 able to do. 17 That's the only comment I had. And, 18 honestly, I was going to say -- I don't know if 19 Nathan is still watching. I thought -- I would have 20 made a motion immediately to just approve the school 21 if Nathan had gotten in that plane and flown off. 22 MS. BRIDGET BARRETT: We can get him back 23 on. We can make that happen. 24 VICE CHAIR BURT: I'm just kidding. It's 25 very cool. So thank you, Nathan, for showing us.</p>
<p style="text-align: right;">175</p> <p>1 you're okay. I'm going to start here and go toward 2 you. So Vice Chair Burt, Commissioner Gipson, then 3 Commissioner Beck. 4 VICE CHAIR BURT: I'll be really fast. 5 MS. AMANDA CATANZARO: Sorry. Chair 6 Brauer, is there any way we can address any 7 questions that we would have to the students and 8 that team so that they can head back? Doc is 9 working with a student who has a check ride on 10 Monday. And so she would like to -- the weather in 11 Albuquerque is much better. So she is hoping to get 12 some time into -- 13 THE CHAIR: Absolutely. 14 VICE CHAIR BURT: I actually have a 15 comment, I was about to talk to Rebecca real quick, 16 because she answered a question I had of how much 17 money are you saving people by getting their private 18 pilot's license. \$17,000? Is that the average? Is 19 that about -- they can't hear you online without the 20 microphone. 21 FROM THE FLOOR: Yeah. 17 to 18. 22 VICE CHAIR BURT: I know, that's like, on 23 many adults, I know, their bucket list. So by the 24 time you're an adult, you have to spend \$17,000 to 25 \$18,000. That's incredible. Thanks for answering</p>	<p style="text-align: right;">177</p> <p>1 That was very cool, too. It's just so cool. Like, 2 everyone is so cool at this school. 3 That's all I have for this student. I 4 have one other comment, but I'll pause for questions 5 to the kids. 6 THE CHAIR: Thank you very much. I just 7 want to thank you for coming. And also the smiles 8 that you had and the pride. I see the pride. And 9 it's just fabulous, you know? 10 And it's just awesome. And you think 11 about schools -- I shared this a couple of days ago. 12 But I had a chance to go to finish up my undergrad 13 after going to community college at a school that's 14 always on the list of schools that change lives. I 15 think of you all as a school that changes lives. 16 How many states have a school like this 17 that can provide access to our young -- our young 18 women, our young men, our young leaders of color? 19 This, like, fills me up with, like -- with so much 20 happiness and pride in what you-all are doing and 21 how special that is. 22 And all I ask is, like -- like, be hungry 23 about it and stay humble, too. Because I don't know 24 if everyone is, like, going to be mavericks out 25 there, you know.</p>

178	<p>1 But I can see that this is, like, 2 something really special and unique and that fills 3 you with, like -- such -- I don't know -- such worth 4 and value that goes beyond, as Commissioner Carrillo 5 always talks about -- math and arithmetic -- or 6 what's the other things -- reading and writing and 7 arithmetic. But, like, you're doing that, and 8 you're having a vocation that is so distinct and 9 unique. 10 So thank you for that. Kudos to you. 11 Safe travels as you drive home -- or fly home, 12 whichever one that you did today. 13 Any other Commissioners that have 14 comments? 15 Commissioner Clahchischilliage. 16 COMMISSIONER CLAHCHISCHILLIAGE: I'm just 17 sitting here. My heart is beating because I'm so 18 excited about this program. 19 But I was wondering. You have your 20 license now. So are you going on for your 21 instrument ratings and -- and then my other question 22 is do you have planes? I mean, do you have parents 23 who have their own plane, and as a result, you can, 24 you know -- I mean, you have to have flying time, 25 flying hours, to get your license. So I was</p>	180	<p>1 about this program is that we are so spoiled with 2 what we have. Our plane is like a Cadillac of 3 trainer planes. It can have anything we want -- or 4 could need. It's got an amazing glass cockpit, 5 instruments that are state of the art. And it's 6 high-performance whatever. And it's free. We have 7 free hours. And that's almost -- you can't get that 8 anywhere else. 9 And so transitioning out of the flying 10 program, once you get your private pilot's license, 11 it's the next student's turn. So you can't fly in 12 it. So we're all kind of left, like, "What do we do 13 now? How do other people do this? We don't have 14 money to pay for a plane." 15 So the hardest part is how spoiled we are 16 at this school with our free plane and training and 17 everything, that our biggest problems is figuring 18 out a way to keep going. 19 COMMISSIONER CLAHCHISCHILLIAGE: Right. 20 The other question I have is -- one of the hardest 21 places for me to fly is in this area, from here to 22 Albuquerque, because of the wind. You have the 23 mesas; you have the mountains; you have the desert; 24 you have -- I mean, there are so many areas that 25 cause all these different currents of wind.</p>
179	<p>1 wondering. How are you working that part out? 2 FROM THE FLOOR: I thought I would avoid 3 it. Hello. My name is Gabriel Carothers. 4 G-a-b-r-i-e-l C-a-r-o-t-h-e-r-s. I graduated this 5 past year with my license and drone license. And 6 I've gotten to do quite a few things, as you saw on 7 there, one of the youngest Black pilots in 8 New Mexico. 9 But I am building my hours by the Kirtland 10 Air Force Base. They have an Aero Club on base that 11 I am a part of, and I can build hours that way until 12 I leave to go to college, which is the University of 13 North Dakota, to where I'll get the rest of my 14 ratings. 15 So it is kind of difficult out here to 16 find places that will rent planes to a 17- to 17 18-year-old, because they're all scared about it. 18 But some places have them, and I found one of them, 19 and it's a pleasure. So... 20 COMMISSIONER CLAHCHISCHILLIAGE: I'm just 21 asking these questions because they're going to have 22 to leave, and I'm just real curious about this -- go 23 ahead. 24 FROM THE FLOOR: Something to add to 25 Gabe's comments, I think that's the hardest part</p>	181	<p>1 So I was wondering. Do you have 2 experience in that? Because I know a lot of times 3 you have to take a special class to learn how to fly 4 in those winds. 5 FROM THE FLOOR: So we've never flown to 6 Santa Fe while I've been on the flight team because 7 of that, kind of the mountainous regions. We tend 8 to stick to going down to Socorro or Truth or 9 Consequences, where it's more open and flat, for 10 training purposes, in Belen and flat areas like 11 that. 12 We did go to -- I think the closest thing 13 to a mountainous place that I've been was either 14 Cortez or Durango on cross-countries. But that is 15 for training. We have not done it up to Santa Fe. 16 But I'm sure that some student will dare to do it 17 one day. 18 COMMISSIONER CLAHCHISCHILLIAGE: Are you 19 saving towards a plane? 20 FROM THE FLOOR: I am saving toward 21 college. Aviation college is a very expensive 22 college. But that is the route I want to go. I 23 know some students -- I know one kid in aviation 24 that's working through his private pilot right 25 now -- his check ride is coming up -- he is dead set</p>

<p style="text-align: right;">182</p> <p>1 on building a plane and getting his hours that way.  2 I know some kids want to go and do Part 61  3 training at our local flying clubs, and local  4 trainers paying hour by hour. Whereas me and her  5 call (inaudible) is "Flair," we trained together,  6 and we both kind of decided we wanted to go the  7 college route and get it over with and get it done  8 with in a couple of years instead of going hour by  9 hour.  10 COMMISSIONER CLAHCHISCHILLIAGE: Have you  11 thought about getting your license in maybe still  12 wing -- or helicopter? Helicopter license.  13 FROM THE FLOOR: I'm not interested in  14 helicopter. But -- are you interested? -- I will  15 speak for Flair on this one. She is very interested  16 in seaplane. Our school has given her that  17 inspiration to go after that.  18 But I don't -- are you guys interested in  19 helicopter? Gabe says, "A little bit."  20 COMMISSIONER CLAHCHISCHILLIAGE: What  21 would a plane cost you if you went out and bought  22 one now?  23 FROM THE FLOOR: That entirely depends on  24 what you're looking for. You have can buy an older  25 '60s or '70s Cessna, like we have, for under</p>	<p style="text-align: right;">184</p> <p>1 planes which you have on the base. And there's that  2 Air Force base -- oh, I'm talking like you can go to  3 school at Eastern.  4 Like, Eastern New Mexico University, they  5 have -- Clovis, a base in Clovis. And I was able to  6 get in there. Because it's very expensive flying.  7 And then I had a couple of crop-dusting pilots who  8 I'd get -- who I'd fly with. But, you know, that  9 was their flying time, not mine.  10 So I am very -- congratulations, and I'm  11 excited about your program. You're just saving so  12 much. Don't quit. Keep going, and get your  13 instrument rating, and go on. Thank you.  14 THE CHAIR: Maybe a couple more questions.  15 Commissioner Ingham.  16 COMMISSIONER INGHAM: Mine was just real  17 quick, and you just touched on it. Are any of you  18 planning to go and serve our country in the  19 Air Force? And is that a -- is that a push at your  20 school?  21 FROM THE FLOOR: There is a CAP program at  22 our school that some of our flight team is a part  23 of. I don't know if any of us here are.  24 No?  25 I might go to the Air National Guard and</p>
<p style="text-align: right;">183</p> <p>1 \$100,000, if -- well, if you're lucky, yes. And  2 then also how used it is; that is another problem.  3 But if -- the prices are dropping in the  4 current market. But right now, if you're looking  5 for a decent plane, it's going to be \$150,000,  6 something around there, for just a trainer airplane.  7 Then if you're looking to upgrade to something you  8 want to take your family or for business purposes,  9 it's going to be \$500,000 or more. So it's  10 something we have to be very careful about.  11 COMMISSIONER CLAHCHISCHILLIAGE: FYI,  12 there are a couple of senators and reps who are  13 selling their plane. And they're selling them at,  14 like, less than \$50,000. So that's something to  15 think about. Yeah.  16 I'm -- this just really is exciting.  17 Because, like you were saying, you're saving so much  18 by being in this program. I mean, the cost of a  19 lesson, and then the -- just the cost alone is very  20 expensive. And then building your hours to fly for  21 your next license is very expensive as well.  22 A suggestion I have is that when you go to  23 college, check into, like, the -- the Army or the --  24 you know, the ROTC-type programs, and you'd be able  25 to fly. I mean, you'd have access to a lot of the</p>	<p style="text-align: right;">185</p> <p>1 do that for a little bit. But full-time, probably  2 not, because there's so many flying opportunities  3 out there that I don't want to be limited to just  4 one thing and then miss all the others while I'm  5 serving the country.  6 So -- but I would also -- just a quick  7 note. The price is \$17,000 to \$18,000 saved. But  8 the entire aviation course, where pretty much  9 wherever you go, is \$100,000. And the New Mexico  10 Lottery is not usable for some of that. So it's --  11 the opportunity that just hinders is -- is a -- it  12 is noticeable; so...  13 THE CHAIR: Well, thank you so much.  14 Thank you -- you-all are just so brilliant and super  15 sharp. And so kudos to you. Safe travels home.  16 (Applause.)  17 All right. Vice Chair Burt, Commissioner  18 Gipson, Commissioner Beck.  19 VICE CHAIR BURT: I really will be fast,  20 because I'm going to support this school for five  21 years, no conditions. Easy slam dunk. I'm not  22 worried at all.  23 The only other thing I wanted to -- so  24 this is "Alibaba"? -- what was the -- I'm so  25 confused. AlbAvA.</p>

186	<p>1 MS. AMANDA CATANZARO: AlbAvA. 2 THE CHAIR: Okay. Albuquerque. A-v for 3 Aviation Academy. AlbAvA. I don't know where that 4 came from. 5 MS. AMANDA CATANZARO: We didn't want to 6 be Triple A. 7 VICE CHAIR BURT: I understand Triple A, 8 not wanting to -- 9 MS. BRIDGET BARRETT: Our student council 10 came up with that. They thought it was a cool 11 shortened way of saying Albuquerque Aviation 12 Academy. 13 VICE CHAIR BURT: I had a couple of B's 14 when I wrote it down. 15 Okay. So when I look at the data, you're 16 showing consistent growth all across the board. And 17 that's what I really want to see. It does -- like, 18 when I read through your application, it looked like 19 the return to, like, having more kids in person. 20 And that change in the classroom structure, I think 21 that makes prob- -- that's where you're seeing that 22 biggest difference. 23 So I think still leaning into that and 24 doing more of it with the new campus, like, really, 25 really feel hopeful that that was a trigger toward</p>	188	<p>1 Commission. 2 And that was the renewal cycle when there 3 was a lot of drama. And I sat in the audience, and 4 I said, "What have I gotten myself into? This is 5 just -- this is all awful," you know. 6 And it is just so -- you know, what a Tale 7 of Two Cities here. And it's just such a pleasure 8 to see you once again. 9 And, you know, the hope and happiness and 10 opportunity just resonates so much with this school. 11 And you want to say, "Why can't more people see 12 this, and why aren't more doing this?" 13 I've actually been talking to an applicant 14 team that is looking -- I'm in the southern part of 15 the state in Doña Ana. And they're looking into the 16 possibility of starting an aviation school. 17 When they first came to me, I said, "Well, 18 have you talked to Albuquerque Aviation?" 19 And, like, the blood drained from their 20 head, because they thought they were the first 21 people to think about this, you know. 22 So it's, like, "Oh, we're not the first?" 23 And it's, like, "No, but you don't have to 24 be. That's okay." 25 "And they've figured it out. So learn</p>
187	<p>1 that growth, and, hopefully, you'll continue that as 2 time goes on. 3 I thought it was really cool, too, adding 4 in that -- like, the air traffic control program. I 5 know that's a space where they're, like, 6 understaffed. I would like to have great ones here 7 in Albuquerque directing us, you know. So love that 8 that's something your school supports as well. 9 So thank you for what you do. Thanks to 10 the students for coming, for everything about it. 11 That is, like, a very well-produced, like, charter 12 story to be able to talk about. Like, for anyone 13 who's ever, like, "I don't like charter schools. 14 Why do we even have charter schools," this is, like, 15 one of those good stories to say, "This is why." 16 This is such a unique, meaningful, like, service to 17 the students and our community as a whole. 18 So thank you and -- thanks. 19 THE CHAIR: Thank you. 20 Commissioner Gipson. 21 COMMISSIONER GIPSON: So thanks. I was 22 actually talking to Sean before the hearing started. 23 And I said, you know, the first year I was coming on 24 board, I went -- I followed -- I came up, and I did 25 all the renewal hearings and listened to the</p>	189	<p>1 from them and take that." 2 But when I look at opportunity and hope, I 3 also look at your demographics. And time -- so I'm 4 just -- so I'm guessing there's probably a challenge 5 still with some communities to say, "I just can't do 6 that." You know, that that hope isn't there for me 7 because you have significantly less economically 8 disadvantaged than the district and the state. Your 9 other populations are lagging behind. 10 So I'm just wondering if there's -- if 11 you've looked at that and -- and I'm sure it's a 12 struggle. But the reach-out to those communities 13 where there is a lack of hope, and say, "Here. We 14 can..." -- you know. 15 And it's not just, "I don't want to be a 16 pilot," you know. Some, unfortunately, think that's 17 for the rich and famous. 18 So I'm just wondering if you've had any 19 conversations about that and what you do -- do you 20 bus, by the way? 21 MS. AMANDA CATANZARO: (Indicates.) Thank 22 you, Commissioner Gipson. 23 We do have a lower economically 24 disadvantaged number. But I honestly feel that a 25 portion of that is because we are not participating</p>

190	<p>1 in the food program yet. We do not require students 2 to provide the Free and Reduced Lunch form. So we 3 only can do the SNAP numbers. That's all that's 4 recorded to us.</p> <p>5 So I have a feeling that when we do 6 participate in that, it will go up and be more 7 reflective of the community around us.</p> <p>8 We do provide transportation to 9 students from all four quadrants of the Albuquerque 10 area. We have three buses, and each of them has at 11 least three different pick-ups. We strategically 12 put them so that they are in every area of our city.</p> <p>13 So we have, I think, somewhere around 14 19 different ZIP Codes this school year.</p> <p>15 MS. BRIDGET BARRETT: We have students 16 coming in from Santa Fe, sometimes from the 17 East Mountains. So they find a way to get there. 18 They find a way to get to that bus and ride the bus 19 in.</p> <p>20 And a lot of it, I think, stems from the 21 fact that aviation is unfortunately such an 22 expensive thing to do that I think that sometimes we 23 get more involvement from families that might be 24 more geared towards that.</p> <p>25 But we're definitely making that a goal,</p>	192	<p>1 COMMISSIONER GIPSON: Okay. Thanks. 2 Appreciate it.</p> <p>3 THE CHAIR: Thank you, Commissioner. 4 Commissioner Beck.</p> <p>5 COMMISSIONER BECK: I'm going to make this 6 real brief. I -- I see that you do a hybrid 7 program, and it's very interesting. Just this past 8 week, we have had schools that have been really 9 successful with a hybrid program, and ones that are 10 really struggling. I'm not going to ask you to go 11 through it. I'd rather visit your school -- because 12 I'm in Albuquerque. So I'd rather go there and kind 13 of see it for myself.</p> <p>14 But I've been struggling with that. Why? 15 Schools like New Mexico School for the Arts -- I 16 don't know if they have -- I can't remember which 17 one had a really successful hybrid program. But 18 we've seen some that are really struggling.</p> <p>19 Some of the keys to it certainly are the 20 kids that are obviously engaged and really focused 21 on that. So I'll leave that for another time.</p> <p>22 But I did have a real quick question. You 23 had a kind of a lower teacher retention rate last 24 year. You knew it was coming. And that's the only 25 question I have. You guys do an awesome job, and I</p>
191	<p>1 to change that.</p> <p>2 COMMISSIONER GIPSON: Appreciate it. 3 Thanks.</p> <p>4 MS. AMANDA CATANZARO: One of our main 5 focus on the demographics is right now, we are 6 two-third boys and only a third females. And yet 7 our aviation program is almost -- well -- is it 8 50/50, Doc? For the AIA?</p> <p>9 (Off-mic.) 10 She said the females just happen to get 11 their license at the same time.</p> <p>12 So our aviation program is about 50/50 by 13 the time they get there. But we do -- I mean, 14 aviation naturally, I think, excites boys more than 15 girls. So we're really working on that. So having 16 two female administrators, a female CFI, I think, 17 would really help in that area.</p> <p>18 COMMISSIONER GIPSON: Do you tap into 19 Perkins Grant money for --</p> <p>20 MS. AMANDA CATANZARO: We do.</p> <p>21 COMMISSIONER GIPSON: That's one of their 22 targets is trying to entice genders into non-gender 23 -- you know.</p> <p>24 MS. AMANDA CATANZARO: We're looking at 25 ways to expand even those potentials.</p>	193	<p>1 thank you for including Kenny Loggins in your -- in 2 your presentation. And Frank Sinatra's song, Fly Me 3 To The Moon, by the way.</p> <p>4 MS. BRIDGET BARRETT: Thank you, 5 Commissioner Beck. And I'm a glad you enjoyed the 6 music choices. We had fun with that.</p> <p>7 No, I added that one.</p> <p>8 But I think that your questions are -- my 9 response is interwoven. Because I started at this 10 school as a teacher. And I really struggled with 11 the online component. And as a teacher, I wanted 12 more involvement and more engagement with the 13 students.</p> <p>14 Our original model was a room full of 15 130 students from ages -- grades 7 to 12, sitting 16 next to each other. And they were just expected to 17 go. "Just go. Do it."</p> <p>18 And that was really difficult for me as a 19 teacher. And so when I stepped in -- and I stepped 20 in right at COVID, which was fun. And I decided, 21 you know, using those cohorts, I wanted to stick 22 with that. I wanted more of a traditional role. I 23 wanted students to not have to go up in the middle 24 of a room of 130 students and ask for help.</p> <p>25 So when I did that, when I changed the</p>

