

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS  
CHARTER SCHOOL RENEWAL HEARINGS

December 14, 2023

8:00 a.m.

Mabry Hall, Jerry Apodaca Education Building

300 Don Gaspar

Santa Fe, New Mexico

AND

Via Zoom Webinar

J. School of Dreams Academy

K. Albuquerque Aviation Academy

L. Dream Diné Charter School

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1 APPEARANCES

2 COMMISSIONERS:

3 ALAN BRAUER, Chair

4 REBEKKA BURT, Vice Chair

5 TIMOTHY BECK, Member

6 STEVEN J. CARRILLO, Member

7 SHARON CLAHCHISCHILLIAGE, Member

8 PATRICIA GIPSON, Member

9 STEWART INGHAM, Member

10 K.T. MANIS, Member

11 MICHAEL TAYLOR, Member

12

13 PED STAFF:

14 CORINA CHAVEZ Director

15 Charter School/Options for

16 Parents and Families Division

17 DR. BRIGETTE RUSSELL, Deputy Director

18 Charter School/Options for

19 Parents and Families Division

20 LUCY VALENZUELA, Technical Assistance and

21 Training Specialist

22 Charter School/Options for Parents

23 and Families Division

24 MISSY BROWN Technical Assistance and Support and

25 Training Administrator

Charter School/Options for

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1 THE CHAIR: Well, good morning, everyone.

2 I'm going to go ahead and call our meeting back to

3 order from our recess from yesterday.

4 Congratulations. We're on our last day of

5 renewals, and then we just have our regular meeting

6 on Friday.

7 Before we jump in, let's do a quick -- a

8 quick roll call.

9 All right. I'm going to go ahead and do

10 the roll call.

11 Do you want to do it? Okay. Go ahead.

12 No, that's okay. I didn't want to interrupt you.

13 VICE CHAIR BURT: Chair Brauer.

14 THE CHAIR: Present.

15 VICE CHAIR BURT: Vice Chair Burt is here.

16 Secretary Armijo, not present.

17 Commissioner Beck.

18 COMMISSIONER BECK: Here.

19 VICE CHAIR BURT: Commissioner

20 Clahchischilliage.

21 COMMISSIONER CLAHCHISCHILLIAGE: Here.

22 VICE CHAIR BURT: Commissioner Ingham.

23 COMMISSIONER INGHAM: Here.

24 VICE CHAIR BURT: Commissioner Gipson.

25 COMMISSIONER GIPSON: Here.

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ATTACHMENT: 1. List of Attendees

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1 VICE CHAIR BURT: Commissioner Taylor.

2 COMMISSIONER TAYLOR: Here.

3 VICE CHAIR BURT: Commissioner Manis.

4 COMMISSIONER MANIS: Here.

5 VICE CHAIR BURT: Commissioner Carrillo.

6 COMMISSIONER CARRILLO: Here.

7 VICE CHAIR BURT: We have a quorum of

8 nine, and all here.

9 THE CHAIR: Great. Thank you.

10 Thank you, Vice Chair.

11 And thank you, all, for coming up,

12 especially those of you from the south that came up

13 early this week, and also the ones that came up last

14 night.

15 All right.

16 Welcome, School of Dreams. I'm going to

17 share the quick agenda that you're probably very

18 familiar with, and then we'll jump right in.

19 So the first item on our agenda will be

20 the Public Education Department's evaluation. And

21 then you'll have a chance for 30 minutes to do your

22 school comments and presentations. I think --

23 Missy, do you already have the presentation?

24 MS. MISSY BROWN: The school is going to

25 be sharing their presentation.

6

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

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

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

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

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

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

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

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

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



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

1 most do. The foundation helped fund the move from  
2 the Riverfront property where we were, to the  
3 current property right next to the Rail Runner.

4 And all of that had a lot of the  
5 infrastructure to do, the Internet and all that  
6 stuff, as well as moving the portables in to get us  
7 started. We needed to do that because we needed to  
8 build capacity to be able to actually build on that.

9 That's what we've done for the last  
10 several years. We've gone from 360 students when we  
11 moved out to now almost 600. That has helped us  
12 build capacity, and it looks good for the finance  
13 people that are actually helping us.

14 The work that we're doing -- and  
15 Mr. Martinez can help answer that if we need to --  
16 is significant in terms of what we're doing to move  
17 forward to try to build a building, meet the match  
18 with the PSCOC, and realize something that our  
19 community and our families and kids desperately  
20 need. We need a new facility.

21 If you've walked through our campus, we do  
22 a lot of things programmatically. The campus itself  
23 is old. It's old. We spend a lot of time replacing  
24 heating and cooling.

25 Other interests that you had: You wanted

1 to see what we're doing in terms of moving forward.

2 We're going to -- we're going to continue  
3 with our STEAM model. We're going to continue with  
4 our early college program, building on our CTE  
5 program. All the things that we're doing well,  
6 we're going to continue those kinds of things.

7 One thing that we're going to ask during  
8 the new contract is to see -- since we did so much  
9 work for the State in terms of either hybrid,  
10 virtual types of education, we'd like to see if it's  
11 possible for us to become a regional virtual hybrid  
12 option for those families who may need something  
13 like that.

14 And we do the -- the CTE programs and the  
15 early college things and the other things that we  
16 offer, I think we would be a good fit for many --  
17 for many families, especially within the -- the  
18 metro area from Socorro County to Bernalillo County  
19 to Sandoval, where students could still come in for  
20 meetings and could still come in for testing. They  
21 could still come in for any specialized services  
22 they might need, whether it's ELL or IEP. And we  
23 feel we not only have the expertise to do it; we  
24 could do it very well for you, actually.

25 Our grant funding. We did submit a

1 detailed listing of all the grants we've had over  
2 the last five years and how we've utilized the  
3 funds, if there's any specific questions you have in  
4 that.

