

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

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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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4	<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>	5
5	<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>	5

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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. 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. 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. 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. 22 If there's some more questions, I'll be -- 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. 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. 10 And so moving forward to calendar, one 11 thing that we really focus on is traditional 12 stories, what each symbol represents. 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. 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. 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. 3 THE CHAIR: Derrick, can you go ahead and 4 spell your name? 5 MR. DERRICK WHITE: It is D-e-r-r-i-c-k 6 W-h-i-t-e. 7 THE CHAIR: Thank you. 8 DR. MARÍA ARTIAGA: Under the education 9 plan, we're going to be addressing the curriculum, 10 specifically starting with the Xinachtli curriculum. 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. 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. 22 Would you please do the video? 23 Yes. Thank you. 24 (Video played) 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. 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. 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. 15 I'm going to be speaking more about the 16 shared reading. 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. 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. MARÌA 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. LUCÌA 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 & 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>

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1 foundation, the academic foundation they have. But
 2 they have a plus in the bilingual.
 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 --
 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?"
 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.
 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

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1 someone representing the school to come down to our
 2 school and speak with the students and with the
 3 parents.
 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."
 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.
 11 But, unfortunately, that school isn't
 12 taking any more applications because they're full.
 13 I was, like, "Okay, here we go."
 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 --
 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

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1 the district and the others."
 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.
 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.
 17 And I became really excited because of
 18 Ms. Loftus in the eighth grade.
 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

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1 there for math instruction specifically to take
 2 advantage of.
 3 So I want to ask that, but not right now.
 4 Did that. Did that.
 5 Why do you want seven members on your
 6 board instead of five? Boards are challenging
 7 enough with five.
 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.
 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.
 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 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.</p> <p>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.</p> <p>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>

<p style="text-align: right;">90</p> <p>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</p>	<p style="text-align: right;">92</p> <p>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</p>
<p style="text-align: right;">91</p> <p>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,</p>	<p style="text-align: right;">93</p> <p>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>

<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>

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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

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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

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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.

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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.

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	<p>1 Commission approve the renewal application for</p> <p>2 Raíces del Saber Xinachtli Community School for a</p> <p>3 five-year term, 2024 to 2029, without conditions.</p> <p>4 COMMISSIONER CARRILLO: Second.</p> <p>5 THE CHAIR: We have a second on our</p> <p>6 motion.</p> <p>7 We're in discussion.</p> <p>8 Any discussion about this motion?</p> <p>9 (No response.)</p> <p>10 Seeing no hands, Vice Chair, can we do a</p> <p>11 roll-call vote, please?</p> <p>12 COMMISSIONER BURT: Commissioner Carrillo.</p> <p>13 COMMISSIONER CARRILLO: Yes.</p> <p>14 COMMISSIONER BURT: Commissioner Manis.</p> <p>15 COMMISSIONER MANIS: Yes.</p> <p>16 COMMISSIONER BURT: Commissioner Beck.</p> <p>17 COMMISSIONER BECK: Yes.</p> <p>18 COMMISSIONER BURT: Vice Chair Burt, yes.</p> <p>19 Commissioner Ingham.</p> <p>20 COMMISSIONER INGHAM: Absolutely, yes.</p> <p>21 COMMISSIONER BURT: Commissioner Gipson.</p> <p>22 COMMISSIONER GIPSON: Yes.</p> <p>23 COMMISSIONER BURT: Commissioner Taylor</p> <p>24 (No response.)</p> <p>25 COMMISSIONER BURT: He's not present at</p>
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>1 the time.</p> <p>2 Chair Brauer.</p> <p>3 THE CHAIR: Yes.</p> <p>4 COMMISSIONER BURT: And Commissioner</p> <p>5 Clahchischilliage.</p> <p>6 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>7 COMMISSIONER BURT: All right. That</p> <p>8 passes eight-zero, unanimously. Congratulations.</p> <p>9 (Applause.)</p> <p>10 THE CHAIR: Safe travels home, for sure.</p> <p>11 We're going to take -- if it's okay with</p> <p>12 our next school, we're going to take a ten-minute</p> <p>13 break.</p> <p>14 Thank you so much for bearing with us in</p> <p>15 the galley (verbatim) back there. As one school</p> <p>16 moves out, you all can come up and grab some -- and</p> <p>17 maybe connect with Missy, once Missy takes a break,</p> <p>18 to get any stuff set up in your multimedia as well.</p> <p>19 (Recess taken, 10:29 a.m. to 10:43 a.m.)</p> <p>20 THE CHAIR: All right. It is 10:43.</p> <p>21 We're going to go ahead and jump back in.</p> <p>22 H. SOUTHWEST SECONDARY LEARNING CENTER</p> <p>23 Our next school is Southwest Secondary</p> <p>24 Learning Center.</p> <p>25 Thank you for bearing with my glitch in my</p>