<p style="text-align: right;">194</p> <p>1 model, it shook things up. People did not like --</p> <p>2 they don't like change. And so we lost some people</p> <p>3 due to that. And, also, we're a smaller school.</p> <p>4 So, I mean, I had one teacher leave for Denmark.</p> <p>5 So those all played into it. So there was</p> <p>6 that change. There was a change to the model. And</p> <p>7 then there was the fact that we were smaller, and so</p> <p>8 it really just kind of looks ugly.</p> <p>9 COMMISSIONER BECK: Well, obviously, the</p> <p>10 model is working. So congratulations.</p> <p>11 MS. BRIDGET BARRETT: Well, thank you.</p> <p>12 THE CHAIR: I just have two real quick</p> <p>13 things. I had a chance to go when you-all were in</p> <p>14 the old building outside -- I mean -- and if I'm</p> <p>15 going to be honest, I always wondered where Double</p> <p>16 Eagle Airport was, because I spent most of my time</p> <p>17 in Gallup. And I moved to Albuquerque.</p> <p>18 "Where is it? I've heard of it so much."</p> <p>19 So that was my first time going out there</p> <p>20 when I was the director of the Charter Schools</p> <p>21 Division a couple of years ago. I know if you-all</p> <p>22 were there in 2019. I was there to gin up the</p> <p>23 beginning of the school year. I remember the</p> <p>24 principal at the time, I was, like, "Do you guys</p> <p>25 have simulators?"</p>	<p style="text-align: right;">196</p> <p>1 dramatically their demographics. And I know that</p> <p>2 happens over time. But within a five-year contract</p> <p>3 season -- or session -- we've seen that happen.</p> <p>4 We've seen that happen. And I'd be happy to share</p> <p>5 more about those schools that you can really see how</p> <p>6 they did that.</p> <p>7 And I just think that that's something</p> <p>8 that I'm really passionate about. And I don't think</p> <p>9 it's going to change much of what you're doing</p> <p>10 already. But just being cognizant of that within</p> <p>11 your equity council work, I could see that being an</p> <p>12 opportunity to make that pop and the way that you're</p> <p>13 engaging the community in general, especially since</p> <p>14 you have 19 buses traveling across all of the -- all</p> <p>15 of the Albuquerque communities -- oh, three?</p> <p>16 MS. AMANDA CATANZARO: Nineteen stops.</p> <p>17 THE CHAIR: Okay. So I'm corrected on</p> <p>18 that. But you catch my drift, though. There's</p> <p>19 opportunities -- there's opportunities to figure</p> <p>20 that out.</p> <p>21 And so -- and you-all have shown, you have</p> <p>22 a good proven track record. And if you place energy</p> <p>23 behind it -- I mean, you have a brand new building.</p> <p>24 Those are the things that attract young people.</p> <p>25 So that's, I think, a challenge for you,</p>
<p style="text-align: right;">195</p> <p>1 And she was, like, Yeah. And I had a</p> <p>2 chance to get into one of those suckers. And it was</p> <p>3 one of the most fun things. I never thought I'd</p> <p>4 ever sit in an aviation simulator before.</p> <p>5 And you had two of them in that building,</p> <p>6 I, believe, if I remember. And I was just so</p> <p>7 enamored, just so enamored. And to see the young</p> <p>8 people who get to experience that, and get to</p> <p>9 experience the real thing, is just really -- just</p> <p>10 really amazing. So thank you for all that you all</p> <p>11 do.</p> <p>12 Similar to what Commissioner Gipson</p> <p>13 shared, you all have led in a place that is so</p> <p>14 unique and innovative. And I see your young people</p> <p>15 back here, and I think about how many more young</p> <p>16 people can see this as an opportunity. And because</p> <p>17 of the way our systems work and -- with students,</p> <p>18 oftentimes, who are furthest away from opportunities</p> <p>19 like this, that I think your next challenge in this</p> <p>20 next five years is to think about, "How are we</p> <p>21 tapping into the talents across Albuquerque and</p> <p>22 potentially elsewhere to make sure that the</p> <p>23 demographics just really level out," in a way that</p> <p>24 is within your control?</p> <p>25 And we've had schools who have changed</p>	<p style="text-align: right;">197</p> <p>1 among all the good things that we shared. And</p> <p>2 kudos. Of course I'm going to support you-all with</p> <p>3 a five-year renewal with no conditions. But I think</p> <p>4 that's the next -- the next aspect of your work is</p> <p>5 to make sure you did that.</p> <p>6 So with that, Commissioner Carrillo, and</p> <p>7 then let's entertain a potential motion, then, too.</p> <p>8 COMMISSIONER CARRILLO: Agree completely.</p> <p>9 And oftentimes -- and we experience -- New Mexico</p> <p>10 School for the Arts is one of the schools that had</p> <p>11 this incredible turnaround.</p> <p>12 And I'm not exaggerating when it was,</p> <p>13 like, 62 percent white, and now it's only</p> <p>14 37 percent. And they did that within two years.</p> <p>15 Because they said it's not okay with them, because</p> <p>16 they're a statewide school.</p> <p>17 And a lot of it had to do with perception.</p> <p>18 Kids thinking, "There's no the way I can go there,"</p> <p>19 you know. I did -- even kids that said, "I barely</p> <p>20 had piano lessons," even though that might be</p> <p>21 somebody's passion. And it was that passion they</p> <p>22 started to tap into in the application -- the</p> <p>23 pre-application process. And there were workshops</p> <p>24 they would have.</p> <p>25 And it was really the passion and the</p>

198	<p>1 drive to be in the arts. That was what we were 2 looking for first, not the person who's just 3 destined for Juilliard no matter what. Absolutely, 4 I would say to do that.</p> <p>5 For the young people in the room, there 6 are scholarships, there are foundations, and there 7 are grants, thousands of them, that we don't even 8 know of, that you could probably find to support 9 you. And especially, I would say, for women and 10 people of color, to support in an industry that's 11 probably typically Caucasian and male.</p> <p>12 And so I would say somehow -- and I'm not 13 a person -- probably Commissioner Burt is really 14 good at, like, finding things on the interim or 15 whatever. I'm not that person.</p> <p>16 You guys probably are. But just see what 17 you can tap into so you don't have to pay \$100,000 18 for a program. Because my advice to young people is 19 always, "No debt," because then you're owned by the 20 man. No. No debt, okay? Then you're free to do 21 whatever you want to do in life.</p> <p>22 And the person I refer to for you guys. 23 She started as a puddle-jumper with -- I think it 24 was Hawaiian Airlines, and then did Southwest, and 25 just built her career until now. Maybe all of us</p>	200	<p>1 VICE CHAIR BURT: Commissioner Carrillo. 2 COMMISSIONER CARRILLO: Yes. 3 VICE CHAIR BURT: And Commissioner 4 Clahchischilliage. 5 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 6 VICE CHAIR BURT: All right. That passes 7 unanimously, nine-zero. Congratulations. 8 (Applause.) 9 THE CHAIR: Thank you so much. Safe 10 travels. Congratulations. We are going to take an 11 hour break. So let's come back at 1:20. 12 (A recess was taken at 12:20 p.m., and 13 reconvened at 1:26 p.m., as follows:) 14 THE CHAIR: Well, good afternoon, 15 everyone. We're going to come back and begin. 16 Welcome, Dream Diné, to your renewal 17 hearing. I hope the Commissioners had a chance to 18 rejuvenate a little bit after our morning session. 19 And this is our last school for the week. 20 Can you believe that? We made it through. We 21 almost made it through. 22 So I'm going to go over the agenda 23 briefly, and then we're going to go ahead and jump 24 in. 25 So, Dream Diné, the first thing we'll do,</p>
199	<p>1 will see one of you in the Tokyo airport or Istanbul 2 or someplace. So just the best of luck.</p> <p>3 THE CHAIR: Vice Chair Burt. 4 VICE CHAIR BURT: I move that the Public 5 Education Commission approve the renewal application 6 for Albuquerque Aviation Academy for a five-year 7 term, 2024 to 2029, without conditions. 8 COMMISSIONER BECK: Second. 9 THE CHAIR: We have a second on our 10 motion. Let's move into any discussion about this 11 motion? Seeing none, let's move into a roll-call 12 vote, Vice Chair Burt. 13 VICE CHAIR BURT: Commissioner Manis. 14 COMMISSIONER MANIS: Yes. 15 VICE CHAIR BURT: Chair Brauer. 16 THE CHAIR: Yes. 17 VICE CHAIR BURT: Commissioner Gipson. 18 COMMISSIONER GIPSON: Yes. 19 VICE CHAIR BURT: Commissioner Taylor. 20 COMMISSIONER TAYLOR: Yes. 21 VICE CHAIR BURT: Vice Chair Burt is yes. 22 Commissioner Beck. 23 COMMISSIONER BECK: Yes. 24 VICE CHAIR BURT: Commissioner Ingham. 25 COMMISSIONER INGHAM: Yes.</p>	201	<p>1 we'll hear from the Public Education Department, 2 from Ms. Chavez or one of her team members, about 3 the evaluation that you've all received. And she'll 4 provide that final evaluation. 5 We'll then move into tribal consultation. 6 So this is an opportunity for a member of the Navajo 7 Nation or -- to share their thoughts about 8 Dream Diné. 9 I'll also share a little bit about what 10 I've done prior to this to reach out. 11 We'll have school comments. This will be 12 a chance for you to provide 30 minutes of an 13 overview of your school. 14 And then we'll move into public comment 15 after that. 16 And then we'll move into public -- or 17 sorry -- to PEC questions and commentary from us. 18 And then we'll finish up with our vote on 19 renewal. 20 So with that, Director Chavez. 21 DIRECTOR CORINA CHAVEZ: Good afternoon. 22 Ya'a'teoh. Good to see the room full of people in 23 support of the school. 24 Welcome, Dream Diné. Thank you, 25 Commissioners.</p>



202	<p>1 My name is Corina Chavez. I actually will</p> <p>2 not be providing the PED's evaluation of the school.</p> <p>3 I used to work for NISN and had a connection with</p> <p>4 Dream Diné at one point. So I've been there. I've</p> <p>5 been to Shiprock and seen the school when it first</p> <p>6 opened. I was part of the struggle to get it open,</p> <p>7 which is a complex thing when we think about opening</p> <p>8 up a school on a tribal nation.</p> <p>9 It's, like, how many people do you report</p> <p>10 to; right? So in this case the PED, and to some</p> <p>11 degree, the local district, and, certainly, to the</p> <p>12 Navajo Nation.</p> <p>13 So I just want to say I hope that</p> <p>14 everybody has -- that the hearing goes well, and</p> <p>15 (Navajo spoken). Thank you.</p> <p>16 MS. CHERYL ROWE: Good afternoon, Chair</p> <p>17 Brauer and Commissioners. My name is Cheryl Rowe,</p> <p>18 the authorizing practices administrator for the</p> <p>19 Charter Schools Division. I'm here to provide the</p> <p>20 PED evaluation for Dream Diné Charter School.</p> <p>21 Dream Diné opened in 2014 as a PEC-authorized</p> <p>22 school, renewed with Central Consolidated school</p> <p>23 district in 2019, and they are returning to us for</p> <p>24 their second renewal, or first renewal with us.</p> <p>25 Our CSD team, Dr. Brigitte Russell, Lucy</p>	204	<p>1 notification protocol without exception.</p> <p>2 By the end of each fiscal year of the</p> <p>3 charter term, all board members will have completed</p> <p>4 all required training hours.</p> <p>5 Condition 2: Dream Diné will complete a</p> <p>6 transition year checklist by June 30th, 2024. This</p> <p>7 is a checklist designed to ensure compliance with</p> <p>8 NMAC and NMSA and to promote effective academic,</p> <p>9 financial, and organizational operations of the</p> <p>10 school.</p> <p>11 The recommendation is based on the record</p> <p>12 of the school's performance over the course of the</p> <p>13 contract term, more recent adult actions to make</p> <p>14 improvements as described in the school's</p> <p>15 application, and verification of those actions and</p> <p>16 improvements by CSD during the renewal site visit.</p> <p>17 For example, the head administrator has</p> <p>18 hired a reading interventionist, who is conducting</p> <p>19 ongoing professional development with staff to</p> <p>20 improve student outcomes, and a literacy plan has</p> <p>21 been submitted to PED and approved.</p> <p>22 Dream Diné submitted evidence in their</p> <p>23 application that students' performance has been</p> <p>24 improving. Meanwhile, recently released NM Vistas</p> <p>25 data confirmed this, revealing that Dream Diné's</p>
203	<p>1 Valenzuela, and I, as site leader, visited the</p> <p>2 school on October 17th, 2023.</p> <p>3 Dream Diné has been through some rocky</p> <p>4 times, were very hard-hit by COVID. However, the</p> <p>5 school is rising above those challenges as we</p> <p>6 observed during our visit. We found competent,</p> <p>7 dedicated leadership and staff, engaged learners,</p> <p>8 and beautiful homage to Native American tradition.</p> <p>9 A humble school residing in the Navajo Nation, their</p> <p>10 program seeks to preserve Diné language and culture,</p> <p>11 to foster respect for the land with a robust</p> <p>12 gardening program, and to build a foundation in core</p> <p>13 subjects.</p> <p>14 The Charter Schools Division recommends</p> <p>15 renewal for five years with the following</p> <p>16 conditions, which are based on criteria required by</p> <p>17 law for charter renewal:</p> <p>18 Condition 1: By not consistently having</p> <p>19 the required number of governing board members,</p> <p>20 Dream Diné violated a provision of law from which</p> <p>21 the charter school was not specifically exempted.</p> <p>22 Therefore, Dream Diné will continuously have five or</p> <p>23 more board members serving on the governing body</p> <p>24 throughout the charter term.</p> <p>25 The school will follow PEC governing body</p>	205	<p>1 score significantly improved in the last two years</p> <p>2 from 11 to 45, raising them from a designation of</p> <p>3 CSI to traditional.</p> <p>4 In addition, the governing board has</p> <p>5 recently added a fifth board member. And just in</p> <p>6 the nick of time, Dream Diné submitted a full</p> <p>7 petition of household support for your review.</p> <p>8 In terms of proficiencies, compared to the</p> <p>9 district, Dream Diné lags slightly behind in ELA,</p> <p>10 but outperforms the district in math and science.</p> <p>11 According to New Mexico Vistas, Dream Diné realized</p> <p>12 an 11 percent growth in math in 2022-'23, when the</p> <p>13 district and state had zero percent growth, on</p> <p>14 average, in math.</p> <p>15 On Part B of the renewal application,</p> <p>16 their ratings were as follows:</p> <p>17 They met the standards on tribal</p> <p>18 consultation.</p> <p>19 They Demonstrated Substantial Progress in</p> <p>20 student outcomes, educational program, financial</p> <p>21 compliance, and equity and identity.</p> <p>22 While they are strong in equity and</p> <p>23 identity, they still need to establish an equity</p> <p>24 council.</p> <p>25 They failed to meet the standard in</p>

<p style="text-align: right;">206</p> <p>1 governance requirements, which has been addressed in 2 our recommended renewal conditions.</p> <p>3 Finally, when evaluating Dream Diné for 4 renewal, the, CSD feels that it is not fair to hold 5 schools accountable to standards that have not been 6 clearly communicated.</p> <p>7 Their current authorizer did not do annual 8 visits, nor provide annual reports. We feel it is 9 important to give the school a chance under the PEC, 10 where they will have clear authorization.</p> <p>11 The Superintendent of Central Consolidated 12 has kindly submitted a letter of support for 13 Dream Diné's continuation as a charter school under 14 the PEC.</p> <p>15 Furthermore, our assessment of Dream Diné 16 exemplifies the importance of looking at the whole 17 picture, conducting site visits and focus groups, 18 and using both quantitative and qualitative data to 19 evaluate a school.</p> <p>20 The scant data that was available over the 21 course of their term does not tell the whole story. 22 The story we learned during our visit was one of 23 resilience, learning, and hope.</p> <p>24 Thank you.</p> <p>25 THE CHAIR: Great. Thank you, Ms. Rowe.</p>	<p style="text-align: right;">208</p> <p>1 need to do proper consultation that is clarified 2 within the statute that I've just mentioned.</p> <p>3 And so both myself and I believe Director 4 Chavez did reach out to the Navajo Nation, 5 particularly the Department of Diné Education, DODE, 6 to clarify and provide an opportunity to -- to 7 consult.</p> <p>8 So tribal consultation in this case is not 9 like the tribal consultation that happens between 10 the state government and the government of the 11 Navajo Nation. It's different in that way.</p> <p>12 So I wanted to clarify that for those of 13 you who know what tribal consultation is in the most 14 important way.</p> <p>15 And so I did reach out, and I talked to 16 Dr. Ferlin Clark. He did mention that there was 17 going to be someone from DODE who would be here 18 today, or present over Zoom, to provide 19 consultation. There is an opportunity also for 20 families and students to share here, or within the 21 public comments as well.</p> <p>22 So there's opportunities in both ways. 23 But I wanted to just share that I did have that 24 conversation with Dr. Clark and the DODE team. 25 Ms. Chavez, do you want to share anything</p>
<p style="text-align: right;">207</p> <p>1 Before we move into tribal consultation, I 2 did want to also say -- I neglected to say this at 3 the beginning -- that I wanted to -- I believe most 4 Commissioners know this. I do have a connection to 5 Dream Diné. Or I did have a connection.</p> <p>6 I was on their governing board from, I 7 think, 2020 to 2022. So once I became an elected 8 official, in December of last year, I came off of 9 that -- came off of that board.</p> <p>10 Both for my own self-preservation -- of 11 time and space continuance -- even though I could be 12 on that board, I felt like I needed to come off of 13 that board.</p> <p>14 And so after consulting with Ms. Barnes, 15 our attorney, I do believe I can still be impartial 16 today, given it's been over a year since I've been 17 part of that school.</p> <p>18 With that, I want to move on to Item No. 2 19 which is tribal consultation, including members and 20 families of students attending the charter school, 21 pursuant to NMSA 22-8B-12.2C and D.</p> <p>22 So as the Commission, like any other 23 district or other authorizer, when we are 24 contemplating a renewal or a potential closure, 25 which could be one of the scenarios for today, we</p>	<p style="text-align: right;">209</p> <p>1 that you did from the Charter School Division side? 2 DIRECTOR CORINA CHAVEZ: Thank you, Chair 3 Brauer, Commissioners.</p> <p>4 I also, first of all, want to say that 5 there's consensus on the definition of tribal 6 consultation. And so -- but I think what it is is 7 it's about respect; right? And so because the 8 Navajo Nation is where the school is situated, and 9 because, in law, it says that PEC and PED conduct 10 tribal consultation, I felt it important to give the 11 Department of Diné Education a phone call and let 12 them know about the renewal process and speak 13 specifically about the tribally impacted schools 14 that are related to students that come from the 15 Navajo Nation.</p> <p>16 So on Friday, October 27th, I had a 17 one-hour phone call via Zoom, had a Zoom call with 18 some members of DODE, including Matthew Tso, Shayla 19 Yellowhair, Suzette Haskie, and Roy Tracy. We had a 20 good meeting that allowed me to share the fact that 21 Dream Diné and another charter school that was 22 reauthorized earlier this week, Middle College, were 23 up for renewal, and that as in accordance with rule, 24 that PEC must conduct consultation with the tribal 25 nations when the possibility of school closure</p>

210	<p>1 exists. And because the possibility of school                  2 closure is inherent to the charter school renewal                  3 process, the possibility of charter school closure                  4 exists.</p> <p>5 So I let them know that, at the point that                  6 we talked, that it was unclear what would happen                  7 with the school. I shared the preliminary                  8 recommendations for both schools, let them know that                  9 it is PEC that has the final decision-making                  10 authority.</p> <p>11 We reviewed the renewal process and                  12 timeline and spoke a little bit about Dream Diné and                  13 Gallup Middle College.</p> <p>14 At that time, DODE did say that they felt                  15 that the schools had conducted tribal consultation.                  16 And so I shared with them statutory language that                  17 related to each of those things and showed them                  18 where on the PEC's website they could access the                  19 renewal applications and any other materials that                  20 are associated with the renewal process.</p> <p>21 Thank you.</p> <p>22 THE CHAIR: Thank you. Is there anyone                  23 here in the room who is here to speak on behalf of                  24 the Navajo Nation or the Department of Diné                  25 Education? Or is anybody online, Missy?</p>	212
211	<p>1 MS. MISSY BROWN: Roy Tracy is online.                  2 Would you like him to be promoted to the panel?                  3 THE CHAIR: Yes. For sure.</p> <p>4 Okay, Mr. Tracy. Thank you so much for                  5 joining us. The floor is yours to share the                  6 perspective of DODE on behalf of the renewal process                  7 for Dream Diné.</p> <p>8 MR. ROY TRACY: Okay. Thank you, Chair,                  9 and members of the Commission. Thank you for                  10 inviting the Department of Diné Education and the                  11 Navajo Nation to the floor.</p> <p>12 We are currently on travel in business, so                  13 let me just try to address some of the concerns.</p> <p>14 From the tribal consultation standpoint,                  15 the Navajo Nation is enacting ESSA, Every Student                  16 Succeeds Act, Section 8538. That's the definition                  17 and processes that we go through with all LEAs and                  18 charter schools that serve Navajo students.</p> <p>19 Again, that's ESSA, Section 8538.</p> <p>20 There's -- the first section speaks to                  21 Title VI programs. The second section speaks to                  22 Titles I through VII, JOM, and other supplemental                  23 funding that schools get.</p> <p>24 And we have a very stringent process. As                  25 a matter of fact, we have a manual that New Mexico</p>	213
212	<p>1 PED has adopted, and you'll find that on the PED                  2 website under Office of Indian Education.</p> <p>3 So DODE, the Navajo Nation firmly                  4 advocates for equity in the Indian Education Act, as                  5 well as believing that ESSA, Section 8538,                  6 supercedes the SEAs and the LEAs, and it's a federal                  7 government relationship between sovereign tribes and                  8 the federal government. Hence, that's given the                  9 power to tribes to conduct tribal consultation.</p> <p>10 In the consultation process, we look at a                  11 number of budgetary conformances that the schools                  12 share with the Department of Diné Education and the                  13 tribal consultation team.</p> <p>14 We also have a strict data reporting                  15 system, which we've captured -- this is our seventh                  16 year, I believe at the time, conducting tribal                  17 consultation.</p> <p>18 So for charter schools like Dream Diné, we                  19 understand they operate under different regulations                  20 and authority governed by the Commission. And we                  21 believe that Dream Diné serves a unique set of                  22 students, a unique situation, as they are                  23 sponsored -- I guess that's the term -- by Central                  24 Consolidated School District.</p> <p>25 There has been some issues there, which</p>	213
213	<p>1 the consultation team has made recommendations to                  2 both CCSD, that maybe Dream Diné should seek direct                  3 consultation from the State instead of being a third                  4 party, in a sense, to CCSD. That would alleviate                  5 some of the administrative challenges.</p> <p>6 And I think that was mentioned earlier,                  7 that Dream Diné has come from a particular area of                  8 the Navajo Nation that has been devastated by COVID.                  9 And I've heard people say that, you know, "Stop                  10 making excuses about COVID."</p> <p>11 That might be so in a first-world                  12 environment, where medical institutes, emergency                  13 institutes, things of that nature, paved roads, you                  14 know, electricity, running water, exists.</p> <p>15 As we all know, on the Navajo Nation,                  16 there's still some third-world conditions in rural                  17 areas. So we believe that because Shiprock area is                  18 still developing in its -- its township and such, I                  19 think Dream Diné serves a unique group of parents                  20 that want to provide a good education for their                  21 children outside of those New Mexico school                  22 districts.</p> <p>23 The Diné Education, especially in the area                  24 of Cogna, my office, the Office of Educational                  25 Research and Statistics, and JOM, specifically,</p>	213