5 We utilized the funds very close to what  
6 the grants say. We try not to put too many  
7 recurring expenditures, knowing if the grants leave  
8 us, then -- you know.

9 We don't receive Small School Size  
10 Adjustment; we haven't since 2016. And we were very  
11 cognizant when we got the extra monies to try not to  
12 put recurring dollars into those. You know, we use  
13 them for things like air filtration and heating and  
14 cooling and, you know, that kind of stuff.

15 We are aware, like I've said before, of  
16 the discrepancy between the graduation rates and the  
17 proficiency rates, and we're working very hard to  
18 try to find out what the root causes are for that.  
19 And there's many, from coming off the pandemic,  
20 where we were told at one point, "You just pass  
21 everybody," to now, we're back moving towards  
22 high-stakes testing. And I think we need to be.

23 But there's some transition in there, and  
24 we're working with that with the families and the  
25 kids and trying to do that.

1 Our foundation board members, in -- when  
2 we first started, consisted of school employees.  
3 Three of the four board members right now are not  
4 school employees. I have been a part of the  
5 foundation to try to help it get started. I've  
6 since asked the foundation, and they did remove me  
7 officially. So there's no conflict of interest.

8 None of our foundation board members have  
9 ever been paid or compensated for anything. It's  
10 basically been to -- to raise money for the school  
11 to help the school get the building and that kind of  
12 thing.

13 With respect to the building, we have  
14 positioned ourselves very well to -- to do that.  
15 We, now, the PSFA has ranked us number one in terms  
16 of in need of a facility. The nice thing about our  
17 position is we already have the pre-K award. And we  
18 were told one time we had to rescind that.

19 Our most recent meeting is we're going to  
20 be able to move that over to a conversion type of  
21 application and allow us to ask for the entire  
22 school, including the pre-K.

23 And we're going to do that right after the  
24 session. And we've been working with Mr. Martinez  
25 behind me, Mr. Davis, and some funders to make sure

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1 that we have the match money available to be able to  
 2 make that happen.  
 3 That's it in a nutshell. Our current  
 4 campus is on the upper left. The future is a  
 5 rendition of what we plan on the entire 20-acre  
 6 site.  
 7 It's aggressive. It's going to be  
 8 wonderful. And, basically, you know, we have it to  
 9 where we can stage it if we need to, or we can build  
 10 the whole thing if we're allowed to.  
 11 We have tremendous partners throughout the  
 12 county and throughout the state. And they are just  
 13 great with us. And we have good support from the  
 14 community, as you might have seen in some of the  
 15 support letters that you received.  
 16 So that, Mr. Chair, concludes my  
 17 presentation. And I stand for any questions.  
 18 THE CHAIR: Thank you, Mr. Ogas, in  
 19 exactly 30 minutes, almost to the second. So  
 20 congratulations.  
 21 Now, we'll move into Public Comments.  
 22 Ms. Brown, we'll start with anyone online.  
 23 MS. MISSY BROWN: Again, if there's  
 24 anybody online that would like to make public  
 25 comment -- there we go. We have Mr. William Davis.

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1 THE CHAIR: Mr. Davis, if you don't mind  
 2 just stating your name and then spelling your name,  
 3 and then you can proceed with your comments.  
 4 FROM THE PUBLIC: Yes, good morning. My  
 5 name is William Davis. I'm a retired architect here  
 6 in Albuquerque. I apologize for not being there in  
 7 person this morning. My wife is ill, and I had to  
 8 take her in to the doctor. But I'm attending the  
 9 meeting remotely, so I appreciate you allowing me  
 10 the opportunity to speak.  
 11 I've been working with and on behalf of  
 12 the School of Dreams since the occupancy of its  
 13 first physical building. And I have been working  
 14 very closely with them since before COVID to ensure  
 15 that they had in place everything they needed to  
 16 have to be able to realize new facilities for the  
 17 school as soon as possible.  
 18 I firmly believe we're in the best  
 19 position that we've ever been in in regards to new  
 20 facility design and construction since the school  
 21 started, and I look forward to working with the  
 22 school wholeheartedly in realizing this large  
 23 ambition this coming year.  
 24 I can honestly tell you that I don't know  
 25 of any harder-working administration and staff than

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1 the people that I know at the School of Dreams  
 2 Academy in Los Lunas.  
 3 I've worked with a number of charter  
 4 schools, both in New Mexico and out of the state  
 5 over the last 20 years to realize facilities. And I  
 6 have to say that the School of Dreams is the  
 7 hardest-working group of people that I've had the  
 8 fortune of working with to realize new facility for  
 9 the students.  
 10 I've spent the majority of my career  
 11 working with educational institutions on new  
 12 facilities around the world. I spent ten years  
 13 overseas developing new facilities in third-world  
 14 countries. And I can tell you that new facilities  
 15 have a major impact on the way that students attain  
 16 graduation, the way they approach their educational  
 17 responsibilities. New school facilities and decent  
 18 school facilities have a huge impact on the outcome  
 19 of the school.  
 20 And I fully believe that, in the near  
 21 future, when we have a chance to convert our  
 22 application with the PSCOC, that they will look upon  
 23 the school most favorably in the granting of new  
 24 school construction.  
 25 We've also involved other entities to