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

194	<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>	196	<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>
195	<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>	197	<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,

<p style="text-align: right;">218</p> <p>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</p>	<p style="text-align: right;">220</p> <p>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</p>
<p style="text-align: right;">219</p> <p>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</p>	<p style="text-align: right;">221</p> <p>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.</p>

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.</p> <p>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?</p> <p>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>

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1 lunch each day on campus, as well, free to all
 2 students.
 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.
 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.
 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.
 20 MR. NATHAN EVERETT: All right. If we
 21 could go one more slide, please? Thank you.
 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

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1 accordingly.
 2 SEL is not a stand-alone curriculum, but
 3 it is fully integrated into our school every day.
 4 This is a video from our -- one of our
 5 school social workers.
 6 (video played.)
 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.)
 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."
 16 But it didn't feel right to share
 17 something that personal in a public space. So we
 18 timed it out.
 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

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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.
 5 THE CHAIR: Ms. Arness, I wanted to -- I
 6 didn't know if you were keeping time.
 7 Okay. How much more time do we have?
 8 MS. MISSY BROWN: We're at six minutes and
 9 49 seconds. I paused it for this.
 10 MS. TANI ARNESS: All right. We should be
 11 able to finish in time. Thank you.
 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.
 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.
 21 If you could go ahead and play the video.
 22 (video played.)
 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