214	<p>1 because we've offered funding for charter schools as                  2 well, we're very concerned about the state overall                  3 performance of students, performance of ELA and                  4 math, including science. And we've been very                  5 adamant with the Governor, we've been very adamant                  6 with Arsenio, the Secretary, and Indian Office of                  7 Education.                  8 And so we've been monitoring Dream Diné,                  9 and we feel that they performed exceptionally well                  10 in the area of tribal consultation. We guide                  11 schools, not just charter schools, but LEAs as well,                  12 and their superintendents, on issues affecting the                  13 equity of funding distribution, whether it's salary                  14 for teachers or salary for projects, after-school                  15 programs, curriculum development, curriculum                  16 performance, staff qualifications and such.                  17 And these are some of the areas we sort of                  18 nitpick. And so the general sense, if we were to                  19 look at Dream Diné's overall performance, they've                  20 performed very well, considering the condition and                  21 environment that they have operated in.                  22 COVID is still an issue; okay? I want                  23 every one of you Commissioners to understand that.                  24 It is still an issue on tribal nations in                  25 New Mexico.</p>	216	<p>1 be favorable and have some equity in your decisions                  2 today. And we believe that Dream Diné is on the                  3 road to recovery and producing some good students                  4 that come from that area of Shiprock and the                  5 Navajo Nation, our Northern Navajo Nation area.                  6 So, Commissioners, I appreciate your time.                  7 If you have more specific questions, I am with the                  8 Superintendent of Schools for Diné Education,                  9 Claudia Edgewater. I also have our JOM director,                  10 Suzette Haskie-Oberly. And I also have the Cognia                  11 director, Dr. Shayla Yellowhair, here. So                  12 Commissioners, Chair, thank you.                  13 THE CHAIR: Thank you so much, Mr. Tracy.                  14 Is there anyone else that would like to                  15 speak from the tribal perspective?                  16 We did have a school that had several                  17 different leaders in the room as well. I just                  18 wanted to check.                  19 Great. Thank you so much.                  20 So we're going to move into Item No. 3 on                  21 our agenda, which is the school's -- the school's                  22 opportunity to present to us, so the school                  23 comments.                  24 So we'll have about 30 minutes. I'm                  25 assuming you already connected with Missy if you had</p>
215	<p>1 So we also not only advocate systemically,                  2 but we also ask the President of the Navajo Nation,                  3 the Speaker of the Council and their respective                  4 delegates, to make those type of points at                  5 legislative sessions to the Governor herself, as                  6 this is a government-to-government relationship that                  7 we have with New Mexico state.                  8 And we like to remind the Commissioners as                  9 well that you also respect that area. And as the                  10 commissioning board, you know, you have a purpose.                  11 You also have a set parameter. But we also ask that                  12 the equity of those parameters do not always meet                  13 tribal nations.                  14 And so it's -- comparing student                  15 performance, you could say Caucasian student                  16 performance, as opposed to the 2.1 percent Native                  17 American representation on the NEAP reports, there's                  18 no equity in that. So if you're holding schools                  19 accountable, we ask that that's -- the tribal                  20 consultation scheme/predominant authority is to                  21 speak on Diné language and culture.                  22 And we use Title X as a sovereign nation                  23 to hold state commissions, school boards, LEAs, SEAs                  24 accountable.                  25 And so we just respectfully ask that you</p>	217	<p>1 any multimedia presentations.                  2 And so, Ms. Chatto, the floor is yours.                  3 MS. NADINE VIGIL: Good afternoon.                  4 THE CHAIR: And as you introduce                  5 yourselves, if you don't mind just starting with                  6 your name and then spelling it the first time that                  7 you address us so that we have that on the record.                  8 Thank you.                  9 MS. NADINE CHATTO: Good afternoon,                  10 everyone. First, I'd like to have the video show                  11 first. Thank you.                  12 THE CHAIR: Would you introduce yourself                  13 real quick?                  14 MS. NADINE CHATTO: My name is Nadine                  15 Chatto. I'm the head administrator at Dream Diné                  16 Charter School. My name is spelled N-a-d-i-n-e.                  17 Chatto is spelled C-h-a-t-t-o.                  18 (Video played.)                  19 MS. NADINE CHATTO: Thank you. Again, my                  20 name is Nadine Chatto. (Navajo spoken.) I have                  21 with me here one of my board members, a teacher, a                  22 couple of individuals who help us with our charter                  23 school. And I'm going to go ahead and let them                  24 introduce themselves.                  25 DR. GENEVA BECENTI: Ya'a'teeh.</p>

<p style="text-align: right;">218</p> <p>1 Commissioners, my name is Dr. Geneva Becenti.                  2 G-e-n-e-v-a B-e-c-e-n-t-i. I am (Navajo spoken). I                  3 am also the NISN Diné Language Mentor and Apprentice                  4 Program Director.                  5 MS. ANDREA THOMAS: Good afternoon,                  6 Commissioners. My name is Andrea Thomas. That is                  7 A-n-d-r-e-a T-h-o-m-a-s. (Navajo spoken.)                  8 MS. DANIELA ALLEN: (Navajo spoken.) Good                  9 afternoon, Commissioners and Chair. My name is                  10 Daniela Allen. D-a-n-i-e-l-a A-l-l-e-n. (Navajo                  11 spoken.)                  12 FROM THE FLOOR: Good afternoon,                  13 Commission. My name is Derrick White. I'm the                  14 Director of the School Design Fellowship with the                  15 NACA-Inspired Schools Network. (Navajo spoken.)                  16 Thank you.                  17 MS. NADINE CHATTO: Thank you. The next                  18 slide, please.                  19 These are the individuals that work with                  20 the school. I am the head administrator. Our                  21 governing board, Daniela Allen is our president.                  22 Donna Fernandez is our vice president. Virginia                  23 Kirk is our secretary. Veronica Tso is the                  24 treasurer. And our new member is Gavin Sosa.                  25 Office manager -- or business manager, I'm sorry --</p>	<p style="text-align: right;">220</p> <p>1 To begin, I think that the problems that                  2 attributed to that score had a lot to do -- what was                  3 mentioned by Mr. Tracy -- that our families who are                  4 really involved in the process of the                  5 decision-making of during that time, wherein                  6 Navajo Nation had restrictions in their schools and                  7 they closed down schools, so they were in virtual                  8 learning platform for a year.                  9 Following that, the parents, along with                  10 the school, decided that they wanted to transition                  11 to a hybrid model, still considering that, you know,                  12 our families, we have multi-generational homes,                  13 students that come from these families and these                  14 homes, and to be understanding of their                  15 circumstances. And so with that, we had hybrid.                  16 And it wasn't until -- through that time                  17 in the hybrid, as students started to come back,                  18 teachers as well as the families themselves started                  19 to understand the importance of the in-person                  20 teaching and how valuable that was.                  21 So by the spring, once, you know, people                  22 started to get more comfortable, we started to, you                  23 know, really let families know that their child was                  24 safe, that we had things covered, that we really                  25 wanted to have their child back. We went straight</p>
<p style="text-align: right;">219</p> <p>1 is Charlotte Archuleta, and she'll be joining us on                  2 Zoom.                  3 Our reading interventionist teacher is                  4 Andrea here. And then our NISN support are                  5 Dr. Geneva Becenti and Derrick White.                  6 Next slide, please.                  7 Our mission statement is the foundation of                  8 our school. It's a place-based elementary school                  9 where the Diné philosophy is well embedded in our                  10 daily lessons and our daily lives.                  11 Through our Diné language and our                  12 dual-language program, experimental learning                  13 program, we nurture strong, compassionate, bilingual                  14 young students, and then we hope that they take that                  15 with them when they move on to another challenge in                  16 their life.                  17 Next slide, please. I'm going to give the                  18 floor to Andrea. She's going to be speaking to the                  19 academic framework.                  20 MS. ANDREA THOMAS: Thank you,                  21 Commissioners and Chair.                  22 So when we look at our academic framework                  23 we look at our Vistas scores from '21-'22. You can                  24 see there that we scored an 11, which placed us as a                  25 CSI school.</p>	<p style="text-align: right;">221</p> <p>1 back to in-person in spring.                  2 A month later, we took the State testing.                  3 Half of the third-, fourth-, and fifth-graders that                  4 took that summative test had been in a virtual model                  5 for a long time. And though some of those students                  6 who came to Dream Diné, they came from schools that                  7 were continuing to stay in a virtual setting, and                  8 they didn't want that. And so that's why they came                  9 to our school.                  10 And so we were trying to figure out                  11 what -- how, through the relationships we were                  12 building with the students and with their families,                  13 you know, that that -- I believe that that's what                  14 the scores reflect.                  15 So with that, you know, our solutions,                  16 once we received that, knowing that, I mean, our                  17 students made growth in their development overall                  18 that's not reflected in the data in those summative                  19 scores, because it's looking at proficiency only.                  20 But when you look at the individual growth of the                  21 students themselves and where they came from, that                  22 is not seen. But that's something that we knew as a                  23 staff and teachers.                  24 So our solutions -- you know, the first                  25 one, once we looked at it, received it, used the</p>

<p style="text-align: right;">222</p> <p>1 summer, went back into in-person, we started to 2 think of it as our baseline. 3 Okay. This is where we're starting over. 4 This -- we had a new administrator, and it was our 5 time to really get things moving, a shift in 6 mindsets for teachers, students, and families. 7 And with that, it really -- what were we 8 needing to do? We needed to increase the rigor. We 9 needed to have some accountability of our student 10 attendance, getting our families to have their 11 students to come back in and to increase that. 12 And then, for teachers, how do we have -- 13 we have multi-grade-level classrooms. And so for 14 teachers coming in, how are we going to respond with 15 these grade levels and these different students? 16 So the mind shift. 17 Next was really increasing our 18 professional learning committees, our PLCs. Because 19 we are such a small staff, we all work together, and 20 everyone is included in that process, even our 21 custodian who's our gardener, also; so getting him 22 involved in that process. 23 So with that, with our PLCs, it was 24 listening to what the needs were in our individual 25 classrooms, what kind of development did the</p>	<p style="text-align: right;">224</p> <p>1 that and really paid a lot of attention to that, in 2 addition to the students, the students began to take 3 ownership of their learning. 4 And teachers, we could constantly have 5 conversations throughout the days of how we're 6 shifting our instruction, how are we better meeting 7 the needs of our students. 8 You know, with those data-informed 9 decisions, we were able to really focus on 10 evidence-based interventions, using the MLSS, like, 11 really focusing on Layer 2. 12 I think that one of the things we really 13 noticed is that the MLSS model and the framework is 14 exactly what our Diné culture is about. I think 15 it's embedded -- everything when you go through it 16 is just the natural process that we have already 17 inherently, like, put into everything that we do. 18 So that, you know, it became -- because of 19 our small classroom spaces, all of our teachers 20 being Diné and coming from the community that they 21 teach in, we were able to either meet with them in a 22 small group, individualize, or for the students to 23 be able to work with their peers and at a grade 24 below them, a grade above them, and it allowed them 25 to teach one another.</p>
<p style="text-align: right;">223</p> <p>1 teachers need, what kind of strengths did they have, 2 what did they have to offer that we could do our own 3 in-house professional learning development. 4 Because we are unique and we have the 5 multigrade levels, it's -- we're having to design 6 that in that process, and we collaboratively did 7 that. 8 Next was into a data deep dive, like 9 really focusing on how are we going to use the 10 summative assessment, looking at that, looking at 11 our interim assessments, and how are we going to get 12 more consistent on reviewing that data as teachers, 13 but also putting that back on our students? How do 14 students understand it, in addition to their 15 families, because we needed to be partners in all of 16 their -- the success of their child. 17 So with that, it was offering parents an 18 opportunity to understand the types of assessments 19 that were happening in the school: interim common 20 formative assessments, bi-weekly assessments, 21 getting them to understand the terms and what they 22 do to support. 23 That was very valuable, because a lot of 24 the time many of the parents didn't understand what 25 it was, why we were doing this. And once we shifted</p>	<p style="text-align: right;">225</p> <p>1 And I think all of those things are really 2 valuable and students felt like they could shine 3 through that. 4 I think the -- again, to the professional 5 development, it is in-house. We have some great 6 teachers who have had experience in different types 7 of school systems, and so that they've been able to 8 bring that to the table. 9 And so as we're coming together, we tried 10 to, you know, shared resources and highlighting -- 11 or kind of focus on what were some of the needs that 12 we needed to focus on. And as you're aware our 13 reading was our big thing that we needed to go back, 14 and we needed to focus on. 15 Math, naturally, I think as indigenous 16 people, Diné, we are hands-on. We are visual 17 learners, and that is just the natural thing. The 18 kids love math. 19 So how can we connect the importance of 20 reading to math? And that's where that shift as 21 well with students -- with the students in getting 22 them to understand how important reading is. 23 Many of the students that were in third 24 through fifth that have been taking the assessments 25 unfortunately missed out on those foundational</p>

<p style="text-align: right;">226</p> <p>1 skills when it came to phonics.  2 So we implemented a Heggerty this year,  3 and -- because that was what was missing. We were  4 trying to do as much as we can. But we figured,  5 through all of our teachers attending LETRS, being a  6 part of LETRS, myself as like a literacy coach in  7 connection with the PED, we have really worked on  8 going back and re-teaching those skills to all of  9 our students, because there is that gap.  10 I think that that's the part that we're  11 really noticing that students struggled with.  12 And so with the -- with the attendance,  13 our attendance has, currently, from the time that it  14 was in 2022, has increased. Our parents understand  15 our students. They show up early. You know, 7:30,  16 we open the gates and they're there. And it's  17 constant.  18 You know, they know now that we're going  19 to check in on them. We're going to ask them what  20 support they needed. And I think that that was the  21 big improvement we made last year. "What do you  22 need from us? What's going to help you? You know,  23 what can we do to best support you to make sure your  24 child is here? Like, they can't get better if  25 they're not here."</p>	<p style="text-align: right;">228</p> <p>1 We've given them opportunities to  2 celebrate. Teachers will celebrate with their  3 students if they make perfect attendance for the  4 week. And we have also implemented standard-based  5 field trips, at least once a month.  6 We also have developed a parent academy  7 with our -- with -- with the majority of our  8 parents. Right now we have two parents on the -- on  9 the -- the attendance for parent -- for parent  10 academy. In that parent academy, we make sure that  11 our parents are being given the information about  12 what's happening at the school. So in a lot of  13 ways, they're like -- we're educating our parents  14 about the school system.  15 And our hope is that when they finish the  16 program, that they will spread that news to other  17 schools -- or not other schools, but other parents,  18 and then bringing, you know, the idea that it is  19 important for your student to be here every day.  20 And this is what we offer them in the school system.  21 With that, I'm going to give the floor to  22 Ms. Daniela Allen.  23 MS. DANIELA ALLEN: Again, hello,  24 Commissioners, Chair. Again, my name is Daniela  25 Allen. And I sit as the governing board president.</p>
<p style="text-align: right;">227</p> <p>1 And so parents have worked with us. They  2 try to make appointments in the afternoon. They  3 communicate with us regularly. They know we're  4 going to reach out to them at any point.  5 And one of the other things that has  6 benefited is we do not offer transportation. So the  7 parents have to bring their kids. In the morning  8 when they drop them off, we're able to have  9 conversations with them. When they pick them up,  10 they open the door, we see them, we talk with them.  11 So there's always multiple opportunities  12 to talk to families. And that has helped build a  13 stronger relationship and partnership, which has  14 improved attendance. Yeah.  15 So, currently, all of those priorities,  16 everything that we're working on, we're on -- we're  17 making progress, and it's a success.  18 Thank you.  19 MS. NADINE CHATTO: Thank you. Along with  20 the -- with the attendance, I just want to touch a  21 little bit on it, too. Our teachers and our  22 students created a hummingbird pledge. In that  23 pledge, they vow to make sure that they're in school  24 all the time, every day, coming early, and staying  25 the entire day.</p>	<p style="text-align: right;">229</p> <p>1 I'm currently in my second year serving on the  2 board, and just recently took the position of  3 president in our governing council of Dream Diné  4 Charter School.  5 And as a parent, I felt that I needed to  6 invest my time and effort in my child's education.  7 So joining the board was a huge step for me.  8 Dream Diné Charter School has worked hard  9 at maintaining board members and is currently  10 recruiting to fill a few more vacancies. And in the  11 process, the board will also reevaluate the bylaws,  12 roles, and responsibilities of our governing board  13 members.  14 We're partnering with NISN with assisting  15 board members with purpose, intent, and  16 mission-aligned goals and continue to do strategic  17 planning at quarterly meetings, local PEC meetings  18 and trainings, on-site board development, and stay  19 80 to 90 percent in compliance with our training  20 hours.  21 Just recently a few of our governing board  22 members attended the PCSNM conference. And all our  23 members currently are up to date with their training  24 hours that is required, and we will continue to stay  25 up to date through each fiscal year of the charter</p>

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1 term.

2 Thank you.

3 MS. NADINE CHATTO: I believe Charlotte

4 Archuleta is online right now, and I'll give the

5 floor to her.

6 MS. CHARLOTTE ARCHULETA: Hello. This is

7 Charlotte Archuleta. I'm losing my voice, so excuse

8 me.

9 My -- you spell my name C-h-a-r-l-o-t-t-e.

10 Archuleta is A-r-c-h-u-l-e-t-a.

11 We did have more findings in 2019. In

12 2020, we did not have any findings. In 2021, we had

13 two. In 2022, we had five. But one was a finding

14 that we had to -- we received because the district

15 was late in filing their audit. So the auditor said

16 they had to include it in our findings.

17 They were all non-compliance findings.

18 And the reason why we had five in 2022 is because we

19 had a transition in staff, so it was, like, a

20 learning process for the staff.

21 We are financially stable. We have a good

22 cash balance. We receive a lot of funding. We get

23 a lot of grants.

24 And there was a question on here regarding

25 the small school size. We plan on filing our --

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1 applying for the Impact Aid funding to help with any

2 additional expenditures that we need for our move,

3 or additional staff that we will need for the

4 future.

5 The -- we also have a grant writer. And

6 having a grant writer has allowed the school to hire

7 a reading interventionist, a bilingual teacher,

8 additional educational assistants, tutors, and a

9 bilingual storyteller. The teachers have also

10 received additional professional development.

11 We do receive all of our -- 95 percent of

12 our funding is -- goes through the district. That's

13 the service that they provide for the school. They

14 supply us -- you know, they float the funding

15 through them to us. And we -- we have not received

16 additional support. Nadine might have, but,

17 financially, we have not. They just flow the money

18 through us.

19 And we do receive Title I, Title II

20 funding, but not the Title III. And we do

21 receive -- we used up all our ESSER funding.

22 We do receive special ed funding that

23 flows through the district. But we are financially

24 stable, and it looks like the school -- hopefully,

25 we can move and grow and become a successful Diné

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1 charter school. That's all I have.

2 MS. NADINE CHATTO: Thank you, Charlotte

3 Archuleta. Go ahead and go to the next slide.

4 This area, I will discuss.

5 Equity and identity of our charter school

6 includes the Diné language and culture. What we're

7 trying to do right now is revamp our curriculum so

8 it's specific to our location, Shiprock area.

9 This is also a support with the

10 Martinez-Yazzie mandate that we provide the

11 language -- Diné language and culture to all of our

12 students. Our students -- we have 99 percent Native

13 American in our population in our school.

14 We also have the -- the SEL, the

15 social-emotional learning that we are moving forward

16 with.

17 The -- we also talked about the tribal

18 consultation.

19 Another thing that we've also added is

20 the -- all students get free lunches and free

21 breakfasts. And that's supplied and supported

22 through Central Consolidated School District.

23 Another thing, too, is that we have a

24 little bit of leverage on our end because we have a

25 couple of members on our school that are

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1 Navajo Nation Board of Education members, including

2 myself. I represent the Eastern Agency. And then

3 Andrea Thomas is also representing the teacher

4 voice. So we have lots of equity and identity going

5 on in our school.