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1 assist us with various elements of the new school  
 2 construction. And I look forward to working with  
 3 the school for many years to make sure that this is  
 4 a reality and that the students have a great place  
 5 to learn. And I appreciate you allowing me the  
 6 opportunity to speak this morning.  
 7 THE CHAIR: Thank you, Mr. Davis. And I  
 8 wish your family wellness and health, for sure.  
 9 FROM THE PUBLIC: Thank you very much.  
 10 THE CHAIR: Anyone else online?  
 11 Is there anyone else online that would  
 12 like to speak? Please feel free to raise your  
 13 digital hand, if you'd like.  
 14 All right. Thank you.  
 15 Then anyone in the room who would like to  
 16 speak?  
 17 MS. MISSY BROWN: Yes. We have two in the  
 18 room that signed up. There might be people who  
 19 didn't get a chance to sign up.  
 20 Mr. Kim Johnson.  
 21 THE CHAIR: Mr. Johnson, if you could come  
 22 up to the microphone, please. And you can use  
 23 either one. And if you don't mind just starting  
 24 with spelling your name as well. Thank you.  
 25 FROM THE FLOOR: All right. Mr. Chairman

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

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

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

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

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1 But I noticed -- I love dual credit. I  
 2 think it's great, and it gives kids the confidence  
 3 that they can really be a college student. So I  
 4 think it's wonderful.  
 5 I notice that your enrollment in it dipped  
 6 a little bit over the last year. Is there any  
 7 reason?  
 8 MR. MICHAEL OGAS: Chair Brauer,  
 9 Commissioner Beck. We noticed that, too. So we  
 10 have -- we're going to be bringing back a course  
 11 that we teach to all the ninth graders. Basically,  
 12 it's an introductory kind of basic-level dual-credit  
 13 class.  
 14 We do it on campus. That's going to be  
 15 coming back, hopefully in the spring, but for sure  
 16 in the fall.  
 17 We noticed a dip in our enrollment. We  
 18 also noticed that -- you know, we don't -- as an  
 19 early college high school-designated, most early  
 20 college high schools mandate that all of their kids,  
 21 you know, go -- that's why they're there; right?  
 22 For us it's more of a program. Like CTE  
 23 is going to be a program. We're counseling those.  
 24 We've also had some turnover in our early  
 25 college liaison. We have -- our newest person is

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1 there entering her second year. And I think she's  
 2 going to do just fine. So we're going to see some  
 3 increase in that.  
 4 So we're talking about ways to get the  
 5 word out at the younger levels to their parents so  
 6 that they can seize the opportunities that they  
 7 have. But you're very observant. Yes, sir.  
 8 COMMISSIONER BECK: I'm going to be  
 9 watching that little piece of data. I'm here for  
 10 another three years, so I'll be watching that little  
 11 piece of data from you. I'll make sure we see that.  
 12 Okay. Again, being a teacher, a little  
 13 passion of mine that I discussed yesterday with one  
 14 of the fellow Commissioners. And out of left field,  
 15 what is your -- do you have a cell phone policy for  
 16 the students?  
 17 MR. MICHAEL OGAS: Chair Brauer,  
 18 Commissioner Beck, yes, we do. And it is one of the  
 19 most challenging things to work through. I'm not  
 20 going to lie. In fact, we have conversations daily  
 21 about it.  
 22 You know, there was one time -- I mean, we  
 23 have a no-cell-phone policy. That's in our  
 24 policy -- to implement it and to pull it off is a  
 25 little bit more challenging, because we'll have

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1 parents say, "I need to get ahold of my child." And  
 2 we say, "We have telephones in every classroom," but  
 3 we haven't gotten back to that.  
 4 It is a challenge. It -- I think we do  
 5 better than most, but it's still a challenge. We  
 6 spend probably more time than I'd like to on it, but  
 7 we do spend time on it.  
 8 COMMISSIONER BECK: In my last three  
 9 years, of course, before the pandemic, I had a shoe  
 10 thing with 30 shoes and -- 35 shoes. And when they  
 11 came in, they had to put the cell phone in the shoe  
 12 thing. Unless they told me they had an emergency  
 13 call waiting for them, and I let them do it. That,  
 14 of course, was a classroom rule, not a school-wide  
 15 or a district-wide rule. I think it really  
 16 negatively impacts the kids' learning.  
 17 MR. MICHAEL OGAS: I agree.  
 18 COMMISSIONER BECK: I just feel it. Okay.  
 19 Thank you very much for the discussion.  
 20 THE CHAIR: Commissioner Gipson.  
 21 COMMISSIONER GIPSON: Good morning and  
 22 thanks once again. And I'm -- thank you for  
 23 responding to our -- our concerns in a fashion that  
 24 we knew you were specifically identifying that. I  
 25 think some of our other schools may have, but it

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1 was, like, embedded in other things, and we didn't  
 2 quite get that they were responding to what we asked  
 3 for.  
 4 So I have a que- -- my early questions are  
 5 going to be on the facility, because I know it's  
 6 been a challenge and an ongoing long-term project.  
 7 But when I was looking through the master  
 8 plan -- and, you know, it's 232 pages -- and I found  
 9 something, and now I can't find it again, of course.  
 10 But the HB-33 money that you're looking at, I think  
 11 the total amount was \$900-and-some-odd thousand, the  
 12 expectation for helping you build technology and so  
 13 on.  
 14 But then there was a piece in that master  
 15 plan that was adding some adequacy standards. There  
 16 was a list of where the facility stood in terms of  
 17 adequacy standards. And it identified that the -- I  
 18 think the cafeteria was below standard, and a number  
 19 of other areas were below standard. And also there  
 20 was a technology piece that it said that it was  
 21 below standard.  
 22 And I know you've invested a lot of money  
 23 into the technology. So if you have any clue of  
 24 what I'm talking about, could you -- could you  
 25 address that? Because it just seems like there's a