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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.
 6 We talk about the need to do better in
 7 supporting academic outcomes, and we are committed
 8 to raising student academic outcomes.
 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.
 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.
 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 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 --</p> <p>2 it'll be etched in my mind forever. Whether you</p> <p>3 like him or not, what George W. said around the --</p> <p>4 will you repeat the phrase? Around low</p> <p>5 expectations?</p> <p>6 THE CHAIR: "The soft bigotry of low</p> <p>7 expectations."</p> <p>8 COMMISSIONER CARRILLO: It's so relevant</p> <p>9 and so true. I'm going to -- yeah. So thank you</p> <p>10 for that.</p> <p>11 But I have to come back -- I come back to</p> <p>12 student outcomes.</p> <p>13 And my note that I return to here, with a</p> <p>14 bunch of explanations -- and this has been a really</p> <p>15 tough week, the toughest week in three and a half</p> <p>16 years for me. Three years.</p> <p>17 And I wrote, "Student outcomes. Do they</p> <p>18 even matter anymore?"</p> <p>19 That's what I wrote. That was my note to</p> <p>20 myself. And it really -- it makes me depressed to</p> <p>21 have written that.</p> <p>22 And the other thing that I wrote -- and</p> <p>23 this was from actually a school earlier in the</p> <p>24 week -- and I even talked about this with</p> <p>25 Commissioner Beck on our break.</p>	<p style="text-align: right;">296</p> <p>1 Was that funny? I'm sorry. Was that</p> <p>2 funny? Was that funny?</p> <p>3 So go on.</p> <p>4 MS. TANI ARNESS: Our school is focused on</p> <p>5 improving every single year in what we do. And we</p> <p>6 work with students very closely. And we make</p> <p>7 individual plans of growth for each student. And we</p> <p>8 have a strong foundation in place to be able to meet</p> <p>9 needs so that students can turn things around and</p> <p>10 start to grow.</p> <p>11 And that's where our focus is. Our focus</p> <p>12 is on continuing to serve students in the best way</p> <p>13 that we possibly can and to continue to improve in</p> <p>14 our methods and strategies in doing that.</p> <p>15 COMMISSIONER CARRILLO: Okay. And I</p> <p>16 respect that very much. And then part of me says,</p> <p>17 "Oh, so indefinitely." You know, the other part</p> <p>18 that kind of answers that in my brain. But I -- and</p> <p>19 I want you to know that I don't take anything</p> <p>20 lightly, and I listen to everything that you've said</p> <p>21 and all of the answers from all of the</p> <p>22 Commissioners.</p> <p>23 And so I'll take that as a no to the three</p> <p>24 years with conditions.</p> <p>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</p> <p>2 from what I'm doing, I should open a charter school,</p> <p>3 because then I'll have a job for life."</p> <p>4 And the reason I said that is because in</p> <p>5 my experience -- and none of us has the experience,</p> <p>6 of course, that Chairman Gipson has -- I mean,</p> <p>7 Commissioner Gipson has. But it seems like near</p> <p>8 impossible to non-renew a charter and -- because</p> <p>9 they're just going to go to the Secretary, and if</p> <p>10 they don't like the decision, they're just going to</p> <p>11 court.</p> <p>12 And I see Mr. Hill here. And -- because</p> <p>13 that's just what charters do. They don't like the</p> <p>14 decision. Even if it's right, go to court, because</p> <p>15 you'll win, on a technicality, even, sometimes.</p> <p>16 And the -- so the question that I would</p> <p>17 ask, is there a situation under which you would</p> <p>18 accept a three-year contract with conditions? I</p> <p>19 know that Mr. Hill is thinking, "No way. You are</p> <p>20 nuts."</p> <p>21 But I've got to ask the question. Is</p> <p>22 there -- are there -- is there -- would you accept a</p> <p>23 three-year? Because I think that's -- for me,</p> <p>24 that's plenty of time. I want to start to see a lot</p> <p>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</p> <p>2 every football game, it was like being in a car</p> <p>3 crash. On Monday after every Sunday, it was like</p> <p>4 being in a car crash. That's how I feel after these</p> <p>5 three days so far.</p> <p>6 I'm not going to vote to renew. I just</p> <p>7 can't at this time.</p> <p>8 And I hope -- hope is not a strategy. I</p> <p>9 want more than anything during these annual reports</p> <p>10 to see progress. I want the two kids to go to</p> <p>11 college, to be an attorney, to do whatever, to own a</p> <p>12 garage and fix cars, the best cars they can ever</p> <p>13 fix, whatever it is.</p> <p>14 But for me, today, at this moment in time,</p> <p>15 I can't support a five-year contract. And just</p> <p>16 thank you, anyone that's -- with the dedication to</p> <p>17 do what you do.</p> <p>18 And I say "for kids," but meaning also for</p> <p>19 those kids between 18 and 22, I'm just so grateful</p> <p>20 for all of us in the work we do for young people in</p> <p>21 New Mexico.</p> <p>22 MS. TANI ARNESS: Thank you.