6 I will give the floor next to our Diné

7 Language and Culture director, and she'll talk more

8 a little bit about the equity and identity. Thank

9 you.

10 DR. GENEVA BECENTI: Ya'a'teeh,

11 Commissioners. I just wanted to put your attention

12 to the handout that I gave you. It's -- we've been

13 fortunate to get Dream Diné on board, and I'm really

14 excited in working with them along with NACA,

15 Six Direction. And also I just wanted to let you

16 know that this is a legislator State grant that we

17 are funded by, and it's basically to increase the

18 Diné language teachers with the certification of

19 520.

20 And the goal is to make sure that the

21 New Mexico students are talking and speaking their

22 language and practicing their culture, just as the

23 Dream Diné's mission and goals are.

24 So the other part is -- a part of their

25 training is an interactive curriculum that we've



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1 been working with an equine program, and also  
2 working with residential elders that are coming in  
3 and bringing their culture foundations to the  
4 schools and then aligning that with the families and  
5 communities.

6 And so we're also working with DODE, the  
7 Navajo Department of Education's certification  
8 program.

9 And we've brought in the first host that  
10 Dream Diné did was they host us at their school.  
11 And so we brought in some of the contractors that we  
12 contract with.

13 And so if you can go to the next slide.  
14 Bringing in, again, the leadership out of  
15 the site partners. Leadership has been really --  
16 they stepped up to -- when they didn't have their  
17 language teacher, they stepped up themselves. And  
18 so they used the core principles of our program.  
19 (Navajo spoken), which is basically our evaluation  
20 in developing their language programs.

21 And then part of that is that their  
22 budgeting is \$20,000 just to cover their  
23 apprentices. And then also part of the recruiting  
24 marketing budget is to help them sustain their  
25 language-teaching teacher in the school.

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1 THE CHAIR: Perfect timing.

2 MS. ANDREA THOMAS: Yeah. Oh, yeah.

3 THE CHAIR: The next part of our agenda is  
4 to hear from public -- to provide public comment.  
5 So we have been starting with Zoom first. So,  
6 Missy, is there anyone on Zoom that has signed up  
7 for public comment?

8 MS. MISSY BROWN: There's not, Chair  
9 Brauer. If anybody would like to give public  
10 comment, please raise your digital hand.

11 Oh. We have Steve Carlson.

12 THE CHAIR: Mr. Carlson, go ahead and  
13 unmute yourself. And if you have don't mind stating  
14 your name and spelling it for us, you can proceed  
15 with your comment.

16 MR. STEVE CARLSON: You bet. Can you hear  
17 me?

18 THE CHAIR: Yeah.

19 MR. STEVE CARLSON: So my name is Steve  
20 Carlson. S-t-e-v-e. Carlson is C-a-r-l-s-o-n.

21 I am the Superintendent of Central  
22 Consolidated.

23 I have met with the Dream Diné team here  
24 on a couple of occasions. And I just want to make  
25 sure that folks know that Central Consolidated, we

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1 So we've helped -- we helped market from  
2 January to -- I mean -- sorry -- July to August.  
3 And so that is basically from NISN.

4 So if you have any questions, I'm happy to  
5 answer that. (Navajo spoken.)

6 MR. DERRICK WHITE: Real briefly, per the  
7 conversation yesterday, the Commissioners who  
8 weren't able to be there from the NACA-Inspired  
9 Schools Network, we've been providing a  
10 growing-together fellowship for the last couple of  
11 years, focused on continuous development and  
12 mission-aligned goals.

13 So as Board Member Allen mentioned before,  
14 in the spring, we're going to be meeting regarding  
15 strategic planning and helping to really tighten up  
16 the board development and making sure that we have  
17 some checks for them moving forward around trainings  
18 and making sure that the committees are functioning  
19 and serving their purpose to limit the opportunity  
20 for those financial audit findings to happen by  
21 collaborating with the head administrator as well as  
22 the financial director.

23 Thank you.

24 MS. NADINE CHATTO: Thank you,  
25 Commissioners. Thank you, Staff.

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1 support Dream Diné in their quest for authorization  
2 with the State.

3 We've been able to witness their  
4 initiative and dedication. And also we're -- we're  
5 very much in support of their vision of language and  
6 culture revitalization. I think that's super  
7 important for the Diné people. And that's one  
8 that's shared with Central Consolidated as well.

9 I think we've developed a rapport with the  
10 current administration of Dream Diné, and we'd like  
11 to continue this relationship as they move forward.  
12 We believe that a solid partnership between CCSD and  
13 Dream Diné only serves to make both of us stronger.  
14 So, just in case you didn't catch it, we are very  
15 much in support of their authorization with the  
16 State.

17 THE CHAIR: Thank you.

18 MS. MISSY BROWN: Next we have Angel  
19 Yazzie.

20 FROM THE PUBLIC: Hello. My name is  
21 Mercedes Yabeny. M-e-r-c-e-d-e-s Y-a-b-e-n-y.  
22 Andrew Yazzie is my son. He goes to school at  
23 Dream Diné.

24 And I just wanted to add that I graduated  
25 with my bachelor's degree in elementary education in

238	<p>1 2018. So the year and a half before that, I had 2 worked with almost all the schools in CCSD in 3 Shiprock, Kirtland, and Farmington, when I was doing 4 my student teaching getting hours. 5 And one thing that I really noticed that I 6 loved about Dream Diné that is different than all 7 the other schools is that the Diné teachings is part 8 of the curriculum, and -- but at every other school, 9 it's a choice if you want to go to Diné, if you want 10 to learn it, if you want to leave class or take it 11 over another -- like, band or something. 12 You know, so most kids that are in the 13 regular school district, they don't want to take it, 14 because it takes over their band time, PE, or their 15 extracurricular activities. 16 When my son was at the regular CCSD 17 schools, he was neglected by his teachers. In 18 kindergarten, he got in his first fight. He didn't 19 want to go to school. 20 But when we transferred to Dream Diné, 21 everything changed. You know, he's always smiling 22 now. He loves going to school. He knows more 23 Navajo than us. 24 I was also born and raised in Shiprock, 25 been to almost all the schools, too, and I don't</p>	240	<p>1 THE CHAIR: Thank you, Ms. Lee. 2 MS. MISSY BROWN: I think we're going to 3 have students come next. 4 THE CHAIR: You can just say your name. I 5 won't make you spell it. 6 FROM THE FLOOR: Winston. 7 Nathan. 8 Shailyn (ph). 9 Eliah (ph). 10 Ayan. (ph) 11 (Students speak in Navajo language 12 and English language.) 13 MS. MISSY BROWN: Okay. Good luck 14 following that, Tonya. 15 FROM THE FLOOR: Hello. Good afternoon. 16 My name is Tonya Kaibetoney. T-o-n-y-a. 17 K-a-i-b-e-t-o-n-e-y. I'm kind of nervous. 18 So, anyways, my daughter, Shailyn (ph), is 19 a third-grader at Dream Diné. This will be her 20 second year. Back in October of '21, we lost her 21 mother. So I took in the two younger girls with me. 22 When I first got her, I put her at a 23 public school, and it was really hard for her. She 24 wasn't learning. She wasn't up with the grade level 25 of her kids. The kids were, you know, learning --</p>
239	<p>1 know any Navajo. 2 The -- I was one of the students that 3 didn't want to take it. So I'm glad that my son is 4 there. Now he -- he is always coming home trying to 5 teach us the stuff that he learned. 6 So thank you. 7 THE CHAIR: Thank you. 8 MS. MISSY BROWN: We have seven speakers 9 in the room. The first is Megan Lee. 10 FROM THE FLOOR: Hello. My name is Megan 11 Lee. M-e-g-a-n L-e-e. My daughter, Mason, attends 12 Dream Diné Charter School as a kindergartener. 13 We chose the school particularly for their 14 small classes and their Diné -- their focus on Diné 15 language and culture. 16 Mason is learning so much academically 17 with the one-on-one she's receiving in the 18 classrooms. We've seen her progress and excel 19 tremendously from the beginning of the year. She's 20 been speaking more Diné at home, and she's teaching 21 us a lot. 22 So we feel confident in our choice in 23 enrolling her and keeping her enrolled in this 24 school for the next few years. And, yeah, thank 25 you.</p>	241	<p>1 she wasn't at that level. 2 So I talked to my friends and families. 3 And a lot of my friends mentioned Dream Diné. So I 4 took her there. 5 The positive thing I really liked from 6 Dream Diné was the learning activities, the 7 hands-on, how they taught them to grow vegetables 8 and fruits, and then they would eat it, and stuff 9 like that. 10 But, of course, my main thing was the Diné 11 culture and the teachings I wanted for her. But, 12 also, I knew that it would benefit for her for a 13 smaller class environment. 14 She has improved a lot since she's been 15 with them. And I'm thankful for the teachers and 16 the parents to have positive support for her and 17 give her -- she also gets excited, because she knows 18 her readings has improved a lot. Her math has 19 improved. 20 Just a couple of weeks ago, she was, 21 like, "Grandma, my scores went up," and she was 22 happy. So, you know, I know that switching her to 23 that school was positive for both of us. 24 So I do continue to keep her there until 25 fifth grade, I believe. And also I will be sending</p>

<p style="text-align: right;">242</p> <p>1 her younger sister there next year, because she'll 2 be in kindergarten. Okay. That's all I have to 3 say. Thank you. 4 THE CHAIR: Thank you very much. And you 5 did great. 6 MS. MISSY BROWN: You did. And you'll 7 notice I didn't try to pronounce your last name. 8 So -- and I say that in reference to -- I 9 hope I don't get this one incorrect. Zhoni Nells. 10 FROM THE FLOOR: (Navajo spoken.) Hello. 11 My name is Zhoni Nells. Z-h-o-n-i N-e-l-l-s. 12 I am the substitute/EA at Dream Diné. I 13 first found out about Dream Diné Charter School in 14 May, late May of this year. I had just graduated 15 with a different -- in a different field. And I 16 decided that's not what I wanted to do. I wanted to 17 teach. 18 So I went to a -- I went to, like, a job 19 expo for -- they had schools there. And Dream Diné 20 Charter School was there. And what caught my eye 21 out of all those other schools that were there was 22 that they really -- they told me that they really 23 instilled the Diné language in their school, and 24 within the kids, and the Diné culture as well. 25 And I kind of -- I kind of was hesitant,</p>	<p style="text-align: right;">244</p> <p>1 FROM THE PUBLIC: Hello. Hi. I'm Daniel 2 Dannison. I'm here with my wife, Lanya (ph) Lee 3 Dannison. On behalf of Dream Diné, we'd like to say 4 a few things. Our daughter was enrolled with Atsá 5 Biyáázh Community School since preschool to third 6 grade, I believe. The pandemic happened, and they 7 had lack of teacher support for one-on-one learning, 8 and she fell behind. 9 And we felt that she needed the 10 one-on-one. And Dream Diné provided that. And she 11 accelerated and is learning the language, too. 12 Excuse me. I'm going to get emotional, 13 but... 14 FROM THE PUBLIC: The school helped her 15 get to where she's at right now. And that's what I 16 love about -- that's what I love -- also like about 17 the school, is because they did one-on-one. They 18 made sure that she got all the education and all the 19 support she needed from the teachers, from the -- 20 from the substitute teachers, from the student aide, 21 to even the principals. 22 And they made sure that they put in a plan 23 for her to get -- to excel so she could move on to 24 the next stage, to the next grade. 25 And, you know, that's what we -- we really</p>
<p style="text-align: right;">243</p> <p>1 and I wasn't sure. So they said, "Come visit the 2 school." 3 And I'm, like, "Okay." 4 So I went and visited the school. And 5 they really did do that there. 6 Me, I -- I went to school in Farmington 7 all my life. So just like what Angel's mom was 8 telling us, we had a choice whether we wanted to do 9 Diné language or not. 10 And I really like how they -- they don't 11 have a choice there. And they are so -- they're not 12 shy. They don't shy -- they don't stray away from 13 the language. With every kid that's there, they 14 love to use their language. And it -- it makes me 15 emotional, because even just watching the 16 kindergarteners walk in, just to hear them talk to 17 each other, and one will turn around and say (Navajo 18 spoken). 19 And I never did that when I was little. 20 And it just restores my hope for Diné language. And 21 that's what I love about the school. And thank you. 22 THE CHAIR: Thank you. 23 MS. MISSY BROWN: Yeah, we do have a 24 couple more people in the room. But we do have 25 somebody also online. So we'll go to Mrs. Dannison.</p>	<p style="text-align: right;">245</p> <p>1 appreciated about the school. And not only that, 2 the fact that they implemented -- they input all 3 their -- all our -- all our Diné culture, the 4 language, the -- you know, how to plant, which my 5 daughter loves, and all of the programs that help 6 not only to excel in school, but to excel for the 7 future and to expand her mind, to use her culture to 8 help her along the way in her life. 9 And that's what we, my husband and I, 10 really like about the school. And I don't think she 11 would have been where she's at right now if she 12 didn't get the support, not only at home, but 13 especially in the school environment, if we didn't 14 find out about Dream Diné. 15 We -- we found out about Dream Diné when 16 we went to a -- like, a -- a little Easter egg fair 17 thing at the youth center. And they told us about 18 the programs that they had. And they gave us a lot 19 of hope for our daughter. 20 And we really appreciate it. And that's 21 what my daughter needed, and they were there for 22 her. Thank you. 23 FROM THE PUBLIC: Yeah. And one more 24 thing. Also the culture, the Native American 25 culture, you know, is slowly going away. And this</p>

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1 school, Dream Diné, is encouraging the teachings  
2 that was passed down from us from our -- from our  
3 elders.

4 And our daughter's grandparent got to  
5 participate with her in learning the culture that  
6 she -- in the classes that she attended, the sewing,  
7 the storytelling, the -- you know, the  
8 extracurricular activities that included the Native  
9 language.

10 She has really reconnected with her  
11 elders, her grandparents, maternal and paternal.  
12 And I think that's a really good, positive thing  
13 that Dream Diné offers. And, like I said, you know,  
14 we're very grateful. We're very glad that we sent  
15 her there, you know.

16 The pandemic did happen, and, you know,  
17 now she's starting to get her footing back and move  
18 forward in a positive way. So I do believe  
19 Dream Diné can help any family out there with any  
20 need, and they're fully capable and competent in  
21 what they teach, both academic and cultural-wise. I  
22 think it's a positive place. Thank you.

23 THE CHAIR: Thank you, Mr. and  
24 Mrs. Dannison.

25 MS. MISSY BROWN: Next in the room, we

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1 students, parents, and communities through unique  
2 community-based models.

3 "Dream Diné was the first elementary  
4 school on the Navajo Nation for the past ten years,  
5 has flourished within the community of Shiprock,  
6 New Mexico, which is the greatest -- which is the  
7 largest community of the Navajo Nation.

8 "Dream Diné continues to offer strong  
9 language and culture curriculum for not only its  
10 students, but for parents in the community.

11 "This -- these opportunities are coupled  
12 with parental and community involvement, which makes  
13 this school the epitome of academic and culture  
14 success.

15 "Additionally, Dream Diné continues to  
16 consult with the Navajo Nation Department of  
17 Education and NACA-Inspired School Network and  
18 others to further its successful outcomes.

19 "Dream Diné is one -- is home of the  
20 Hummingbirds. And in Diné teachings, hummingbirds  
21 are -- carries -- carries -- carries a prayer  
22 straight (incomprehensible), which is true  
23 representation of this school.

24 "Again, I support Dream Diné and their  
25 continuous efforts to provide academic and cultural

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1 have Maria (verbatim) Lansing.

2 FROM THE FLOOR: Good afternoon,  
3 Commissioners. My name is Marla Lansing. It is  
4 spelled M-a-r-l-a. Lansing, L-a-n-s-i-n-g.

5 I am currently at Dream Diné as office  
6 manager. I've been with Dream Diné for one year. I  
7 do have a letter that was presented to us by the  
8 Navajo Nation Council delegate, Dr. Andy Nez, with  
9 the 25th Navajo Nation Council. It --

10 THE CHAIR: Can you bring the microphone  
11 just a little bit closer?

12 FROM THE PUBLIC: It reads:

13 "Dear Public Education Commission. As a  
14 member of the Health, Education, and Health Service  
15 Committee (verbatim) of the 25th Navajo Nation  
16 Council, I support Dream Diné Charter School's  
17 second reauthorization.

18 "Unfortunately, I am unable to attend this  
19 meeting due to our biweekly scheduled  
20 (incomprehensible) -- sorry -- (Navajo word)  
21 committee meeting held each month in Window Rock,  
22 Arizona.

23 "However, Dream Diné is one of two  
24 New Mexico charter schools on the Navajo Nation and  
25 offers exceptional learning opportunities for their

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1 education to their entire stakeholders.

2 "Thank you for your support and advocacy  
3 on behalf of our students, family, and staff and  
4 community. Respectfully, Dr. Andy Nez."

5 THE CHAIR: Thank you.

6 MS. MISSY BROWN: Next we have Karrie  
7 Sells.

8 FROM THE FLOOR: Hi, everybody. Good  
9 afternoon. My name is Karrie Sells. That is  
10 spelled K-a-r-r-i-e. Last name is S-e-l-l-s.

11 (Navajo spoken.)

12 I have been with Dream Diné for three --  
13 about to be three yours now. I am the kindergarten  
14 and first-grade permanent substitute teacher.

15 So when I had originally applied with  
16 Dream Diné, I came on as a teacher aide. But as the  
17 year went on, I worked with the Level 3 teacher, and  
18 I observed her throughout the whole school year. I  
19 mean, I watched her like a hawk.

20 And she showed me so much. She explained  
21 everything to me. She helped me when I had  
22 questions. So she was my -- one of the -- my first  
23 role models, you know.

24 She was a great teacher. But she wasn't  
25 the only one. These ladies here, Ms. Thomas,

<p style="text-align: right;">250</p> <p>1 Nadine, they're like my mentors. They showed me 2 everything.</p> <p>3 So I recently went back to school at a 4 college in Shiprock. I almost said "Dream Diné 5 College." I am currently a student for the teaching 6 program, hoping to graduate and come back and teach 7 our kids.</p> <p>8 So, yeah, that's all I wanted to say. 9 Thank you.</p> <p>10 THE CHAIR: Thank you.</p> <p>11 MS. MISSY BROWN: And last on the list, 12 but not least, Charise. And I'm not going to try 13 your last name, either.</p> <p>14 FROM THE FLOOR: Hi. My name is Charise 15 Aloysuis. C-h-a-r-i-s-e. Last name, 16 A-l-o-y-s-u-i-s.</p> <p>17 Ya'ah'teeh. My daughter is Constance 18 Torrez. She's a fourth-grader at Dream Diné.</p> <p>19 We started from a BIA school from 20 Shiprock, which is SASI Schools, and then the 21 pandemic hit us hard. They were losing teachers and 22 doing different learning, which they wanted us to 23 teach our kids.</p> <p>24 And I could not do that because I was 25 having a hard time raising a toddler and trying to</p>	<p style="text-align: right;">252</p> <p>1 commentary if there was anyone else. So -- 2 Dr. Valenski.</p> <p>3 FROM THE FLOOR: Good afternoon, 4 Commissioners, and fellow community members.</p> <p>5 My name is Telletha Valenski. I have been 6 with Dream Catchers since the its foundation and 7 here am in support. I was a part of the governing 8 council at one point in time, but now I'm over at 9 San Juan College.</p> <p>10 And the story that comes in my mind is 11 that one of our students that was at Dream Diné is 12 now a middle-school student at Kirtland Middle 13 School. And for some odd reason, I didn't recognize 14 her from the beginning. But as we're doing STEM 15 research or projects with her -- and I was doing a 16 vision board with her.</p> <p>17 She's sitting at that computer, and she's 18 really getting engaged with the computer and 19 everything like that. And I had promised them that 20 I was going to give them the vision board back to 21 them with a printout and -- have it laminated, and I 22 would take it to their school.</p> <p>23 Well, I took it to their school. And 24 she -- she was the first one to say, "You said that 25 you were going to make this laminated and make sure</p>
<p style="text-align: right;">251</p> <p>1 go back and forth to a room and teaching -- helping 2 her learn.</p> <p>3 And then I heard about Dream Diné from a 4 community member from Shiprock saying how they 5 teach -- they make their kids learn about Native 6 languages. And my daughter is half Pima and half 7 Navajo, so that's what I wanted her to do is learn 8 both her languages, so it won't disappear.</p> <p>9 We've been at Dream Diné for three years 10 now. My daughter loves to teach the younger kids 11 and learn from the older ones.</p> <p>12 My daughter loves that she learns the 13 Native culture while learning math and English. She 14 has learned so much and enjoys the school because 15 it's different from other schools.</p> <p>16 Also, I've learned to work with other 17 families and their kids, which shows my daughter and 18 Dream Diné students to teach their future kids how 19 to be a part of their education and work together 20 with other families.</p> <p>21 And that's all I've got to say. Thank 22 you.</p> <p>23 THE CHAIR: Thank you so much. 24 Is there anyone else who may not have 25 signed up? We've let other schools provide other</p>	<p style="text-align: right;">253</p> <p>1 that I had this vision board."</p> <p>2 And I was really happy. And come to find 3 out, she's in the program that we're facilitating at 4 San Juan College West for STEM research. And she's 5 doing the robotics.</p> <p>6 And I'm really excited that we had 7 students that went through Dream Diné Charter School 8 and now is really engaged in the STEM portion. And 9 a lot of the students that I know that have gone 10 through the charter school are doing very 11 successfully.</p> <p>12 One of them is at Navajo Prep. She's 13 playing in the band.</p> <p>14 So a lot of the students are exceptional 15 students. And I'm really proud of them, because, 16 you know, as a doctoral student, one of my research 17 was to keep the fluency of Navajo and the language 18 and culture. And then being able to see that, even 19 as a leader in the community in -- in a community 20 college, I'm really excited that they're here and 21 happening -- they're staking their flag. They're 22 putting it down.</p> <p>23 The Diné language and culture is not going 24 to go away. It's going to stay. Not for their 25 generation, but the generations -- several</p>

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1 generations after them.