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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1 I will be looking into that and hopefully coming up  
 2 with a written answer that we can send to you to  
 3 help better answer that question.  
 4 COMMISSIONER GIPSON: Thanks. So have  
 5 you -- have you used all that HB-33 money?  
 6 MR. MICHAEL OGAS: Chair Brauer,  
 7 Commissioner Gipson, no, we have not used all of  
 8 that money. Part of that is being held so that we  
 9 can show capacity for the lenders that we're working  
 10 on in terms of getting the private money for the  
 11 match. So, I mean there's that and the Senate bill,  
 12 the SB-9 monies, kind of fall into assisting with  
 13 facilities and that kind of thing.  
 14 So we're -- we use it when we have  
 15 something break down at this point. But other than  
 16 that, it's there waiting as part of what we're  
 17 pledging to -- to the lender.  
 18 COMMISSIONER GIPSON: So on that note,  
 19 there was a substantial audit finding with the  
 20 foundation in terms of debt of the foundation. So  
 21 going forth, if you're -- if the foundation is  
 22 looking -- I'm wondering how that debt was accrued,  
 23 number one, and how that's being addressed.  
 24 And, secondly, if you're looking at moving  
 25 forward, my presumption is that the foundation is

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1 going to have to take on even more debt to help get  
 2 your match. So can you speak to that a little bit?  
 3 MR. MICHAEL OGAS: Yes, I will,  
 4 Commissioners, Chairman Brauer, Commissioner Gipson.  
 5 And, Rick, if you want to come up, you might be able  
 6 to help me a little bit.  
 7 But you're correct. The debt was incurred  
 8 through the foundation based upon the money  
 9 necessary to actually get onto the 20 acres and to  
 10 do the needed infrastructure, as well as get the  
 11 portables moved in and get them up to adequacy  
 12 standards in 2016.  
 13 So that debt, we've been paying down that  
 14 debt. Basically, sometime around mid-pandemic, we  
 15 entered into -- we were actually approved, a  
 16 lease-purchase agreement, between the school and the  
 17 foundation. The foundation has all the debt, and  
 18 they're paying out based upon that lease-purchase  
 19 agreement.  
 20 We have been working with funders. And  
 21 the one particular funder we're working with now is  
 22 very cognizant of the debt. And the notion is to  
 23 consolidate all of the debt into one area as well as  
 24 maximize whatever debt service capabilities the  
 25 school may qualify for, which should be past what

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1 the debt is, and -- you know. And then that would  
 2 be the best that we could do with the match when we  
 3 go in front of the Capital Outlay Commission.  
 4 But, Rick, do you want to --  
 5 COMMISSIONER GIPSON: Well, can I just ask  
 6 on that? How much -- or is there any monies in  
 7 addition that the school has to add for their lease  
 8 payments, above and beyond what your award is every  
 9 year, for your lease, if you're paying out -- if  
 10 you're also paying off that debt as well?  
 11 What's your annual monies that you have to  
 12 put in above what your award is?  
 13 MR. MICHAEL OGAS: Chairman Brauer,  
 14 Commissioner Gipson, it's around \$300,000. We've  
 15 had that, even when we were in the -- in the -- the  
 16 strip mall, pretty much. Because -- we get lease  
 17 reimbursement monies. Our most recent award this  
 18 last week is about \$460,000. But we've always known  
 19 that somehow we're going to have to come up with  
 20 about another \$300,000 on top of that.  
 21 So when we approached the lenders, or the  
 22 funders, we tell them what we feel our debt capacity  
 23 is total, and then we start working numbers to see  
 24 if that's a match for them. And so far this group  
 25 that we've been working with for the past eight

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1 months or so is very -- very close to helping us not  
 2 only consolidate the debt, but to create -- we'd  
 3 like to go to the Public -- to the Facilities  
 4 Authority to say, "This is our ask," in terms of  
 5 moving to the standards-based award, and, "This is  
 6 how much we can pledge for -- for the -- for the  
 7 match."  
 8 COMMISSIONER GIPSON: So what -- what --  
 9 does the \$300,000 represent in terms of a percentage  
 10 out of your operational?  
 11 MR. MICHAEL OGAS: Oh, gosh.  
 12 COMMISSIONER GIPSON: I mean, just a  
 13 rough.  
 14 MR. MICHAEL OGAS: About 4 percent, maybe?  
 15 3 percent? Because our total SEG is somewhere in  
 16 the area of -- and the Vigil Group could answer that  
 17 better than me -- about \$7.2 million. Our total  
 18 budget, total, is about \$10 million, right about  
 19 \$10 million.  
 20 COMMISSIONER GIPSON: And one more thing,  
 21 kind of on that. When we're talking about matching,  
 22 I saw there was a -- with your pre-K program, that  
 23 there was a requirement for you to come up with a  
 24 match for facility, because -- and I know that pre-K  
 25 has a lot of very specific requirements for, you

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

1 kids get to college, they won't say yes to every  
2 credit card offer they get. Amazing. Something  
3 seriously wrong with that.

4 And, also, since I'm opining for a moment,  
5 they need to fully understand what it means to take  
6 out a college loan.

7 The \$40,000 now turns into \$60,000 and  
8 \$80,000. I would tell kids all the time when I spoke  
9 at Santa Fe High when I spoke at commencements, and  
10 things, "No debt." Or at community college or  
11 whatever you do, no debt, because then you're just  
12 not free anymore.

13 Anyway, so thank you very much.

14 MR. MICHAEL OGAS: Thank you.

15 THE CHAIR: Thank you, Commissioner  
16 Carrillo. Commissioner Taylor, then Commissioner  
17 Manis.

18 COMMISSIONER TAYLOR: Thank you. Thank  
19 you very much. Really appreciate you all being  
20 here.

21 I want to reiterate -- I just want to  
22 reiterate that -- I want to reiterate that the  
23 presentation you made was very direct and addressed  
24 concerns. And I really appreciate that, you know.  
25 I appreciate your efforts in making that happen.