</p> <p>23 THE CHAIR: Thank you. I would like to</p> <p>24 take -- before we make a motion -- and if it's</p> <p>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.</p> <p>2 And you're going to have to just institute</p> <p>3 that and just keep reminding them, "Look, this -- if</p> <p>4 not this, then this."</p> <p>5 And, I mean, that has to be in their mind</p> <p>6 constantly. You have to brand it into their</p> <p>7 thinking, because their cognitions have to change to</p> <p>8 impact a change in their behavior. And that's what</p> <p>9 I'm looking at.</p> <p>10 So I just want to explain my vote to you.</p> <p>11 And I've been sitting here listening, just grappling</p> <p>12 with all of this and trying to figure out which way</p> <p>13 I was going to go. Because I can see both sides.</p> <p>14 They're very clear, the two sides.</p> <p>15 So I am going to go with five years. But</p> <p>16 I'm going to rely on you all to build in that</p> <p>17 structure. Because we've had other schools who have</p> <p>18 students who are low-functioning, and they've had a</p> <p>19 turnaround in one year.</p> <p>20 Now, a lot of circumstances are different.</p> <p>21 However, get that message out there so that -- so</p> <p>22 that you're protecting your institution so that you</p> <p>23 can help the at-risk.</p> <p>24 So I definitely will be praying for you,</p> <p>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</p> <p>2 report annually on the success of the hybrid</p> <p>3 education model, how it relates to student academic</p> <p>4 success at the school and actions taken based on the</p> <p>5 data.</p> <p>6 The specific immediate actions needed on</p> <p>7 Items 2-A through D above will be outlined in the</p> <p>8 school's negotiated performance framework. The</p> <p>9 first annual report will confirm completion of each</p> <p>10 item, or, if the concern is not corrected, will</p> <p>11 identify the uncorrected, unsatisfactory performance</p> <p>12 on each item that will be subject to further Public</p> <p>13 Education Commission action.</p> <p>14 COMMISSIONER BURT: Second.</p> <p>15 THE CHAIR: We have a second. So now</p> <p>16 we're in discussion of the -- of the motion.</p> <p>17 COMMISSIONER BECK: A quick little</p> <p>18 grammatical error. "Successful." Not</p> <p>19 "successfully."</p> <p>20 THE CHAIR: I accept that. If that's a</p> <p>21 friendly amendment, we can make that --</p> <p>22 COMMISSIONER BECK: That's a friendly.</p> <p>23 THE CHAIR: Great. Thank you for that,</p> <p>24 both Commissioners.</p> <p>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.</p> <p>2 MS. TANI ARNESS: Thank you, Commissioner</p> <p>3 Clahchischilliage.</p> <p>4 THE CHAIR: Thank you, Commissioner.</p> <p>5 You ready for a motion?</p> <p>6 I move that the Public Education</p> <p>7 Commission approve the application for Cesar Chavez</p> <p>8 Community School for a five-year term, from 2024 to</p> <p>9 2029, with the following conditions:</p> <p>10 1. To improve individual student academic</p> <p>11 growth, beginning with specific immediate action to</p> <p>12 correct student academic growth that is presently</p> <p>13 below State standards, and report data from the</p> <p>14 school's assessment back to the PEC by the June PEC</p> <p>15 meeting each year.</p> <p>16 2. That the school's record of</p> <p>17 performance demonstrates, A, continuous student</p> <p>18 academic growth; B, student graduation rate growth</p> <p>19 beginning with specific immediate action to increase</p> <p>20 student graduation rates that are presently below</p> <p>21 State standards; C, that the needs of special</p> <p>22 education students are being adequately addressed</p> <p>23 through the successfully (verbatim) completion of</p> <p>24 the Public Education Department's special education</p> <p>25 Corrective Action Plan in accordance with PED</p>	<p style="text-align: right;">305</p> <p>1 accept -- did you call me?</p> <p>2 THE CHAIR: Yes.</p> <p>3 COMMISSIONER CARRILLO: So would you</p> <p>4 accept a friendly amendment to make that a</p> <p>5 three-year term instead of a five?</p> <p>6 THE CHAIR: Commissioner Carrillo, I</p> <p>7 appreciate your suggestion and friendly amendment.</p> <p>8 But, no, I would not accept that.</p> <p>9 Commissioner Burt.</p> <p>10 COMMISSIONER BURT: Thanks. So I'll be</p> <p>11 supporting this. And I think generally, the way I</p> <p>12 would like to see conditions work are just part of</p> <p>13 the annual report -- right? -- that they're pieces</p> <p>14 that we really want to focus on and see highlighted</p> <p>15 as part of your annual report, and that way we can</p> <p>16 really -- you have that additional monitoring</p> <p>17 oversight.</p> <p>18 But I asked for the first one to be pulled</p> <p>19 out separately. And it is the individual student</p> <p>20 academic growth. I think there's ways in which we</p> <p>21 can look at how exactly that looks. You know, I</p> <p>22 don't think it has to be from the State assessment;</p> <p>23 it shouldn't be. And I think it can be done in a</p> <p>24 different way.</p> <p>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
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2 STATE OF NEW MEXICO

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