2 And that's what I wanted to share is that  
3 these individuals that come through -- and you all  
4 know that it's challenging, especially with being a  
5 charter school. But that's what caused them to be  
6 exceptional schools, because they go beyond what  
7 would normally be asked of them.

8 So I just thank you for giving them that  
9 opportunity again.

10 THE CHAIR: Thank you.

11 FROM THE FLOOR: Good afternoon,  
12 everybody. My name is Clarence Hogue.  
13 C-l-a-r-e-n-c-e H-o-g-u-e.

14 I also have a close tie with the school.  
15 I was on the board, I think, for -- what? -- seven  
16 years. So I left about over a year ago.

17 But I've seen the school grow a lot. And,  
18 yes, we did have our challenges. It was an  
19 up-and-down ride. But I -- but even in the toughest  
20 times, I think what kept us going was the belief  
21 that this school had a vision -- or has a vision.

22 And there were -- the founding team that  
23 thought of this way back several years ago, you  
24 know, they said prayers. They sang songs in the  
25 hogan. They had many meetings, and they prayed

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1 speaking the language, and that you all heard that  
2 today.

3 And as Navajo people, you know, we are all  
4 relatives, you know. You may all be Commissioners.  
5 But we still think of you as relatives. So we are  
6 one big family.

7 And I think that's how we need to be  
8 thinking about one another in the places that we are  
9 and the roles that we have.

10 So I really appreciate the time. (Navajo  
11 spoken.)

12 THE CHAIR: Thank you, Mr. Hogue.

13 MS. MISSY BROWN: We have one more online.  
14 Guest, if you could please tell us your name.

15 FROM THE PUBLIC: Good afternoon,  
16 everyone. (Navajo spoken.) Crystal White. (Navajo  
17 spoken.) I am the former office manager for  
18 Dream Diné.

19 I worked closely with our team when I  
20 started there. I know our former fifth-graders were  
21 actually first-graders. So if you can believe, it  
22 was actually pre-COVID. That was the 2018-2019  
23 school year.

24 And so I started in the midst of the  
25 charter renewal then as well, you know. And I saw

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1 about this school, that it would -- that it would  
2 become a school, and that it would be a place where  
3 kids and students can come and learn about who they  
4 are as Diné people.

5 And so when we were, Telletha and I --  
6 I'll speak for her, too -- there were times when we  
7 literally leaned on each other. We cried, because  
8 we cared so much about the school, that we wanted it  
9 to continue. And -- but I would always say that  
10 this school is going to continue, because of the  
11 prayers that are said and that are being said.

12 And one of the things that I did before I  
13 came to this meeting today is I -- through the  
14 social media, I shared what we're doing, what's  
15 going on today, and asked for people to help us and  
16 through their prayers, that we can continue the  
17 school and the support of the -- the support for the  
18 school.

19 So -- and that's what I really believe in.  
20 And I appreciate the staff. You know, we have a lot  
21 of staff that has gone through that school through  
22 the years. And I really think that they really  
23 believe in their families and their students.

24 So -- and I so appreciate the students  
25 that are here today, the young ones, and for them

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1 all the hard work that the team, the executive team,  
2 as well as our governing board, you know, worked so  
3 hard to -- to be renewed, you know. And coming into  
4 the school itself, you know, it -- you know, we only  
5 had a small enrollment of students then as well.

6 But, you know, I -- I needed to  
7 strategize, like, how can we not only bring in  
8 staff, students, and families, into the school  
9 itself, you know, with building the relationship,  
10 you know.

11 So really taking that vision and mission  
12 of the school, hearing the stories of why Dream Diné  
13 exists, you know, it's a very unique perspective,  
14 and how, you know, our local schools in the area are  
15 failing our families.

16 My -- my son was actually always a grade  
17 ahead from when Dream Diné emerged when I first  
18 heard of the school. And so I wanted him to attend  
19 there.

20 But, you know, when they were fairly  
21 opening up, he was already a grade ahead. And so --  
22 but, you know, I was fortunate enough to work there  
23 for about four years and grow the school, you know.

24 I remember having those conversations with  
25 Ms. Dannison at that Easter event at ODY.

<p style="text-align: right;">258</p> <p>1 I was out there doing the ground footwork 2 trying to bring in families, telling them how unique 3 the school environment is. 4 And it's always going to continue to be 5 unique and very different from the other schools out 6 there. I appreciate what Angel's mom had said as 7 well, you know, how other schools are -- it's more 8 of a choice, you know, for Diné culture and 9 language. 10 And, you know, in there, it's -- you know, 11 you saw our students. You saw the kiddos there, you 12 know. It amazes me how -- how grown up they've 13 gotten. 14 I try not to get emotional. Just to see 15 the other students grow and, you know, having 16 that -- having the families continue to advocate for 17 the school itself. And it's still going to continue 18 to grow. And even seeing our, you know, current and 19 former GC members are -- you know, chose that, that 20 the school itself is going to sustain itself, you 21 know. 22 So that's what I have to say about that. 23 So thank you. 24 THE CHAIR: Thank you, Ms. White. 25 All right. I think that concludes our</p>	<p style="text-align: right;">260</p> <p>1 or decided any institutional or structural 2 strategies, through your PD or through your PLCs, to 3 improve those scores. 4 MS. ANDREA THOMAS: Can you hear me? 5 Okay. 6 Yes. Thank you, Commissioner Beck, for 7 that question. 8 Yes. So we -- it's interesting, because 9 I'm the reading interventionist. And so I thought, 10 like, last year, I was the reading interventionist. 11 And that was the area that we really were struggling 12 to really get that shift in that mindset of the 13 educators, of the teachers, of what are we going to 14 do? How do we get updated practices? How are we 15 differentiating our learning? How are we going to 16 utilize those reading strategies, with our students, 17 so that they have grade-level texts in front of them 18 and they are working at using different types of, 19 like, visuals, breaking down of modeling and 20 different types of structures. 21 And it all depended, during our PLCs, on 22 what the teachers felt they needed the most help and 23 support in. And then with that, it was something 24 that we would go out and we would find -- looking at 25 breaking down the standards and finding -- knowing</p>
<p style="text-align: right;">259</p> <p>1 public comment. 2 We're going to move into our next item, 3 which is the opportunity for the Public Education 4 Commission to ask questions and make commentary. 5 Commissioner Beck. 6 COMMISSIONER BECK: Thank you so much for 7 making the trek up here, and best of luck getting 8 the trek back. Be safe on those roads. I know 9 you're all worried. We're worried, too; so... 10 Thank you for all the testimonials. 11 Again, it gives me a much more understanding of your 12 school. I'm going to try to do this really fast. 13 And thank you for the kids. The kids always -- you 14 know, good move. Great move there. 15 I just have two things. 16 Well, I want to congratulate you, by the 17 way, on your Vistas scores, moving from a CSI status 18 to traditional. That's awesome. Congratulations. 19 You should be very proud of that. 20 I do have two questions, because I like to 21 dig deep into this kind of stuff, but you don't have 22 to dig too deep. Obviously, your math scores 23 improved significantly, 11 percent growth. You had 24 a little bit of challenge with your ELA. 25 I'm just curious if you have put through</p>	<p style="text-align: right;">261</p> <p>1 the students that were in the classroom and working 2 directly through, I think in that, like, Layer 2 of 3 MLSS and working with the students directly, I think 4 it has really been beneficial in the small group to 5 just -- the -- you know, delivering it in a 6 different way with the students depending on their 7 individual need. 8 And so there are different types of 9 strategies that some teachers felt more confident in 10 than others, and depending on their grade level. 11 So those were those really good 12 conversations that we had to have. And, you know, 13 unfortunately, we did -- it's a lot. It's a lot of 14 work. And the teachers had to take on that, "I need 15 to learn something, and I need to accept that I 16 don't know this, and I'm going to apply myself, and 17 I'm going to say what it is that I don't know, and 18 we're all here to support one another." 19 So, yeah. I hope I answered your 20 question. 21 COMMISSIONER BECK: Yeah. Great. So, 22 absolutely. 23 So is your curriculum -- is there a base 24 to it? Do you guys develop your own curriculum in 25 ELA?</p>

<p style="text-align: right;">262</p> <p>1 MS. ANDREA THOMAS: So we -- that was the 2 other thing. So when we started, we didn't. We had 3 Wonders, you know, which is a textbook adoption. 4 But I was really fortunate when I was 5 student teaching. I went to UNM. And when I was 6 student teaching, I student-taught in a charter 7 school in Albuquerque. 8 And through that experience, I really had 9 an opportunity to be in the beginning of their 10 planning and their curriculum, like mapping and 11 designing that as a staff. 12 And that knowledge, when I went back -- 13 and it was just a goal of mine to teach on -- in 14 Shiprock on the Navajo Nation, teach Navajo 15 students -- that followed to the school district. 16 And so it just became intuitive to figure out if we 17 just focus on the standards, and we bring in 18 thinking of, like, our Diné language, our five 19 content standards, our history, the culture, how do 20 we bring and find resources and materials that meet 21 those standards, at the same time of making sure 22 that the rigor is there. 23 We look at, you know, looking at the 24 designing and understanding of this -- the State 25 assessment and knowing that the language that's</p>	<p style="text-align: right;">264</p> <p>1 experience. 2 So back to your question, we work in how 3 do we pull different resources that are credible, 4 but they also are purposeful in what we want the 5 students to learn about their culture, their 6 identity, as well as other indigenous communities, 7 other indigenous people, and just throughout the 8 world, so that they understand that it's -- it 9 doesn't have to be just what's put in front of them. 10 Yeah. 11 COMMISSIONER BECK: Great. Excellent. 12 I'm pretty bad at math. So I said two questions. 13 I've got one more. Sorry. 14 You use interim assessments, I assume; 15 correct? 16 MS. ANDREA THOMAS: Yes. 17 COMMISSIONER BECK: And what are they? 18 MS. ANDREA THOMAS: NWEA. And then our 19 Istations that we do with our students for our 20 progress monitoring. NWEA beginning of the year, 21 middle of year, and end of the year. And so that 22 was something that was not -- yeah. 23 So we got into it. Our students 24 understand it. They're tracking their data. They 25 have data binders. And it's great to hear them at</p>
<p style="text-align: right;">263</p> <p>1 going to be used and how do you break it down? 2 Like, regardless, the students are going to have to 3 take that. 4 So it gives a snapshot of what they do; it 5 gives exposure to it. So, really, realigning it. 6 That's what we've done with our team as 7 well. With Karrie, she's phenomenal. Like, 8 substitute? We should just give her a Level 1 9 teacher license. She is -- you know, she gets it. 10 She asks questions. She wants to know. She wants 11 to grow. 12 And Zhoni as well. 13 And I think that that's what we're trying 14 to do at Dream Diné is, like, build our own teacher 15 pipeline for our student people within the community 16 who want to continue to stay. 17 And that, I feel like her then being -- 18 learning good practices as opposed -- and things 19 that would be -- they'll be able to apply it right 20 away. I think sometimes in higher education, you 21 hear about -- you get the experience and you're 22 taught this. But then when you go back into your 23 school such as ours, especially in the tribal 24 communities, it doesn't apply. 25 What they're doing is getting that direct</p>	<p style="text-align: right;">265</p> <p>1 the end of their assessments, and they were, like, 2 "My -- my bar bent high." And then they have -- and 3 then they come back, and they were, like, "What was 4 my goal? Did I reach my goal?" And so having 5 conversation and using that language, it's there. 6 Yeah. 7 COMMISSIONER BECK: So you're going to do 8 fine. Thank you. 9 MS. ANDREA THOMAS: Thank you. 10 THE CHAIR: Vice Chair Burt. Then 11 Commissioner Gipson. 12 VICE CHAIR BURT: Thanks. It is actually 13 genuinely beautiful the work that's happening in 14 this school. First, I wanted to -- I'm so excited 15 that you all are here and that you are part of the 16 community, and this is an option for families in the 17 area. 18 I -- I grew up in Farmington for a lot of 19 my, like, childhood. And I -- when I think of the 20 school, and when I look at the kids, I think of my 21 friends and how, when we were younger, they were 22 ashamed to learn Navajo. And now they're ashamed 23 that they don't -- that they didn't; right? Like, 24 now that they're adults, it's, like, there was so 25 much shame -- like, when we were younger, to learn</p>



<p style="text-align: right;">266</p> <p>1 it.</p> <p>2 So I think it's beautiful for the students</p> <p>3 to be learning and proud of the language that I</p> <p>4 think a lot of parents and grandparents and elders</p> <p>5 in the community want so badly for children to do</p> <p>6 it. And so it's really beautiful, and it's</p> <p>7 beautiful that -- it's so integrated into every</p> <p>8 little piece of the school.</p> <p>9 My question is really about the timeline.</p> <p>10 Because I feel like if -- like, just reading through</p> <p>11 everything, I would want to ask you a bunch of</p> <p>12 questions about what is the plan to fix things? But</p> <p>13 I actually feel like the plan to fix things was in</p> <p>14 here as well, like, already.</p> <p>15 But I think I have in my head that it's</p> <p>16 really since last spring, like, Spring 2022, when</p> <p>17 things started, like, really shifting and turning.</p> <p>18 Am I right on that timeline?</p> <p>19 Or when did -- I feel like a shift</p> <p>20 happened, and, like, a plan for improvement already</p> <p>21 has started, which makes sense, because then you're</p> <p>22 seeing results from this last Vistas, and from</p> <p>23 different growth measures that you're already</p> <p>24 looking at.</p> <p>25 Am I right? Or is it -- am I -- can you</p>	<p style="text-align: right;">268</p> <p>1 crazy pandemic, and our scores are going to be</p> <p>2 looked at with a microscope.</p> <p>3 And so, you know, thinking about that, we</p> <p>4 went through, with the Public Education Department,</p> <p>5 through the TNTP Program, and we made sure that we</p> <p>6 were a part of that, so that we had professional</p> <p>7 development, and they came up and worked with us.</p> <p>8 And they're still working with us to make sure we're</p> <p>9 doing what we need to be doing for our students.</p> <p>10 And so it did happen in the summertime,</p> <p>11 and we're pretty proud of what we've accomplished.</p> <p>12 Our teachers are all -- you know,</p> <p>13 they're -- they're committed to these students. And</p> <p>14 being Native American and just what you mentioned, I</p> <p>15 didn't speak Native -- I don't speak Navajo very</p> <p>16 well. I'm learning along with our others.</p> <p>17 And I feel like, yeah, that's something</p> <p>18 that needs to be taught. People need to be proud of</p> <p>19 who they are and where they come from.</p> <p>20 So in a lot of ways, I felt that I need to</p> <p>21 advocate for these kids. And so that's one of the</p> <p>22 reasons why we were so strong in pulling for Diné</p> <p>23 language and culture. And even though we don't have</p> <p>24 a full-time teacher -- we did just hire a teacher</p> <p>25 yesterday. So we have a 520 teacher, a 520 licensed</p>
<p style="text-align: right;">267</p> <p>1 talk a little bit about what has already been put in</p> <p>2 place and the progress already made?</p> <p>3 When did that start? And can you help me</p> <p>4 with that?</p> <p>5 MS. NADINE CHATTO: Can you hear me?</p> <p>6 Thank you for that question. When I came</p> <p>7 on, I came in July 2022. And at that time, we were</p> <p>8 basically revamping our whole entire program. And</p> <p>9 for me, I thought, "It takes a village to raise a</p> <p>10 child."</p> <p>11 And we went through several changes. And</p> <p>12 just going through those changes, you know that</p> <p>13 their -- the community has to be a part of this.</p> <p>14 Parents have to be a part of this. So bringing</p> <p>15 those individuals back into the school was something</p> <p>16 that was a big goal for us.</p> <p>17 We wanted to make sure that that was</p> <p>18 happening, because, like in the video earlier,</p> <p>19 nobody really knows who we were. And just getting</p> <p>20 that message out to the parents to understand that</p> <p>21 this is who were, and this is what we're going to</p> <p>22 do, we had a lot of people coming in and talking to</p> <p>23 us about the things that we were doing.</p> <p>24 Then we had to go back and look at our</p> <p>25 program. Wait a minute. We just came out of a</p>	<p style="text-align: right;">269</p> <p>1 teacher. And when we did not get our teacher back,</p> <p>2 we had to step on it right away and say, "Hey,</p> <p>3 we're -- we have to make sure that all of our</p> <p>4 students are getting that. So what do we need to</p> <p>5 do?"</p> <p>6 And teachers were incredible. "We'll do</p> <p>7 it. We'll do it. What do we need to do? Let's get</p> <p>8 this moving."</p> <p>9 So we have one teacher who's very fluent</p> <p>10 in Navajo, so she's doing the Navajo language. The</p> <p>11 other teachers, not quite so good. They're like me.</p> <p>12 I'm very limited. But the culture is so rich and</p> <p>13 something that we can pass on to our students. And</p> <p>14 then we have, of course, people from NISN helping us</p> <p>15 out, bringing us back into that realm of learning.</p> <p>16 So it has started. To answer your</p> <p>17 question again, yes, it has started, and we continue</p> <p>18 to do it.</p> <p>19 I'm so proud of our people, I mean, I'm so</p> <p>20 proud of everybody here. Everybody has a vested</p> <p>21 interest in this community, and it really, really</p> <p>22 shows and really shines. And I appreciate the</p> <p>23 parents. They're just wonderful. Thank you.</p> <p>24 VICE CHAIR BURT: So then it really --</p> <p>25 like, last school year was the first year of kind of</p>

<p style="text-align: right;">270</p> <p>1 implementing this, like, data-driven, different way 2 of teaching and learning and -- right? It was last 3 school year was the first year? 4 MS. ANDREA THOMAS: Yeah. Last year was 5 the first school year. We knew how the outcomes 6 were going to be the year prior. But we could just 7 take what we had learned there and say, "We know we 8 need to get our work done." 9 And I think the leadership is what was 10 the, like, change. That is what was needed. We 11 needed strong leadership, and we needed, you know, 12 that person who was willing to kind of see outside 13 the box of the traditional, like, administrator 14 coming in and doing, you know, their structure. 15 And it all encompasses, like, our Diné 16 philosophy that we already carry. And I think that 17 that's why it's been so successful and everyone is 18 so passionate about wanting that change that we 19 started to move forward. 20 And we knew the work was going to be hard, 21 but we were willing to get it started. So last year 22 was probably the beginning, yeah. 23 VICE CHAIR BURT: That's kind of what I 24 was getting from reading through the application. 25 So I do want to say I'm proud of the governing board</p>	<p style="text-align: right;">272</p> <p>1 And so it makes me nervous. But it's 2 only, like, one year that we can see it. So it's 3 kind of taking a chance. But, like, okay, that's 4 working; right? You're going to keep going. 5 So then I guess my one way that I maybe 6 feel a little bit better about it is after last 7 school year -- so you implemented, like, this -- 8 like, the rigor, the way of teaching, the way of 9 doing PLCs, you implemented all these strategies. 10 After the school year came, you did get 11 good results from it. You did get good growth in a 12 lot of areas from it. 13 But what did you find that were the things 14 that worked? And did you find anything that didn't 15 work from that year that you were, like, "Okay, that 16 didn't work, we're going to pivot and do something 17 different," and that's been implemented this school 18 year? Like, what reflection do you have after that 19 first year? 20 MS. ANDREA THOMAS: Thank you for the 21 question, Commissioner Burt. 22 I think the -- the success and what worked 23 that we're doing even more is, like, the co-teaching 24 kind of model, where there's multiple adults in the 25 classroom. We get comfortable enough, because we</p>
<p style="text-align: right;">271</p> <p>1 for making a courageous move. Because the governing 2 board bringing in good leadership like that is going 3 to equal a good school, like, keeping that 4 sustainability and that progress moving forward. 5 And I especially saw that because I saw a 6 lot of, like, people didn't like being held 7 accountable for the first time. And it was a 8 struggle at the beginning for everyone to come on 9 board. Yeah, people were used to kind of doing 10 whatever they have wanted. And then you had a 11 leader come in that's, like, "Oh, whoa. Whoa, whoa, 12 whoa. Nope, let's get this together" -- right? -- 13 and put it together. 14 Good on the governing board and the 15 courageousness (verbatim) for it to be able to do 16 that, for everyone to be a part of that. 17 So then my next question. So, once again, 18 I feel like what started last year are the things 19 that I would want to see going into this next 20 contract term, to, like, continue growth, like keep 21 propelling it forward. It feels like you have the 22 pieces in place now. It's a shame that we're not 23 already a couple of more years into that so that we 24 can really see, like, the data reflect the work and 25 growth that you're doing.</p>	<p style="text-align: right;">273</p> <p>1 have such great relationships that we're able to 2 step into the classrooms. 3 All the students, regardless if they're in 4 our class or not, see us all the time. They know 5 from one class into the other. 6 Through that, I think you're modeling best 7 practices. They're seeing different types of 8 teaching techniques. You're able to communicate 9 with them right then and there. And I think that 10 that was what we noticed was a challenge last year 11 for some teachers. But now we're doing it. And 12 they're seeing the success. 13 And it's hard. It's hard to be -- feel 14 like you're being coached; right? And you think 15 about observations and how that's reflected. 16 But we kind of changed that to say it's 17 not to tell us, like, it's a bad thing. Just, like, 18 we're asking for our students, we need to learn how 19 to grow, and taking on that professional development 20 for ourselves and how we want to be better as 21 educators. 22 And I think that's that mind shift. Like, 23 we can do it. And that was with the kind of -- the 24 struggles, but also the successes. 25 In addition to I think the big thing is</p>