1 And I'm really -- I'm really impressed  
2 with -- with the number of different avenues and  
3 activities and so on that you offer at the school,  
4 which is each one of those offers learning  
5 opportunities for the kids, you know. And -- and I  
6 think you're excelling in that area.

7 I am very concerned, as some of the others  
8 have expressed, about our academic standing at this  
9 point.

10 I went back to your 2018 renewal and was  
11 reading kind of where you were at that point, to see  
12 if -- what kind of progress had been made since  
13 your -- since your last renewal.

14 Things were different as far as how things  
15 were measured and so forth. Under academic  
16 performance, the Department's standard of  
17 excellence, A-through-F letter grades, the final  
18 rating given by the CSD was Failing to Demonstrate  
19 Substantial Progress.

20 In the summary, it says, "School of Dreams  
21 Academy has earned a D, a C, a B, and a C  
22 consecutive, on the overall school grade during the  
23 current contract term, as well as D's on the  
24 graduation indicator and an F on the quarter one  
25 indicator on the A-through-F school grades report

1 card."

2 And that's how they came to their  
3 summation of Failing to Demonstrate Progress.

4 Today we're looking at proficiency scores  
5 below -- as you know, below the district and the  
6 state. I feel like we're sort of swimming in the  
7 same waters of subpar academics.

8 So what is -- what's the urgency that you  
9 feel towards getting this corrected? I want to hear  
10 the fire in your belly to -- to -- to address the  
11 issue of why we're there in the first place. What's  
12 a school for, you know? What's our academic  
13 performance? So I want to hear that.

14 THE CHAIR: Commissioner Taylor, thank you  
15 for bringing that up. I just want to -- and I know  
16 the spirit of that question. And I just want to  
17 make sure that I say on the record that we're going  
18 to make our decision based on this contract and not  
19 contracts in the past. But it's important, the  
20 shared history.

21 MR. MICHAEL OGAS: Chairman Brauer,  
22 Commissioner Taylor, that is a very good question.  
23 What I can tell you is we had a comment earlier  
24 about some of the staff turnover.

25 I also made decisions on whether or not it

1 was a good fit or not for somebody to be there, and  
2 if they weren't teaching standards, or if they  
3 weren't showing progress, we kind of helped them to  
4 move on, to be honest with you.

5 We -- I am very concerned that those  
6 numbers do not indicate what our school is, because  
7 being there all these years, I know what the school  
8 does.

9 So bringing on people like our new STEM  
10 coordinator, who's very proficient in bringing those  
11 kinds of rubrics and processes to increase academic  
12 proficiency is one thing that we're looking for, to  
13 find someone who understood that, and to bring the  
14 awareness back to the staff and the urgency back to  
15 the staff that it needs to -- it needs to happen.

16 Because I do not want to be in  
17 conversations like this, you know, for prolonged  
18 periods of time, because I know what our school is,  
19 and I know what they're capable of.

20 We have, the last year, been laser-focused  
21 on two things: CTE and proficiency and graduation  
22 rates and attendance. We're starting to see the  
23 fruits of some of those labors. I hope we're going  
24 to see, hopefully by the spring, but for sure by the  
25 fall, you know, in terms of some of those math



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1 scores, going up, and the reading scores.  
 2 I mean, look, I'm fully aware. Even if we  
 3 were the best performing school in the state, our  
 4 state is still the 50th performing school (verbatim)  
 5 in the country. So we've got a lot of work to do,  
 6 and I'm fully aware of that. And I haven't given up  
 7 on it. And I believe that the staff that we have in  
 8 place understands -- understands that urgency now.  
 9 COMMISSIONER TAYLOR: Okay. Thank you.  
 10 Thank for you that.  
 11 Yeah. I guess that's -- I mean, I guess  
 12 that's it. I just -- I'm really, really concerned  
 13 that -- I mean, even -- you know, the growth rates  
 14 indicate a downward trend, you know. And it just  
 15 seems like we've been sort of in this discussion  
 16 before, and I haven't seen the kind of  
 17 improvement -- I sort of get that, you know. We  
 18 have the same administration saying, "Well, we're  
 19 going to change things, we're going to make things  
 20 better."  
 21 Every time they're up for election, "We're  
 22 going to make things better," and yet they've had  
 23 four years, five years to make things better. Why  
 24 are we still here? So --  
 25 MR. MICHAEL OGAS: Your point is well

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1 taken, Commissioner.  
 2 THE CHAIR: Thank you, Commissioner  
 3 Taylor.  
 4 Commissioner Manis. And then I'd like to  
 5 share. Okay.  
 6 COMMISSIONER MANIS: Thank you. And I  
 7 would also like to echo some of the other  
 8 Commissioner comments about your presentation. I  
 9 thought that that was probably the most organized  
 10 and to-the-point presentation that we've had. of  
 11 the renewal hearings. So it's nice to get one like  
 12 that of the four days that we've been going through  
 13 this.  
 14 And it's good to see those things that you  
 15 addressed. I really do appreciate that. First of  
 16 all, that shows to me that you're really thoughtful  
 17 in your responses, and you have been to all of our  
 18 questions.  
 19 I would also like to commend you on the  
 20 breadth of the offerings, like Commissioner Taylor  
 21 had mentioned, the different activities and choices  
 22 that you're offering for students to explore.  
 23 I really liked hearing about your CTE,  
 24 like the plumbing aspect, some of those things. I  
 25 think that's really important, because not everyone

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1 is going to go get their bachelor's degree and be a  
 2 doctor or a lawyer or even a schoolteacher; right?  
 3 There's going to be those that are in the trades.  
 4 And so I really did appreciate that aspect.  
 5 The one comment that I'd like to make in  
 6 regards to that is that while I think that you have  
 7 sufficient breadth at the school, although you seem  
 8 to want to continue adding more things, I think it  
 9 would be wise of you to focus on depth, because it  
 10 seems like depth is where you're lacking.  
 11 You have all of these great things that  
 12 you're doing. But the depth of the core isn't there  
 13 to support that breadth.  
 14 And so I know you had mentioned that you  
 15 know what your school is offering. And I  
 16 congratulate you on winning those different  
 17 achievements.  
 18 But what specifically are you planning to  
 19 do -- and this comes from me -- over the past few  
 20 days we've talked about strategic planning with some  
 21 of the schools -- what specifically have you  
 22 outlined, have you planned for, in regards to  
 23 improving your proficiencies so that it does pan out  
 24 on paper, black and white?  
 25 MR. MICHAEL OGAS: Chairman Brauer,

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1 Commissioner Manis, that's a very good question. I  
 2 thought I had put in a slide -- but I did not -- of  
 3 the way that we were -- are beginning to look at to  
 4 train our staff in terms of looking at grade-level  
 5 standards and then breaking those standards down  
 6 into daily incremental doses of -- of work to meet  
 7 those standards.  
 8 So that's something that we're going to be  
 9 implementing now in the spring, in January. We're  
 10 going to do comprehensive training of staff on the  
 11 2nd, when we come back, on just that.  
 12 We have -- we have the rubrics for math  
 13 and for language arts that we've developed. And  
 14 we're looking at all the standards necessary within  
 15 the grade levels.  
 16 And we have the lessons -- we're actually  
 17 going to be providing the teachers with the actual  
 18 lessons that meet those standards that will then be  
 19 evaluated weekly with team meetings weekly to see  
 20 how they're doing and how did we do as a group? Can  
 21 we move on? Do we need to redo that standard and  
 22 then catch up, kind of thing.  
 23 And that's something we've never done  
 24 before. We've never been quite that purposeful, and  
 25 I believe that's going to make a difference because

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

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

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

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

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1 deal with it."

2 THE CHAIR: Thank you. I just wanted to

3 make sure that was -- I think you mentioned this. I

4 just really appreciate when you shared that you had

5 all -- you're a CEP school. 100 percent of your

6 students receive Free and Reduced Lunch. Some of

7 our other schools are far away from that. And I

8 feel like that's something that I deeply appreciate.

9 I think that is the -- I think that's a

10 great thing that you're doing. you're afire in

11 special education. And these are also not excuses

12 about not meeting the Meets. And I know you -- and

13 you just said that. I just wanted to acknowledge

14 that.

15 With that opportunity comes the

16 responsibility to make sure that our young people

17 that are furthest from opportunity receive the very

18 best, and receive the innovative and unique

19 educational experience that you all are providing.

20 And now we just need to hunker down and make sure

21 that's leading into the -- the academic results.

22 MR. MICHAEL OGAS: I agree.

23 THE CHAIR: And I know you're confident in

24 that. And I just think about how, in five years

25 from now, I want to see the story. I want to see

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1 the story different.

2 MR. MICHAEL OGAS: Me, too. We haven't

3 given up. I personally haven't given up. So we're

4 working on it.

5 THE CHAIR: Thank you. That's all I have.

6 And if it's okay. Commissioner Carrillo

7 or Commissioner Ingham, if -- okay. Go ahead.

8 COMMISSIONER CARRILLO: My Columbo moment.

9 Remember Columbo, at the very end? As he's going

10 out the door, he says "Oh, yeah."

11 Okay. So a couple of things. One, it

12 looks like -- I went to your website, and I was

13 really glad there were things I couldn't get into

14 unless I was admitted, unless my child was admitted.

15 And it looks like you're really conforming

16 to the lottery process that we have intended

17 everybody to conform to that some schools don't.

18 And thanks for that.

19 MR. MICHAEL OGAS: We worked hard on that.

20 Honestly, I mean, it was -- we did it purposefully.

21 COMMISSIONER GIPSON: It takes that

22 concerted effort --

23 THE CHAIR: Wait a second. I just heard

24 the recording stopped.

25 COMMISSIONER CARRILLO: Yeah. I'm not

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1 going to talk unless there's a recording. I'm just

2 kidding, Bekka. Excuse me. Funny. So thank you

3 for that.

4 So the group knows that lately, when a

5 school has a performance -- academic performance of

6 this nature, I always bring up the idea -- stay in

7 your chair -- of a three-year, because I'm not going

8 to request it here. But it's just a thing that I --

9 I want to see results sooner, because my philosophy

10 is kids don't have time, okay?

11 We have time. They don't. I mean, the

12 kids right now that are 12, 13, and 14, they don't

13 have time for all these things to happen. All of a

14 sudden they're 18 and 19 and not doing as well as

15 they hoped they would.

16 So I'm not even going to suggest that.

17 But just know that that's my thinking.

18 Just as an aside, because you were talking

19 about CTE, I have, in Santa Fe, a number of clients

20 are veterinary services. And one of the things I

21 learned -- I don't know if you guys know this --

22 that you can do entry-level positions at a -- like,

23 somebody that's interested in maybe even becoming a

24 DVM someday, they can work in a vet's office and

25 really be involved in procedure with very little

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1 certification. It's just incredible.

2 MR. MICHAEL OGAS: Mrs. Watling's classes

3 can go to two separate vets regularly.

4 COMMISSIONER CARRILLO: Great. Such a

5 great future for kids to be able to do. Anyway,

6 that was an aside. I'm good. No more Columbo

7 moments.

8 THE CHAIR: Commissioner Carrillo, I

9 apologize. Did you finish up?

10 COMMISSIONER CARRILLO: Yeah. No more

11 Columbo. I'm done.

12 THE CHAIR: Commissioner Ingham.

13 COMMISSIONER INGHAM: I would like to make

14 a proposal.

15 THE CHAIR: Speak into that microphone as

16 well as you can.