<p style="text-align: right;">274</p> <p>1 just informing and educating our parents. I think  2 that's the big shift, too. Last year, it was, like  3 okay, we want to go back and have our -- pack (ph)  4 meetings, our family nights. And we started to  5 slowly implement that in probably like December.  6 We started working with local entities,  7 too, because we don't have a facility, a gym. In  8 the colder months, we would go, and they would  9 support us. And we would host different events.  10 I think through that and through those  11 partnerships, people are starting to want to be more  12 supportive. We have more opportunities and  13 resources and people we can reach out to.  14 But all of that came with asking parents,  15 "What do you want? What is it you need? What can  16 we do to support?"  17 By having that open dialogue and having  18 them have a seat at the table has been really  19 helpful and beneficial. I think moving forward to  20 go on, even though we do not have an equity council,  21 all of our parents are becoming more empowered now  22 and feeling more confident that they can all be  23 people that can be great representatives on that.  24 MS. NADINE CHATTO: Ditto. Yeah. The big  25 thing that was very successful for us, it was the</p>	<p style="text-align: right;">276</p> <p>1 school, which is only one that all the schools  2 funnel to.  3 So -- but I think between the  4 Shiprock-associated school, BIE school, they like  5 that, and I think that they either go there, or they  6 go to -- off reservation, which is -- could be  7 Kirtland or Farmington.  8 So, yeah. So that's where they're going.  9 And I think that, as the future continues, it  10 would -- and with that collaboration, even with  11 Navajo Prep, like, there are people that we were  12 un- -- you know, in an idea of, "Hey, students, this  13 is what -- this is what you're capable of. If you  14 continue to move on and continue to be strong in  15 your language and culture and making those  16 partnerships -- where they've even come out, the  17 students. They taught the students. They worked  18 with us. They cleaned our community garden. And  19 we've just established really strong relationship  20 with Shawna Becenti.  21 And I think through that, through the  22 conversations we have, there's so much promise  23 moving forward. And I think that that was another  24 reason why we're really wanting to become a State  25 charter is so that we have that opportunity,</p>
<p style="text-align: right;">275</p> <p>1 communication, constant communication, constant  2 review of everything that we've been doing. So,  3 yeah, everything, including that.  4 And then the -- the welcoming the --  5 additional help from NISN, from Diné College, from  6 San Juan College, from Navajo Prep. If you notice,  7 our video was created by an individual from Navajo  8 Prep. One of the students helped along with that as  9 well.  10 I guess -- I think it's part of his  11 (incomprehensible) project, his end-of-the-year  12 capstone project. So, yeah, we are constantly  13 communicating, making sure our parents are informed,  14 our community is informed, and as well as our staff.  15 Thank you.  16 VICE CHAIR BURT: Thanks. I have just a  17 couple more questions.  18 Where do your students typically go in  19 sixth grade?  20 MS. ANDREA THOMAS: So our parents are  21 struggling with where to send their kids to middle  22 school. We have a public school. We have a BIE  23 school in the Shiprock community.  24 But I think a lot of them are really  25 hesitant to send them to the public school middle</p>	<p style="text-align: right;">277</p> <p>1 continue to grow and to add on.  2 Because the students -- what are we going  3 to do? Like, they know that, like, this is what  4 we're trying to prepare you for. This is something  5 we even have conversations with them with -- with  6 them. I teach third through fifth. And it's, like,  7 you have to be prepared to go. Whatever school  8 system you go to, what skills and what you're  9 learning here, you're going to be able to apply. So  10 regardless in your educational year, you're going to  11 come across good teachers, not good teachers, good  12 systems, not.  13 But you, as the learner, have a decision  14 on how you're going to navigate that. And so I  15 think that -- a long answer to your question. But,  16 yeah.  17 VICE CHAIR BURT: Because I, like, don't  18 want to -- I think that I would really like to see  19 this school create a strong cultural and academic  20 foundation in this kinder through fifth.  21 A facility -- obviously, I think good  22 teaching and learning can happen anywhere; right?  23 Charters all over the country have the craziest  24 places where they're highly educating students.  25 But I do think a facility does create a</p>

<p style="text-align: right;">278</p> <p>1 source of pride in the students and the families  2 that is -- one of those intangible things, that when  3 you walk into a school and it's, like, this  4 beautiful building -- like, our students, our  5 charter school students, deserve beautiful buildings  6 just as much as a traditional school student.  7 So I would love to see you guys get a  8 facility. But as you're thinking about that, if  9 middle school is a challenge for the community, you  10 might want to consider maybe the next five years  11 after this, considering that middle school  12 expansion.  13 So as you're looking at facilities, I know  14 you're looking at -- I saw that you want to get to  15 50 to start. But that's all your capacity is right  16 now for the portables you have. And your cap is at  17 100 right now.  18 But just think about, like, if you're  19 going to build something, or you're going to expand  20 a facility, think about maybe what that could look  21 like; not immediately, but, like, future-focused as  22 well.  23 And then my next part is about also kind  24 of capacity for the school to grow.  25 First of all, it -- and maybe I might be</p>	<p style="text-align: right;">280</p> <p>1 bring a mentor in. Your teachers can become  2 apprentices. We can start from here and start  3 teaching your staff -- your teachers the language at  4 this time."  5 So we said, "Yeah, let's do that."  6 So she brought it in. And we're so happy.  7 I mean, it's working. And like I said before, the  8 teachers -- we knew that we were not going to  9 have -- start the school year with a 520 licensed  10 teacher. So we all stepped up. I'm so proud of my  11 teachers. They just step up. They just know that  12 there's a need, and then they have try to fulfill  13 it. Thank you.  14 MS. ANDREA THOMAS: I think I would just  15 add, a lot of that's -- your work environment is  16 really important. The type of -- what kind of place  17 that you have and what it means. You spend all your  18 time there, your thoughts. Everything you apply all  19 goes into the place -- your workplace.  20 And I think that it -- it is centered  21 around (Navajo word), like, family. That's what we  22 are. I love everyone I work with. It's probably  23 the most positive work environment that I've ever  24 worked in in, like, my eleven years of teaching.  25 And it's really empowering (verbatim).</p>
<p style="text-align: right;">279</p> <p>1 making this up because I haven't read it again,  2 like, very recent- --  3 (Brief Zoom freeze.)  4 MS. NADINE CHATTO: We have one that's  5 TESOL-endorsed and another has her bilingual  6 background. So they're all --  7 VICE CHAIR BURT: All teachers are  8 teaching in Diné and English. How does that look?  9 You talked a little about the pipeline  10 and, like, growing your own kind of thing. But  11 what -- are you concerned about expanding and then  12 adding more teachers? What does the pool look like  13 in order to do that sustainably?  14 MS. NADINE CHATTO: That's where we came  15 in with Dr. Becenti, as far as getting more licensed  16 520 teachers. And when she brought that to us last  17 year, we were kind of like, "Oh, I don't think so.  18 We don't have the capacity to have that many people  19 on campus at this time."  20 But this year that -- she brought that  21 opportunity to us again. And I think with when we  22 had a conversation earlier, I had talked about it we  23 need a teacher, like, now, today. If you can bring  24 us one, help us.  25 And she said, "Hey, I've got -- I can</p>	<p style="text-align: right;">281</p> <p>1 It's empowering, because when I have conversations  2 with other teachers, I hear about their climate,  3 their school climate, what's happening with them.  4 And a lot of it comes down -- and I feel  5 like what we have here that will -- is continuing to  6 flourish is the -- from our leadership is the  7 support that each individual has and to be listened  8 to and valued.  9 And I think that if we continue they're  10 appreciated, they're understood, I think that's  11 what's going to attract people. Those are the  12 conversations as we start to see teachers, you know,  13 have a competitive pay. But it's really finding the  14 people that are, like, "Oh, I've never seen it like  15 this, so I'm hesitant."  16 But now that they're seeing it, they  17 either -- through conversations with teachers,  18 through classmates, you know, like, we're starting  19 to build that capacity, just indirectly. And I  20 think as we continue to move on, there's a lot more  21 that we can do once we kind of become our own in  22 that sense.  23 Thank you.  24 VICE CHAIR BURT: So the last comment I  25 have is I think -- I do think -- like I said, I just</p>

<p style="text-align: right;">282</p> <p>1 think it's a beautiful school. It's -- once again,  2 like, the purpose of charter schools is to have a  3 school like this in your community.  4 I wouldn't ever want a family to have to  5 decide, "Well, I want them to learn Diné. I want  6 them to be immersed in Diné culture. But if they go  7 to this school, I don't know if their academics -- I  8 don't know if they're going to come out proficient  9 at the end of that."  10 I don't want them to have to choose; they  11 should get both. They're going to have like high  12 reading scores and high math scores, and they're  13 going to get all this infused of the culture.  14 So I do want to keep a closer eye on  15 making sure. It seems like you have those steps,  16 the beginning parts, in place. You're already  17 implementing a lot of the structures that need to  18 happen in order to raise that anyway.  19 And I just would want to keep a closer eye  20 and communication with you all to ensure that, as  21 you go forward over the next five years, that it is  22 increasing year over year, and that that becomes  23 part of the culture of the school, of the teachers,  24 of the families, of the students.  25 I mean, it -- just from the hummingbird --</p>	<p style="text-align: right;">284</p> <p>1 of too many phone calls from superintendents saying,  2 "Don't do that," and, "You need to know this."  3 And, so, you know, really, congratulations  4 for whatever you did to get that done.  5 So that's -- you know, that's really --  6 that's really important. And bridge-building always  7 is important.  8 And I'm going to tie in quite a bit to  9 Commissioner Burt's questions about growth and also  10 sustainability, because I know I've had a lot of  11 conversations with schools that a number around  12 30 is very difficult to sustain, you know.  13 And it's -- trying to get out of that  14 having to always worry about, "Can we do this? What  15 are we doing?"  16 And I looked at the master plan and saw  17 your goal in terms of being able to -- I don't think  18 you've acquired that property yet. Have you?  19 MS. NADINE CHATTO: It's in the works.  20 COMMISSIONER GIPSON: It's in the works.  21 Okay.  22 MS. NADINE CHATTO: Yeah. It's in the  23 works. And we really have to work with the chapter  24 house and the business office in Shiprock to -- to  25 attain this piece of property.</p>
<p style="text-align: right;">283</p> <p>1 was it the Pledge -- the hummingbird pledge.  2 They're already in it, like. They're, like, "I'm  3 going to increase my math scores. I'm going to  4 increase my reading. I'm going to be kind."  5 They got it. So it's definitely adult  6 actions that have to step up the pieces that are --  7 but I think you can get there. Like, it feels like  8 the pieces are in place.  9 Like I said, I wish I had a couple more  10 years of the pieces having been in place to really  11 feel confident. That's why just keeping a closer  12 eye in the next coming years is something I would  13 support doing.  14 THE CHAIR: Thank you, Vice Chair.  15 Commissioner Gipson.  16 COMMISSIONER GIPSON: Thanks. Thanks for  17 everything. I'll say probably a little prematurely,  18 but I'm going to say welcome back.  19 You know, I was -- and I'm going to say  20 congratulations for having the school district come.  21 I'm aware of, you know, some of the stuff.  22 So it's -- I think it's the only school  23 district that's ever come before us and said, "You  24 know, hey, I support this."  25 So congrats -- I've been the recipient</p>	<p style="text-align: right;">285</p> <p>1 And it is going forward. We got a lot of  2 supports from the chapter house. So step one. Now  3 we've got to go in with the RBDO, the business  4 office, and start working on that.  5 And it's a beautiful piece of land there.  6 So we're really excited about it. We just want to  7 kind of push it a little bit more so we can have  8 something hopefully within a year, to, you know,  9 start moving stuff on there, start moving our  10 buildings on there.  11 So, yeah, it's coming along. We're  12 excited. I know it's been a -- it's been a  13 four-year challenge trying to get a spot.  14 COMMISSIONER GIPSON: Right. Well, it  15 was -- I'm sure you're aware of the challenge when  16 the school first opened.  17 MS. NADINE CHATTO: Yes.  18 COMMISSIONER GIPSON: So I was not on when  19 the school was first approved. But I was there for  20 the request to have to extend the commencement of  21 operations because the -- you know, couldn't get the  22 facility up and going. So I hope everything goes  23 smoother than that.  24 But I do -- one of my questions I wanted  25 to ask was growing at what you have -- and that</p>

<p style="text-align: right;">286</p> <p>1 certainly will allow you to do that -- is to -- to  2 grow -- I'm wondering two things.  3 If you're looking at a possibility of a  4 pre-K program, which would certainly help to build  5 up, you know, your K-5 program, because you're  6 grabbing them earlier. And there's certainly money  7 that's available. And if you're getting into that  8 new facility, you would be able to then build in --  9 'cause the tiny tykes require different facilities  10 than even a K.  11 So but schools that brought pre-K in had  12 to modify their areas. I would certainly look into  13 that possibility.  14 But also looking at, you know, maybe two  15 year -- two, three years down the road, when your  16 scores are hopefully still continuing to grow, a  17 slow grow-out, that, you know, if we add a six, you  18 know. And you follow a group and things go well.  19 And I see Wayne back there from Public Charter  20 Schools. They've got this fabulous grant for  21 growth.  22 So, you know, that's -- hopefully --  23 because I know -- I mean, there are few schools that  24 come to us whose families are so invest- -- you  25 know, I wish every other school that we had, their</p>	<p style="text-align: right;">288</p> <p>1 conversations about that.  2 MS. NADINE CHATTO: Yes. Thank you.  3 The -- I know the initiative a couple of  4 years ago was for a really strong pull for the early  5 childhood program. And currently, we have a early  6 childhood program right behind our school. It's the  7 Head Start program with the -- with the Navajo  8 Nation.  9 And we've often talked about that as far  10 as getting -- maybe doing a pre-K. It's not really  11 something we're focusing on, because there is a Head  12 Start behind us. And the majority of those students  13 do come to our school when they finish out.  14 So, yeah, that would be a great idea. We  15 do have parents coming to us, the fifth grade  16 parents, who asked if we were going to continue with  17 sixth grade. And we were, "Maybe not this year."  18 But we do have a parent sitting next to me  19 that wants a sixth-grade class. So, you know, we  20 will have those conversations. It's really  21 important. We would like to grow.  22 And we would like to be the role model --  23 or the model of a Diné language and culture program,  24 because I think we are doing a fantastic job with  25 that, even though we don't have the full capacity in</p>
<p style="text-align: right;">287</p> <p>1 parents were half as invested in "where my child is  2 going," and not only where they're going, but they  3 could -- they spoke so about what was happening  4 academically, and, you know, certainly, the  5 acknowledgment of the culture.  6 But the fact that the parents also  7 recognized the academic growth that's going on at  8 the school as well. That's a testament to the job  9 you're doing as well. So thank you for that,  10 because it's changing the culture of the community  11 in terms of their investment in the education of  12 their children. And I truly appreciate that.  13 Because we don't have that in many places.  14 We don't, you know. That's why our attendance rates  15 are what they are. And we usually ask schools, "Are  16 you busing the kids?" Because busing is so  17 important.  18 And then you turned it on us and said,  19 "No, we don't want to bus, because we want to see  20 those parents."  21 And I appreciate that. But I wonder if  22 that's also a challenge in terms of some families  23 just can't get to you.  24 So, you know, I think there's a -- a fine  25 balance there. So I don't know if you've had any</p>	<p style="text-align: right;">289</p> <p>1 that area yet. But we're reaching it. Thank you.  2 MS. ANDREA THOMAS: Can I add something?  3 Great.  4 Thank you, Commissioner Gipson. And I  5 think the transportation -- you're right. That's  6 where we -- there are parents that just -- they  7 can't -- it's hard for them. So that's why we  8 appreciate our parents so much, because they make it  9 every day.  10 And -- but getting, I think -- Nadine and  11 I last year had an opportunity to go to Washington,  12 D.C., and we met with Ben Ray Luján and Heinrich.  13 And they suggested certain federal grants that would  14 be available -- are available for buses.  15 And then we spoke with Shawna Becenti, who  16 had just -- they had written a grant. It was, like,  17 a hybrid bus kind of thing. So they're available.  18 At that time, it wasn't our priority. It  19 was like we had other things we need to be working  20 on.  21 "Well, when you're there, we can help you.  22 What do you need? There's money available if you  23 can find -- get someone to write it."  24 So I think you're right. Once we get the  25 transportation, we'll definitely reach more</p>

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1 families, because that is something that comes up.  
 2 Thank you.  
 3 COMMISSIONER GIPSON: So I think about the  
 4 middle school, and I appreciate what you said about  
 5 we're giving our students the skills to survive  
 6 wherever they go. But there's also that piece of me  
 7 that doesn't want a student who's been in such an  
 8 environment to possibly experience something  
 9 negative when they go off somewhere, because  
 10 they've -- they've been in such a positive  
 11 environment.  
 12 So it's -- you know, want them to be happy  
 13 all the way through, and safe. Thank you.  
 14 THE CHAIR: Commissioner Taylor. Then  
 15 Commissioner Carrillo.  
 16 COMMISSIONER TAYLOR: Great. Thanks.  
 17 I'll try to keep this fairly brief.  
 18 Most of what I have to say is just kudos  
 19 to you all. You know, I just, first of all, want to  
 20 congratulate you on your Vistas improvement in one  
 21 year. I -- I appreciate and love the idea that you  
 22 guys have plans in place for improvement. You  
 23 recognize there were issues. You implemented the  
 24 plans without being told by somebody, "Hey, you need  
 25 to -- here's a CAP to improve," you know. You took

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1 it upon yourselves to start improving those systems.  
 2 So I appreciate that as well.  
 3 The -- I don't know where I got this  
 4 information. But it seems like I read something  
 5 about a 44 percent attendance rate in '22; is that  
 6 right?  
 7 And -- and this year, you're 89 percent?  
 8 Okay. So -- so to all those other schools  
 9 that are -- that are listening to this and are  
 10 struggling with implementing a system and improving  
 11 the outcome, in a year, you have more than doubled  
 12 your attendance rate. So, again, congratulations on  
 13 that. Those things, to me, are just indicative  
 14 of -- of who you all are as leaders and the urgency  
 15 with which you take -- take action, you know?  
 16 That was the other thing I was going to  
 17 say. It's, like, you talked about, "Hey, we need a  
 18 teacher." You hired a teacher yesterday.  
 19 You know, I mean to me, those kind of  
 20 things are -- like, recognize the problem, deal with  
 21 the problem, and do something about it, you know?  
 22 So, you know, I do -- I just want to say  
 23 congratulations on your efforts, on your -- you  
 24 know, on your outcomes that you all are showing.  
 25 I look forward to the -- our annual report

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1 next year in looking to see how much you guys have  
 2 improved even more. So I look forward to that.  
 3 I know we've talked a little bit about  
 4 facilities. And I'd like you, just, real briefly,  
 5 to kind of talk about what your dream timeline is  
 6 for -- for your building.  
 7 What's your dream? Because I feel like  
 8 you guys are going to have that dream. And it's --  
 9 you're going to make it happen. So I'd like to hear  
 10 a little bit about that.  
 11 MS. NADINE CHATTO: We would like to  
 12 have -- thank you for that. We would like to have a  
 13 new area by next year. I know there's -- I'm really  
 14 dreaming big here. But, yeah.  
 15 And it's -- I think it's doable. No, I  
 16 believe it is doable. We can do this.  
 17 We've got the support. We've got -- I  
 18 know we -- when I talk about communicating with the  
 19 community, we have friends in the community that are  
 20 working with our school as far as bringing, like,  
 21 seeds and showing their -- not just seeds, but  
 22 vegetables, and bringing them to our school.  
 23 And then when we start a conversation with  
 24 them, it's, like, "Well, you guys need a bigger --  
 25 you guys need a bigger place to plant. You're doing

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1 these box gardens, but you really should have  
 2 something bigger."  
 3 "Well, we do. And do you know of anybody  
 4 who can do the clearing for us?" You know, those  
 5 kinds of conversations do come up.  
 6 So we have a big organization in Shiprock  
 7 called NACA -- is it NACA? Or -- NECA. Yeah, NECA.  
 8 And they have come to us a couple of times and told  
 9 us that they could figure it out. And then parents  
 10 want to come in, too. There's a lot of wood there.  
 11 So, you know, a free-for all. Go over yourself and  
 12 get yourself some wood so you can start burning.  
 13 So it's really important for us to set a  
 14 goal for that, because I would really like to see a  
 15 new school there. Like I said before, it is doable.  
 16 We would like to see that.  
 17 And we're going to work hard as far as  
 18 getting the funding. We're very new at capital  
 19 outlay information. So if that would be something  
 20 that another organization could come in and give us  
 21 some insight on, yeah. The whole year, we're going  
 22 to work hard. Thank you.  
 23 COMMISSIONER TAYLOR: I have no doubt that  
 24 you'll get there.  
 25 THE CHAIR: Thank you, Commissioner

<p style="text-align: right;">294</p> <p>1 Taylor.</p> <p>2 Commissioner Carrillo.</p> <p>3 COMMISSIONER CARRILLO: Thank you. Thank</p> <p>4 you so much for being here. Super impressed by your</p> <p>5 school.</p> <p>6 So a couple of things. First, early on,</p> <p>7 Ms. Thomas, you said, "Except that I don't know</p> <p>8 this," around teachers. You had said that really</p> <p>9 early on. And the search for professional</p> <p>10 development.</p> <p>11 And I just -- I love that you said that.</p> <p>12 Because I was on the school board for nine years for</p> <p>13 Santa Fe Public Schools. And you probably know</p> <p>14 that -- or may not know -- the district -- they're</p> <p>15 just going to hate me even more than they do</p> <p>16 already.</p> <p>17 No. But the district is a union district.</p> <p>18 And you don't hear that coming out of a lot of</p> <p>19 teachers in their own quest, sometimes, for</p> <p>20 professional development, and the idea that I need</p> <p>21 to accept what I don't know and ask for help, you</p> <p>22 know.</p> <p>23 And so thank you. I appreciated that.</p> <p>24 Very quick -- some notes here. But a</p> <p>25 quick question. Nadine, what's a chapter house?</p>	<p style="text-align: right;">296</p> <p>1 sure if this is correct. But we had our lunches</p> <p>2 prepared there for our students. They no longer do</p> <p>3 that. So, yeah. It's -- it's right there next to</p> <p>4 us.</p> <p>5 COMMISSIONER CARRILLO: Thanks. I'm</p> <p>6 thinking Quaker House that I hear, almost similar.</p> <p>7 Except we're in -- you know, faiths or</p> <p>8 organization -- or groups, if you will, based on</p> <p>9 ethnic or faith or whatever, have their community</p> <p>10 space where they do things. Thank you.</p> <p>11 So I want to echo what Commissioner</p> <p>12 Gipson -- I just like to say it like that, so you</p> <p>13 don't think, "Oh, my God, he's mentioning me."</p> <p>14 Because Steve Carlson -- he's not on right now.</p> <p>15 And, Ms. Gipson, you told us at lunch today some of</p> <p>16 the history of what your school had to go through.</p> <p>17 And so I was very happy that Mr. Carlson</p> <p>18 came on, and that it seems like there's going to be</p> <p>19 a positive, collaborative relationship with the</p> <p>20 district. And so I just hope that really works out</p> <p>21 well.</p> <p>22 There's another district -- I won't</p> <p>23 mention their name today. But, man, are they</p> <p>24 adversarial with all of their Native schools and</p> <p>25 charters, not too far south from where you are. It</p>
<p style="text-align: right;">295</p> <p>1 I've never heard that term before.</p> <p>2 MS. NADINE CHATTO: Chapter house</p> <p>3 represents the community. And there, they have a</p> <p>4 governing board such as ours. And they make</p> <p>5 decisions based on information in the community.</p> <p>6 So if we want -- let's say the community</p> <p>7 wants a new parking area. They go through the</p> <p>8 chapter house. And, of course, they go through the</p> <p>9 business development, too.</p> <p>10 And it's built all around community. So</p> <p>11 the parents and the community members, business</p> <p>12 members, everybody that is in part with Shiprock,</p> <p>13 the district, they come in and decide if they want</p> <p>14 something new, especially if it's a -- if it's going</p> <p>15 to impact the community.</p> <p>16 Like, a -- I'm trying to think right now.</p> <p>17 I'm going blank. Local government; right? Yeah.</p> <p>18 Like a district government. So if there's anything</p> <p>19 that wants to come -- anybody wants something new,</p> <p>20 they have go through the chapter house.</p> <p>21 THE CHAIR: Thank you. Is it a meeting</p> <p>22 space as well?</p> <p>23 MS. NADINE CHATTO: Yes. We're actually</p> <p>24 right next to the big chapter house. It is a big</p> <p>25 facility. And we -- at one time, I heard -- I'm not</p>	<p style="text-align: right;">297</p> <p>1 doesn't have to be that way. These are all our</p> <p>2 kids. For God's sakes, make sure they're fed. How</p> <p>3 hard is this; right?</p> <p>4 I heard you say now, is that what you're</p> <p>5 doing now with CCSD? They're bringing the food in?</p> <p>6 The breakfast/lunch?</p> <p>7 MS. NADINE CHATTO: Yes.</p> <p>8 COMMISSIONER CARRILLO: Terrific. So I</p> <p>9 was fascinated to hear, and I would love it,</p> <p>10 Ms. Thomas, if you would tell me more about this</p> <p>11 idea of -- 'cause when you said "connecting reading</p> <p>12 to math" -- because the numbers here -- which I have</p> <p>13 great faith they're going to go up. But the numbers</p> <p>14 here, it's very rare -- did I say "ware" -- very</p> <p>15 rare that we see math significantly higher than ELA.</p> <p>16 I'd almost say never, in my -- I think never for me</p> <p>17 in the last three years have I seen that.</p> <p>18 And so would you tell me more about why</p> <p>19 this is? Culturally? Or what happens that</p> <p>20 there's -- just tell me. Tell me more about this.</p> <p>21 MS. ANDREA THOMAS: I think it's a couple</p> <p>22 of things. So just for context, when I started at</p> <p>23 Dream Diné three years ago, I was hired on as a math</p> <p>24 teacher. They did content teaching. So I taught</p> <p>25 kindergarten through fifth, all of math. And that</p>



<p style="text-align: right;">298</p> <p>1 was very beneficial, because the students were  2 coming in. They could immediately, through the  3 daily instruction, the conversations, see where they  4 were at and what needed to happen. So then you can  5 then take that information and design and say,  6 "Okay, this is where we need to focus on, this is  7 the strengths," and then build the students up with  8 that.</p> <p>9 And the times that they were challenged in  10 their reading skills, and instead of making it that  11 they weren't smart or they weren't capable, it was  12 to capitalize on that. "This is what you have."  13 But I think in that, it was tying in just the --  14 like, relevance and context of where they are and  15 trying to help them and to apply it that way.</p> <p>16 You know, I think for them, a lot of the  17 time if you give them hands-on opportunities to show  18 their work, to understand a concept, to work in a  19 collaborative way in small groups so that the  20 students themselves are articulating, get that  21 academic language that you deliver -- right? -- that  22 the teacher gives, and certain students get it and  23 others don't, they teach. They will go ahead and  24 restate it to help their peers.</p> <p>25 And then also one of the big things that</p>	<p style="text-align: right;">300</p> <p>1 We come up with a common language, with  2 knowing how to solve word problems. And I think  3 that that's where, right now, that -- I was able --  4 not I -- we were able to connect, like, the reading  5 with it. "Guys, like, we need -- I think where the  6 breakdown is you guys get the math, but you're  7 having a hard time understanding how to read it. So  8 here are these strategies that are going to help  9 you. This is the practice that you're going to do."  10 We've hosted math nights with our  11 families. They were like, "I don't understand this  12 Eureka Math."  13 It's like, "Okay. Let's help you -- give  14 you strategies, give you games. Let's find ways  15 that it becomes part of daily conversations at your  16 home."  17 I think those things were really  18 beneficial in that.  19 But we have amazing artists in our  20 students. And as much as we can, we give them the  21 opportunity to show their thinking through their  22 artwork, through, like, "Okay, can you -- how can  23 you show me that you learned this content or those  24 standards?"  25 And we frequently give them, "Okay. These</p>
<p style="text-align: right;">299</p> <p>1 happened last year, we have really dug into Eureka  2 Math. We knew that across our grade levels, that we  3 really needed to make sure that we had something  4 that was consistent, consistent in language and  5 vocabulary.</p> <p>6 So let's, like, take our time and break  7 down standards and get students to really develop a  8 conceptual, deep understanding of the mathematics,  9 as opposed to, "Let's go, go on to the next thing,  10 except you haven't quite got it." The opportunities  11 to reteach, the small group sizes, individualize  12 really helped, giving them videos that helped them  13 to connect, "Why are we learning this math? How is  14 it relevant? How is it going to help me?" And I  15 think that's really important so they understand the  16 purpose for it.</p> <p>17 Lots of visuals. Drawing out, writing  18 out, giving them manipulatives. I mean, all of our  19 classrooms have lots of manipulatives.</p> <p>20 So, really, are selective with the quality  21 of questions and material -- like, that we get the  22 students out. So less number -- less problems to  23 do, but more deep diving, deep thinking. And I  24 think all the students understand that, and they  25 know the processes.</p>	<p style="text-align: right;">301</p> <p>1 are the standards, but show me." And I think that  2 that helps them a lot; so...</p> <p>3 COMMISSIONER CARRILLO: That's cool.  4 That's fantastic. Because I think about what you  5 were -- just the connectivity that you're talking  6 about.</p> <p>7 And it might be fun -- this is just  8 something that popped into my brain. Because you  9 said sometimes they might have trouble with word  10 problems, like, translating the reading of the word  11 problem or the challenges. I think that's what I  12 heard.</p> <p>13 But it might be fun to have them write the  14 word problems and write essays around -- 'cause --  15 and we've -- I brought this up a little bit earlier,  16 the last four days, just how my son went to a middle  17 school. Well, it wasn't a middle school. Well, his  18 mom refers to it as the \$40,000 mistake, because I  19 said, "I wouldn't give one..." -- it was a private  20 here in town.</p> <p>21 I said, "I'm not paying for ten cents of  22 this," because I'm a public school guy.</p> <p>23 But, anyway, they weren't writing. It's,  24 like, "You're in seventh and eighth grade, and  25 you're not writing?"</p>

<p style="text-align: right;">302</p> <p>1 I just didn't get it.</p> <p>2 And -- but there's so many opportunities</p> <p>3 writing across the curriculum. I'm just excited the</p> <p>4 fact that, well, that you're excited about math, and</p> <p>5 that the kids are excited about math, and, like,</p> <p>6 integrating the two, because I just think that</p> <p>7 that's going to be a recipe for success on both</p> <p>8 levels.</p> <p>9 And I love the join -- so behind one of</p> <p>10 the slides, it says, "Join our hummingbird</p> <p>11 community." That was super cool. I had a little</p> <p>12 note for that.</p> <p>13 So little note to Karrie, if you're still</p> <p>14 here. I think it's so cool. I just love it when</p> <p>15 people come back to communities to give. And I</p> <p>16 remember -- I'll never forget it, actually. He's</p> <p>17 probably graduated right about now. From Princeton,</p> <p>18 it was -- he was the first to ever graduate high</p> <p>19 school in his family. And he ended up -- from</p> <p>20 Capital High school here in Santa Fe -- full ride to</p> <p>21 Princeton.</p> <p>22 And what does he want to do after school?</p> <p>23 He wants to come back to Santa Fe and give back to</p> <p>24 the community that gave him so much. Man, that's</p> <p>25 just -- that's just so much. That's huge.</p>	<p style="text-align: right;">304</p> <p>1 "I can't do this."</p> <p>2 And we hear -- let's face it. If you grow</p> <p>3 up in New Mexico, you hear, "Everybody fails in</p> <p>4 math." "All the schools are bad in math." And it's</p> <p>5 just -- you're deluged with that. So you come in</p> <p>6 with this dark cloud.</p> <p>7 And it changed what he -- what Graham</p> <p>8 spoke of was changing the language how that was</p> <p>9 taught. And I'm not saying you need this math</p> <p>10 thing, because you guys seem to be doing really</p> <p>11 well. It's around different things, meeting kids</p> <p>12 where they are. There's so much available out there</p> <p>13 that you don't have to pay for.</p> <p>14 And I would encourage you to tap into Vice</p> <p>15 Chair Burt, because she's so good at all that stuff.</p> <p>16 I'll volunteer her.</p> <p>17 So for -- for Geneva. Geneva? Yeah.</p> <p>18 One of the things I realized -- and not</p> <p>19 just -- well, with a lot of the schools over the</p> <p>20 last four days that we'll say have a lot of</p> <p>21 challenges; right?</p> <p>22 And the thing that I started thinking</p> <p>23 about, you know, there's this layer -- like, on a</p> <p>24 school board, you're directly involved in schools.</p> <p>25 And you don't manage. You don't get involved that</p>
<p style="text-align: right;">303</p> <p>1 Relative to also reading and math in</p> <p>2 general, what I learned over the last four days</p> <p>3 is -- and I wouldn't know how to research these</p> <p>4 things. You can tap into Vice Chair Burt for this,</p> <p>5 because she's a master at all things research</p> <p>6 online.</p> <p>7 But it's amazing what I've learned about</p> <p>8 how many grants and different things are available</p> <p>9 that we don't even know that exist, but they're</p> <p>10 there.</p> <p>11 There are foundations that say, "Take my</p> <p>12 money." But no one knows that and how to tap in.</p> <p>13 And the only example I'll give is there</p> <p>14 was this math thing that this group from New Mexico</p> <p>15 School for the Arts -- because that's where they</p> <p>16 were not doing well at all. They were knocking it</p> <p>17 out of the park. But math, they were in the cellar.</p> <p>18 They were, "Man, we've got to do something</p> <p>19 about this."</p> <p>20 There was a program that was completely</p> <p>21 paid for for math that sent them all to</p> <p>22 New Hampshire for math instruction. The tutor over</p> <p>23 there -- his name was Graham -- is Graham. And he</p> <p>24 was talking about kids who have their own</p> <p>25 perceptions of themselves relative to math.</p>	<p style="text-align: right;">305</p> <p>1 way; right? You have your superintendent and</p> <p>2 different people for that.</p> <p>3 But you can go to schools -- I mean,</p> <p>4 there's -- see kids and do all of that. And that's</p> <p>5 like the most fun ever is being around kids.</p> <p>6 And as a board, it's really not oversight.</p> <p>7 And what I realized in some of these schools that</p> <p>8 weren't doing nearly as well as they believed they</p> <p>9 could, some of which didn't even have, I think, the</p> <p>10 resources and team to do it -- Geneva, in your board</p> <p>11 meetings, what do you do on a regular basis to</p> <p>12 monitor not just money -- you're Geneva?</p> <p>13 MS. DANIELA ALLEN: I'm Daniela.</p> <p>14 COMMISSIONER CARRILLO: Oh, that's right.</p> <p>15 Because I was -- okay. What do you do, on a regular</p> <p>16 basis in board meetings, to monitor academic</p> <p>17 success? Not just keeping all the finances in</p> <p>18 order, because everyone always does that, and</p> <p>19 polices and procedures. But monitoring academic</p> <p>20 growth and success.</p> <p>21 MS. DANIELA ALLEN: Thank you for that</p> <p>22 question, Commissioner Corolla?</p> <p>23 COMMISSIONER CARRILLO: Carrillo.</p> <p>24 MS. DANIELA ALLEN: I have to really</p> <p>25 commend Andrea. She does an awesome job at our</p>

<p style="text-align: right;">306</p> <p>1 board meetings with slide shows and statistics.  2 And, you know, everything our kids are either  3 struggling with or growing academically, she is very  4 open about that with us. And she does an awesome  5 job with presenting it to us.  6 So we've got an awesome person who comes  7 in and fills us in every month on our kids' academic  8 growth and what they're struggling with; so...  9 COMMISSIONER CARRILLO: I'm happy to hear  10 about that. It sounds like you have a pretty  11 awesome person all around in Andrea. I'm happy to  12 hear that. Because what I said to some of the  13 people that were in this room, some of the board  14 members that had shown up on behalf of their  15 schools -- and I just said, "You failed." I said,  16 "You failed. You're the oversight. Where have you  17 been for the last decade"; right?  18 And so you're coming back to us, which I'm  19 super glad about. And, hopefully, I'll be sitting  20 here five years from now. One never knows what life  21 has in store.  22 And I can -- and, hopefully, you'll still  23 be in the positions you are, and I can say, "Wow,  24 you guys are just knocking it out of the park."  25 Or I can say, "You failed," if we don't</p>	<p style="text-align: right;">308</p> <p>1 New Mexico have absolutely no idea about.  2 The hardships you overcome just to get  3 doors open, just to get staff in rural areas.  4 I'm -- and I don't use the "A" word very much. But  5 I am in awe of you and the work you do. I'm all  6 choked up, and I never get choked up here.  7 No, I never -- three and a half years.  8 I've never been verklempt, never once had a tear in  9 three whole years. ¡Hijole! What is going on with  10 me?  11 VICE CHAIR BURT: I'm shocked right now.  12 Shocked.  13 COMMISSIONER CARRILLO: I'm excited. I'm  14 excited. I'm excited for your school. And anything  15 that we can do in the role that we have to help you,  16 just reach out. And I -- and I could probably say  17 you have ten people up here that would just,  18 anything you needed, bend over backwards for you.  19 Ever need anything in the legislature  20 to -- for us to go over there and speak on your  21 behalf? I mean, I live up here. It's easier for  22 me. Clearly, I'm in support of your renewal -- or  23 joining -- coming back to the district.  24 And -- yeah, this has been fantastic. To  25 learn about you has been fantastic. Thank you very</p>
<p style="text-align: right;">307</p> <p>1 see these numbers shift anywhere. Because we had a  2 school earlier, where one of the Commissioners -- I  3 think it was fantastic that you did that as well --  4 was -- went back even to previous renewals.  5 And the term that he used -- the  6 Commissioner used -- was, "Sounds to me like you're  7 swimming in the same water you were in 2018."  8 To which we have to say, "What on earth  9 are you going to -- you're coming to us and saying  10 we should trust you, like, if you want to open  11 another franchise, but the first one failed."  12 You know what I mean? That's not what  13 they were doing. But I think renewals where people  14 are coming to us to be authorized, on the whole over  15 years, it's millions of taxpayer dollars. It's an  16 incredible amount of responsibility for us to open a  17 school or to renew, but, ultimately, on your board,  18 to make sure that people are held accountable all  19 the way down the line.  20 And the other thing I'll say -- and I  21 think I expressed this to Commissioner Manis  22 earlier -- this has been a remarkably emotional four  23 days for me, especially as it relates to Native  24 schools, and learning so much that I had absolutely  25 no idea about, and that probably most people in</p>	<p style="text-align: right;">309</p> <p>1 much.  2 THE CHAIR: Thank you, Commissioner  3 Carrillo. I'm going to go first. Usually, I go --  4 I try to go last, but I'm going to give Commissioner  5 Clahchischilliage the final word.  6 Thank you very much for your presentation  7 today and all the work that you put into this prior.  8 I think that -- I know I'm intimately  9 aware of Dream Diné's history, more than most  10 schools, for sure. I have maybe a question, but I  11 just want to give a little bit of commentary and  12 maybe a call to arms for you all.  13 And it comes from a place of love and a  14 place of what I know is possible.  15 First thing I wanted to share is, like --  16 I think it's great that Superintendent Carlson was  17 here today to support us taking his school and  18 putting it into our portfolio.  19 I think there's a great opportunity --  20 when I think about transportation, and I think about  21 food services, since you already receive food  22 services from CCSD, if there is goodwill involved in  23 supporting your school, I think it's a great  24 opportunity to have a conversation with  25 Superintendent Carlson about transportation services</p>