17 COMMISSIONER INGHAM: The motion, okay.

18 And I'm very pleased to do this.

19 We would move that the Public Education

20 Commission approve the application for the School of

21 Dreams Academy for a five-year term, 2024 through

22 2029, with the following conditions:

23 That the school -- 1. That the school

24 improve individual student academic growth beginning

25 with specific immediate action to correct student

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

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



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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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1 skills when it came to phonics.  
 2 So we implemented a Heggerty this year,  
 3 and -- because that was what was missing. We were  
 4 trying to do as much as we can. But we figured,  
 5 through all of our teachers attending LETRS, being a  
 6 part of LETRS, myself as like a literacy coach in  
 7 connection with the PED, we have really worked on  
 8 going back and re-teaching those skills to all of  
 9 our students, because there is that gap.  
 10 I think that that's the part that we're  
 11 really noticing that students struggled with.  
 12 And so with the -- with the attendance,  
 13 our attendance has, currently, from the time that it  
 14 was in 2022, has increased. Our parents understand  
 15 our students. They show up early. You know, 7:30,  
 16 we open the gates and they're there. And it's  
 17 constant.  
 18 You know, they know now that we're going  
 19 to check in on them. We're going to ask them what  
 20 support they needed. And I think that that was the  
 21 big improvement we made last year. "What do you  
 22 need from us? What's going to help you? You know,  
 23 what can we do to best support you to make sure your  
 24 child is here? Like, they can't get better if  
 25 they're not here."

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1 And so parents have worked with us. They  
 2 try to make appointments in the afternoon. They  
 3 communicate with us regularly. They know we're  
 4 going to reach out to them at any point.  
 5 And one of the other things that has  
 6 benefited is we do not offer transportation. So the  
 7 parents have to bring their kids. In the morning  
 8 when they drop them off, we're able to have  
 9 conversations with them. When they pick them up,  
 10 they open the door, we see them, we talk with them.  
 11 So there's always multiple opportunities  
 12 to talk to families. And that has helped build a  
 13 stronger relationship and partnership, which has  
 14 improved attendance. Yeah.  
 15 So, currently, all of those priorities,  
 16 everything that we're working on, we're on -- we're  
 17 making progress, and it's a success.  
 18 Thank you.  
 19 MS. NADINE CHATTO: Thank you. Along with  
 20 the -- with the attendance, I just want to touch a  
 21 little bit on it, too. Our teachers and our  
 22 students created a hummingbird pledge. In that  
 23 pledge, they vow to make sure that they're in school  
 24 all the time, every day, coming early, and staying  
 25 the entire day.

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1 We've given them opportunities to  
 2 celebrate. Teachers will celebrate with their  
 3 students if they make perfect attendance for the  
 4 week. And we have also implemented standard-based  
 5 field trips, at least once a month.  
 6 We also have developed a parent academy  
 7 with our -- with -- with the majority of our  
 8 parents. Right now we have two parents on the -- on  
 9 the -- the attendance for parent -- for parent  
 10 academy. In that parent academy, we make sure that  
 11 our parents are being given the information about  
 12 what's happening at the school. So in a lot of  
 13 ways, they're like -- we're educating our parents  
 14 about the school system.  
 15 And our hope is that when they finish the  
 16 program, that they will spread that news to other  
 17 schools -- or not other schools, but other parents,  
 18 and then bringing, you know, the idea that it is  
 19 important for your student to be here every day.  
 20 And this is what we offer them in the school system.  
 21 With that, I'm going to give the floor to  
 22 Ms. Daniela Allen.  
 23 MS. DANIELA ALLEN: Again, hello,  
 24 Commissioners, Chair. Again, my name is Daniela  
 25 Allen. And I sit as the governing board president.

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1 I'm currently in my second year serving on the  
 2 board, and just recently took the position of  
 3 president in our governing council of Dream Diné  
 4 Charter School.  
 5 And as a parent, I felt that I needed to  
 6 invest my time and effort in my child's education.  
 7 So joining the board was a huge step for me.  
 8 Dream Diné Charter School has worked hard  
 9 at maintaining board members and is currently  
 10 recruiting to fill a few more vacancies. And in the  
 11 process, the board will also reevaluate the bylaws,  
 12 roles, and responsibilities of our governing board  
 13 members.  
 14 We're partnering with NISN with assisting  
 15 board members with purpose, intent, and  
 16 mission-aligned goals and continue to do strategic  
 17 planning at quarterly meetings, local PEC meetings  
 18 and trainings, on-site board development, and stay  
 19 80 to 90 percent in compliance with our training  
 20 hours.  
 21 Just recently a few of our governing board  
 22 members attended the PCSNM conference. And all our  
 23 members currently are up to date with their training  
 24 hours that is required, and we will continue to stay  
 25 up to date through each fiscal year of the charter