<p style="text-align: right;">310</p> <p>1 as well.</p> <p>2 And I would like to make myself available</p> <p>3 to have those conversations as well. Other</p> <p>4 Commissioners would love to probably be part of</p> <p>5 that, too. But I think that's an opportunity that I</p> <p>6 see.</p> <p>7 If we bring you to our portfolio, we</p> <p>8 should have an opportunity to talk about really</p> <p>9 important things like transportation and how do we</p> <p>10 get students from other parts of the Shiprock</p> <p>11 community. Maybe Naschitti might be a little bit</p> <p>12 too far. But we could get some -- there's</p> <p>13 opportunities there.</p> <p>14 So I challenge you to have those</p> <p>15 conversations and to know that you have friends to</p> <p>16 support you in those conversations.</p> <p>17 For you-all, I think that the biggest</p> <p>18 thing as we -- and you have seen such great goodwill</p> <p>19 from the Commission here. I think you've seen a lot</p> <p>20 of people are in your corner. And I think this is</p> <p>21 an opportunity -- I feel like you-all have been in a</p> <p>22 situation of survival for the last ten years, like,</p> <p>23 just trying to survive.</p> <p>24 And it's probably an unequal amount of</p> <p>25 heaviness that you had to carry to survive. And I</p>	<p style="text-align: right;">312</p> <p>1 Mayra Valtierrez, who you probably know from the</p> <p>2 Language and Culture Division -- she was in the back</p> <p>3 a few minutes ago.</p> <p>4 But she gave me this book this week when I</p> <p>5 was visiting with her during lunch that's called,</p> <p>6 Trying Hard Is Not Good Enough.</p> <p>7 And this really -- I haven't even opened</p> <p>8 the book yet, because I've just been contemplating</p> <p>9 the title. And it's about -- like, what I'm</p> <p>10 gathering from it without opening it up yet, like,</p> <p>11 trying hard is hard work. You've got to check that</p> <p>12 off the list. First things first. Work hard.</p> <p>13 But you also have to think about what are</p> <p>14 resources in your communities? You have a lot of</p> <p>15 supports from DODE and other places. And at the</p> <p>16 end, I think those are the ways that you're going to</p> <p>17 move from surviving to thriving with no excuses. So</p> <p>18 that's the challenge that I have for you all.</p> <p>19 You obviously see -- like, I know that</p> <p>20 with CCSD, since you never -- Commissioners, I think</p> <p>21 you know this. But there was never a signed</p> <p>22 contract with their current authorizer. That</p> <p>23 contract was done from Secretary Trujillo -- rest in</p> <p>24 peace -- during my first year in Corina's seat back</p> <p>25 in 2019.</p>
<p style="text-align: right;">311</p> <p>1 know I've walked with those -- many of those steps</p> <p>2 with the school.</p> <p>3 But my challenge to you all now is, like,</p> <p>4 surviving is done; now you need to thrive. You need</p> <p>5 to move into thriving. And there's not going to be</p> <p>6 any excuse not to start thriving instead of just</p> <p>7 being in survival mode.</p> <p>8 And it takes different skills. And I know</p> <p>9 we think about trauma-informed instruction. Any of</p> <p>10 us who have had trauma or dysfunction in our lives,</p> <p>11 it's really hard to get out of survival and getting</p> <p>12 into thriving.</p> <p>13 But that's your challenge. And you're</p> <p>14 bookended by two NISN staff members. NISN has your</p> <p>15 back. Very few schools have a nonprofit</p> <p>16 organization that provides the services that are</p> <p>17 indigenous-centered, or whatever community they come</p> <p>18 from centered, that has your back in that way.</p> <p>19 So I challenge you to think about how</p> <p>20 you're utilizing your resources and moving out of</p> <p>21 survival. Because that's not an excuse anymore.</p> <p>22 You've got to move to thriving. And that's what</p> <p>23 we're going to expect. And your beautiful children</p> <p>24 deserve that.</p> <p>25 I reference this book. My good friend</p>	<p style="text-align: right;">313</p> <p>1 And so that stayed in play. And it was</p> <p>2 really hard to even be recognized as a charter</p> <p>3 school for much of their time, let alone receive</p> <p>4 some of the title funds and other funds that flow</p> <p>5 through the districts to district-authorized</p> <p>6 schools.</p> <p>7 So, again, it's not going to be an excuse</p> <p>8 anymore. It's not going to be an issue. You're</p> <p>9 going to be receiving straight funding. And so we</p> <p>10 are going to expect you all to step up.</p> <p>11 The governing council. No more excuses</p> <p>12 not getting trainings done or having enough staff or</p> <p>13 seats filled. That's not an excuse anymore. And</p> <p>14 that matters. And it's not checking off the box.</p> <p>15 It's just -- we need everyone to be honed in on</p> <p>16 supporting your students.</p> <p>17 Eureka Math. Vice Chair Burt and I were</p> <p>18 just talking about how awesome of a -- and a</p> <p>19 rigorous, rigorous program that is. And just</p> <p>20 thinking about how many people that work for that</p> <p>21 organization probably would come in and do</p> <p>22 facilitation trainings, if you haven't done it</p> <p>23 already, more than the videos you can get. You all</p> <p>24 can capitalize on supports there, especially with a</p> <p>25 smaller -- a smaller student body, having more</p>

<p style="text-align: right;">314</p> <p>1 people involved, I think is really good.  2 So I don't want up to shy away from that,  3 but really embrace that and bring more people in.  4 And then, finally, the last thing I'll  5 just share in terms of sage advice is capitalizing  6 on the relationships that you have here with the  7 Commissioners, because that's something that's going  8 to be very different than you experienced at the --  9 you may have had some friends at your district  10 level. But you see there's a lot of great friends  11 here.  12 And I don't know how many you've met or  13 talked to directly. But every single person here,  14 we care so deeply about our schools, and we always  15 pick up the phone, and we always try to  16 problem-solve ways to move forward.  17 So that, again, is a way of moving from  18 survival and kind of not bringing anything up so  19 that we can just slide underneath the radar.  20 There's a moment where you can't really do that very  21 much. And it doesn't behoove you to do that when  22 you have such goodwill that you see from people.  23 So I hope that you see that. I hope you  24 see this opportunity, based on what I think how the  25 voting is going to go today, to embrace the</p>	<p style="text-align: right;">316</p> <p>1 amount of translating, you know, of understanding.  2 And then I'm looking at you all,  3 Dream Diné. And I look at that, and I'm thinking  4 "Oh, my gosh, where are we coming from here,"  5 mainly because -- and let me explain why I say this,  6 why the Tylenol and why a little bottle of tequila  7 gold -- is because Shiprock is a very -- Shiprock,  8 in a way, is like Santa Fe for Natives.  9 We had all the Natives -- a lot of the  10 paths of Natives from the north, south, west, east,  11 the crossroads, came here to Santa Fe. Shiprock is  12 the same way.  13 And Shiprock has always been known to have  14 the rowdy Navajos; right? Those of us who are from  15 Shiprock? And those -- and there haven't been good  16 stories about us. They're always saying, "The rowdy  17 ones are from Shiprock."  18 "Where are they from?"  19 And a lot of times I won't say. And then  20 I marry a man from the other side of Lukachukai, and  21 he's from that side of the mountain. He comes on my  22 side, and we have this rule. "Don't say anything  23 about the Navajos, Harry, because you're in my  24 country, and I'm in charge," you know. "So keep  25 your mouth shut," I mean, you know.</p>
<p style="text-align: right;">315</p> <p>1 celebration, and then get to work and see how do you  2 go from the surviving mode to thriving, because  3 there's a lot of history that you've gone through  4 and that we can now move forward past and really  5 align the beautiful Diné instruction that you have  6 with world-class academics that really open up the  7 doors for your young people.  8 Thank you.  9 Commissioner Clahchischilliage.  10 COMMISSIONER CLAHCHISCHILLIAGE: Good  11 afternoon. I'm Sharon Clahchischilliage, your  12 Commissioner for District 5. And I am (Navajo  13 spoken). My great-grandparents are -- let's see.  14 My -- (Navajo spoken). And then my (Navajo word)  15 are (Navajo spoken). So that's how I'm a proud  16 Navajo woman.  17 I wasn't looking forward today, to tell  18 you the truth. I was very nervous. I have my  19 Tylenol 500 ready. I have my little bottle of  20 tequila gold here. And I'll tell you why.  21 First of all, we have a board here who is  22 very, very seasoned in charter schools and very  23 experienced with the function of charter schools.  24 And then we have PED over here. Same way.  25 So between us and PED requires a certain</p>	<p style="text-align: right;">317</p> <p>1 So then you look at the population of  2 Navajo. The population of Navajo is comprised of --  3 and you hit it right on the head. We have some  4 Navajos who grew up not -- it wasn't safe to talk  5 Navajo.  6 Then we have other Navajos who didn't give  7 a hoot because they had to talk Navajo because their  8 parents talked Navajo. When they returned, they had  9 to talk. But they hid it as well.  10 So you look at that. And what came out of  11 that?  12 Then we also have the reason Shiprock's  13 known to be -- to have radical Navajos is because  14 then we have what they referred to in the '60s as  15 coalitions, or, as we Navajo said, goldidgees (ph).  16 We had all the goldidgees [ph]; in other words, AIM  17 and all the Indian movement people. They all  18 converged on Navajo. We had Russell Means. We had  19 it all -- you get the flavor of what I'm trying to  20 say. They were all there.  21 And so what do we have in Shiprock?  22 We have the remnants of all of that. We  23 have the radical Navajos. We have the ones that are  24 kinda sorta traditional. Then we have the ones that  25 are blending everything together, and that's now</p>

318	<p>1 tradition. Then we have the ones who are products 2 of parents who just were told, "You do not talk 3 Navajo." So their children aren't Navajo speakers. 4 And you get a lot of those children. 5 So now we're trying to figure out, "Okay 6 what do we" -- then bilingual education came. Okay. 7 So how are we supposed to do that? Now it's okay to 8 talk Navajo? I mean, there's that transition. 9 So -- but the dominant population in 10 Navajo are the radical Navajos. You hear Arizona 11 Navajos talking about us. You hear the Navajos down 12 here at Socorro talking about us. We're radical, so 13 they say. 14 So I'm looking at that, and I'm thinking, 15 you know, I've tried going to your school. Every 16 time I've gone, there was a holiday. I even 17 attended -- went to a reception that you all were 18 having at Navajo Prep. I went there, and the 19 security said, "There's nothing going on here for 20 Dream Navajo." 21 And I said, "There is. But there is. 22 It's tonight. I have to be there." 23 "Nope. There's nothing going on." 24 Well -- so I left. 25 So -- I'm looking at that, because I</p>	320	<p>1 "And then the Navajo parent said, 'Aoó. 2 Aoó.'" 3 "So then the educated person said, 'How 4 many seconds in a year?'" 5 "And the Navajo parent said, '12.'" 6 "So he said, '12? 12 seconds in a year?'" 7 "And so the Navajo parent said, 'You mean 8 you don't know that there are 12 seconds in a year? 9 You're educated. What's wrong with you?'" 10 "And so the educated person said, 'Well, 11 explain to me then.'" 12 "He guess, 'Easy. January 2nd, 13 February 2nd, March 2nd, April 2nd...' -- he goes 14 all the way. He says 'Twelve 2nds.' You said 15 seconds.'" 16 "He goes, Oh." 17 So then Albert Hale to me, he says, 18 "That's charter schools. That's what they're having 19 to do. They're having to correct the thinking." 20 And so I stood there, and I said, "Oh, my 21 gosh. You're right. I see." 22 And I said, "That's also bilingual ed." 23 He says, "Yep, that's what that is." 24 And he said, "So remember that. That's 25 what charter schools are doing."</p>
319	<p>1 wanted to see who's running the school. I needed to 2 know, are these radical Navajos? Are these Navajos 3 who are just learning about their culture? Are 4 these silent Navajos who are being very cautious and 5 being pleasers of the federal rules and regs, state 6 rules and regs? There are those Navajos, too. So 7 it's, like, who is running this school? 8 So I was -- you-all know our late Navajo 9 Nation President, Albert Hale. 10 Okay. Before he died -- we lost Albert 11 Hale to COVID. And he was my boss when I worked in 12 Washington, D.C. So this was just before he died, a 13 few weeks before he died. I asked him. I said, 14 "What are charter schools? Tell me. You're the 15 president. Tell me. What are charter schools?" 16 And this is how he explained it to me. 17 He said, "Well, there was this Navajo 18 parent who went up to this educated person. And 19 they started this conversation. 20 "The educated person turned to the Navajo 21 and said, 'So you know how many days are in a year; 22 right? It's 365?'" 23 "And the Navajo said, 'Aoó. Aoó.'" 24 "So then the educated person said, 'You 25 know how many days in a week; right? Seven?'"</p>	321	<p>1 He said, "They're -- they're out there. 2 And what's nice is a lot of our Navajo educated 3 people are there." 4 So today, that's been wonderful for me, 5 meeting you all, because you are products -- in my 6 view, looking at you, you are products of parents 7 who believed in education. You are products of 8 parents who wanted the best for their children. You 9 are products, then, now, who are educating the 10 children of the parents who weren't allowed to talk 11 Navajo. Am I correct on that? 12 Okay. Good. 13 So I was relieved when I was still 14 thinking, oh, my gosh, what about the gunners in our 15 committee? What about the ones who are really 16 immersed and know about charter schools and are 17 looking at you, thinking, "Okay, but they don't have 18 this, they don't have that, they don't have this." 19 So as we kept talking and I was listening 20 to everyone, I said, "You know what? There is an 21 understanding here. There is an understanding 22 here." 23 So I can leave my Tylenol alone. But I 24 will drink my tequila; okay? 25 So I'm looking at this. And I'm -- I'm so</p>

<p style="text-align: right;">322</p> <p>1 happy, and I'm so proud of you all. Because you 2 have a big job. And Albert Hale is correct. Am I 3 correct? I mean, what he told me charter schools 4 was really is what you're doing. 5 And, Andrea, you've never said this to me. 6 But I know you had a difficult time at Central 7 Consolidated. You survived so much at that school. 8 And I'm just so glad that you received the 9 recommendations that you received from the board. 10 And that was, "Become a feeder school." I 11 mean, you're already a feeder school. I mean, look 12 at who is feeding into your school. But then build 13 from there. 14 And it can happen. I mean, I look at 15 where you all are, and I think how on -- my husband 16 gets really upset when we go to the chapter -- 17 because where we park, you're right there. Your 18 fence is right there. 19 And I told him. I said, "Well, they're a 20 public school." 21 He said, "If I were Central" -- I wish 22 Chapman -- not Chapman -- I wish the superintendent 23 was still on. Because my husband says, "If there's 24 still a public school, I would be really embarrassed 25 that the administration being right across the</p>	<p style="text-align: right;">324</p> <p>1 make sense actually unfold that way?" 2 But wouldn't that be great, though, if 3 that did happen? Doesn't that make sense? Yeah. 4 And look at how much money they'd save, all their 5 rooms occupied, and we'd have a house for 6 Dream Diné. 7 I am so pleased. I am so happy with you 8 all. And I am happy that you are not radical 9 Navajos. 10 As my uncle would say, "They're not part 11 of the golidgee bunch." 12 So I'm really happy about that. And I'm 13 just -- I'm so relieved, like I said, to see what 14 kind of people are running Dream Diné. And so I am 15 going to make a recommendation. Can I? 16 THE CHAIR: Please proceed, Commissioner. 17 COMMISSIONER CLAHCHISCHILLIAGE: All 18 right. 19 I move -- I move that the Public Education 20 Commission approve the application for Dream Diné 21 Charter Schools for a five-year term, 2024 through 22 2029, with the following conditions: 23 No. 1, that by March 1st, 2024, the school 24 complete a PEC-approved transition year checklist. 25 No. 2, that the school improve individual</p>
<p style="text-align: right;">323</p> <p>1 street is allowing this to happen. What kind of 2 educators do they have?" 3 You know, he's correct. He is correct. 4 This is his solution for a place for you all to 5 live. 6 His solution -- and this came out of anger 7 while we were parked there. I was waiting to go 8 into the chapter house. 9 He said, "You know what they ought to do? 10 When you go back to your Commission, tell them that 11 you have a solution, and this is it." 12 He said, "Tell them to have the 13 administration move to..." -- you know, that school 14 that's vacant that they now use for conference rooms 15 in Kirtland? He said, "Have the administration move 16 there. Have them exit out of there, and Dream Diné 17 can move into the -- where the administration is." 18 He said, "There's a gym there. There's a 19 track there. I mean, they would save so much money 20 if you -- if they did that." 21 And I was sitting there -- I said, "Yeah, 22 right, Harry. I'm going to go and make that 23 recommendation and think that it's going to unfold." 24 He said, "It makes sense." 25 And I said, "Harry, how many things that</p>	<p style="text-align: right;">325</p> <p>1 student academic growth, beginning with specific 2 immediate action to correct student academic growth 3 that is presently below State standards and report 4 data from the school's assessment back to PEC by the 5 June PEC meeting each year. 6 And, No. 3, that the school's record of 7 performance demonstrate, a., student academic 8 growth, and, b., oversight by a trained, legally 9 compliant governing board that operates as required 10 by the Open Meetings Act. 11 The specific immediate actions needed on 12 Items 3.a. and b. above will be outlined in the 13 school's negotiated performance framework. 14 The first annual report will confirm 15 completion of each item, or, if the concern is not 16 corrected, will identify the uncorrected, 17 unsatisfactory performance on each item that will be 18 subject to further PEC action. 19 VICE CHAIR BURT: Second. 20 THE CHAIR: Okay. We have a second to the 21 motion. 22 Thank you, Commissioners. 23 Briefly, any discussion before we move on? 24 VICE CHAIR BURT: I have an ask for a 25 friendly amendment.</p>

1 So because this school technically isn't  
2 on our contract term right now, and they won't be  
3 until July 1 of next year, I would just ask that  
4 there -- that there's a friendly amendment that it's  
5 by July meeting. That way July 1 comes, they're  
6 under our contract, and we'll see you at our July  
7 meeting.

8 COMMISSIONER CLAHCHISCHILLIAGE: Okay. I  
9 approve. Yeah.

10 THE CHAIR: Thank you, Commissioner.  
11 Seeing no other discussion, let's take a  
12 roll-call vote, please. Vice Chair.

13 VICE CHAIR BURT: Commissioner  
14 Clahchischilliage.

15 COMMISSIONER CLAHCHISCHILLIAGE:  
16 Absolutely.

17 VICE CHAIR BURT: Commissioner Carrillo.

18 COMMISSIONER CARRILLO: Absolutely.

19 VICE CHAIR BURT: Chair Brauer.

20 THE CHAIR: Yes.

21 VICE CHAIR BURT: Commissioner Beck.

22 COMMISSIONER BECK: Oh, yes.

23 VICE CHAIR BURT: Commissioner Taylor.

24 COMMISSIONER TAYLOR: Absolutely.

25 VICE CHAIR BURT: Commissioner Gipson.

1 BEFORE THE PUBLIC EDUCATION COMMISSION  
2 STATE OF NEW MEXICO

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6  
7 REPORTER'S CERTIFICATE  
8 I, Cynthia C. Chapman, RMR, CCR #219, Certified  
9 Court Reporter in the State of New Mexico, do hereby  
10 certify that the foregoing pages constitute a true  
11 transcript of proceedings had before the said  
12 NEW MEXICO PUBLIC EDUCATION COMMISSION, held in the  
13 State of New Mexico, in the matter therein stated.

14 In testimony whereof, I have hereunto set my  
15 hand on December 26, 2023.

16  
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18  
19 \_\_\_\_\_  
Cynthia C. Chapman, RMR-CRR  
New Mexico Certified Reporter #219  
BEAN & ASSOCIATES, INC.  
20 201 Third Street, NW, Suite 1630  
Albuquerque, New Mexico 87102  
21 License Expires: 12/31/2024

22  
23  
24  
25 Job No.: 8955N (CC)

1 COMMISSIONER GIPSON: Yes.  
2 VICE CHAIR BURT: Commissioner Manis.  
3 COMMISSIONER MANIS: Yes.  
4 VICE CHAIR BURT: Commissioner Ingham.  
5 COMMISSIONER INGHAM: Very proud to say  
6 "Absolutely."

7 VICE CHAIR BURT: And Vice Chair Burt,  
8 absolutely.

9 So that is approved, nine-zero.  
10 Congratulations.

11 THE CHAIR: Congratulations.  
12 (Applause.)

13 THE CHAIR: We look forward to working  
14 with you all as you transition, especially. I know  
15 the CSD team will be working with you all during  
16 that time, especially around the transition year  
17 checklist that you'll be receiving, or you have  
18 received already. And best wishes on your travel  
19 home.

20 Commissioners and public, we will be  
21 recessing until tomorrow at 9:00 a.m. Enjoy that  
22 extra hour in the morning.

23 (Proceedings adjourned at 4:24 p.m.)  
24  
25

1 RECEIPT  
2 JOB NUMBER: 8955N CC Date: 12/14/23  
3 PROCEEDINGS: CHARTER SCHOOL RENEWAL HEARINGSPUBLIC  
4 CASE CAPTION: In re: Charter School Renewals

5 \*\*\*\*\*  
6 ATTORNEY: MS. SHARYN PEREA - PED  
7 DOCUMENT: Transcript / Exhibits / Disks / Other \_\_\_\_  
8 DATE DELIVERED: \_\_\_\_\_ DEL'D BY: \_\_\_\_\_  
9 REC'D BY: \_\_\_\_\_ TIME: \_\_\_\_\_  
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1                   BEFORE THE PUBLIC EDUCATION COMMISSION  
2                                   STATE OF NEW MEXICO

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7                   REPORTER'S CERTIFICATE

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9   Court Reporter in the State of New Mexico, do hereby  
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11   transcript of proceedings had before the said  
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13   State of New Mexico, in the matter therein stated.

14           In testimony whereof, I have hereunto set my  
15   hand on December 26, 2023.

16  
17  
18                                   *Cynthia Chapman*

19                                   Cynthia C. Chapman, RMR-CRR  
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SANTA FE OFFICE  
119 East Marcy, Suite 110  
Santa Fe, NM 87501  
(505) 989-4949  
FAX (505) 843-9492

**BEAN**  
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MAIN OFFICE  
201 Third NW, Suite 1630  
Albuquerque, NM 87102  
(505) 843-9494  
FAX (505) 843-9492  
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e-mail: info@litsupport.com

## A

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