<p style="text-align: right;">230</p> <p>1 term.</p> <p>2 Thank you.</p> <p>3 MS. NADINE CHATTO: I believe Charlotte</p> <p>4 Archuleta is online right now, and I'll give the</p> <p>5 floor to her.</p> <p>6 MS. CHARLOTTE ARCHULETA: Hello. This is</p> <p>7 Charlotte Archuleta. I'm losing my voice, so excuse</p> <p>8 me.</p> <p>9 My -- you spell my name C-h-a-r-l-o-t-t-e.</p> <p>10 Archuleta is A-r-c-h-u-l-e-t-a.</p> <p>11 We did have more findings in 2019. In</p> <p>12 2020, we did not have any findings. In 2021, we had</p> <p>13 two. In 2022, we had five. But one was a finding</p> <p>14 that we had to -- we received because the district</p> <p>15 was late in filing their audit. So the auditor said</p> <p>16 they had to include it in our findings.</p> <p>17 They were all non-compliance findings.</p> <p>18 And the reason why we had five in 2022 is because we</p> <p>19 had a transition in staff, so it was, like, a</p> <p>20 learning process for the staff.</p> <p>21 We are financially stable. We have a good</p> <p>22 cash balance. We receive a lot of funding. We get</p> <p>23 a lot of grants.</p> <p>24 And there was a question on here regarding</p> <p>25 the small school size. We plan on filing our --</p>	<p style="text-align: right;">232</p> <p>1 charter school. That's all I have.</p> <p>2 MS. NADINE CHATTO: Thank you, Charlotte</p> <p>3 Archuleta. Go ahead and go to the next slide.</p> <p>4 This area, I will discuss.</p> <p>5 Equity and identity of our charter school</p> <p>6 includes the Diné language and culture. What we're</p> <p>7 trying to do right now is revamp our curriculum so</p> <p>8 it's specific to our location, Shiprock area.</p> <p>9 This is also a support with the</p> <p>10 Martinez-Yazzie mandate that we provide the</p> <p>11 language -- Diné language and culture to all of our</p> <p>12 students. Our students -- we have 99 percent Native</p> <p>13 American in our population in our school.</p> <p>14 We also have the -- the SEL, the</p> <p>15 social-emotional learning that we are moving forward</p> <p>16 with.</p> <p>17 The -- we also talked about the tribal</p> <p>18 consultation.</p> <p>19 Another thing that we've also added is</p> <p>20 the -- all students get free lunches and free</p> <p>21 breakfasts. And that's supplied and supported</p> <p>22 through Central Consolidated School District.</p> <p>23 Another thing, too, is that we have a</p> <p>24 little bit of leverage on our end because we have a</p> <p>25 couple of members on our school that are</p>
<p style="text-align: right;">231</p> <p>1 applying for the Impact Aid funding to help with any</p> <p>2 additional expenditures that we need for our move,</p> <p>3 or additional staff that we will need for the</p> <p>4 future.</p> <p>5 The -- we also have a grant writer. And</p> <p>6 having a grant writer has allowed the school to hire</p> <p>7 a reading interventionist, a bilingual teacher,</p> <p>8 additional educational assistants, tutors, and a</p> <p>9 bilingual storyteller. The teachers have also</p> <p>10 received additional professional development.</p> <p>11 We do receive all of our -- 95 percent of</p> <p>12 our funding is -- goes through the district. That's</p> <p>13 the service that they provide for the school. They</p> <p>14 supply us -- you know, they float the funding</p> <p>15 through them to us. And we -- we have not received</p> <p>16 additional support. Nadine might have, but,</p> <p>17 financially, we have not. They just flow the money</p> <p>18 through us.</p> <p>19 And we do receive Title I, Title II</p> <p>20 funding, but not the Title III. And we do</p> <p>21 receive -- we used up all our ESSER funding.</p> <p>22 We do receive special ed funding that</p> <p>23 flows through the district. But we are financially</p> <p>24 stable, and it looks like the school -- hopefully,</p> <p>25 we can move and grow and become a successful Diné</p>	<p style="text-align: right;">233</p> <p>1 Navajo Nation Board of Education members, including</p> <p>2 myself. I represent the Eastern Agency. And then</p> <p>3 Andrea Thomas is also representing the teacher</p> <p>4 voice. So we have lots of equity and identity going</p> <p>5 on in our school.</p> <p>6 I will give the floor next to our Diné</p> <p>7 Language and Culture director, and she'll talk more</p> <p>8 a little bit about the equity and identity. Thank</p> <p>9 you.</p> <p>10 DR. GENEVA BECENTI: Ya'a'teeh,</p> <p>11 Commissioners. I just wanted to put your attention</p> <p>12 to the handout that I gave you. It's -- we've been</p> <p>13 fortunate to get Dream Diné on board, and I'm really</p> <p>14 excited in working with them along with NACA,</p> <p>15 Six Direction. And also I just wanted to let you</p> <p>16 know that this is a legislator State grant that we</p> <p>17 are funded by, and it's basically to increase the</p> <p>18 Diné language teachers with the certification of</p> <p>19 520.</p> <p>20 And the goal is to make sure that the</p> <p>21 New Mexico students are talking and speaking their</p> <p>22 language and practicing their culture, just as the</p> <p>23 Dream Diné's mission and goals are.</p> <p>24 So the other part is -- a part of their</p> <p>25 training is an interactive curriculum that we've</p>

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

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

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

13 And so if you can go to the next slide.

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

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

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1 THE CHAIR: Perfect timing.

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

3 THE CHAIR: The next part of our agenda is  
4 to hear from public -- to provide public comment.

5 So we have been starting with Zoom first. So,  
6 Missy, is there anyone on Zoom that has signed up  
7 for public comment?

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

11 Oh. We have Steve Carlson.

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

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

18 THE CHAIR: Yeah.

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

21 I am the Superintendent of Central  
22 Consolidated.

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

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

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

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

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

23 Thank you.

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

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

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

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

17 THE CHAIR: Thank you.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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1 have Maria (verbatim) Lansing.

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

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

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

12 FROM THE PUBLIC: It reads:

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

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

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

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1 education to their entire stakeholders.

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

5 THE CHAIR: Thank you.

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

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

11 (Navajo spoken.)

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

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

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

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

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



<p style="text-align: right;">254</p> <p>1 generations after them.</p> <p>2 And that's what I wanted to share is that</p> <p>3 these individuals that come through -- and you all</p> <p>4 know that it's challenging, especially with being a</p> <p>5 charter school. But that's what caused them to be</p> <p>6 exceptional schools, because they go beyond what</p> <p>7 would normally be asked of them.</p> <p>8 So I just thank you for giving them that</p> <p>9 opportunity again.</p> <p>10 THE CHAIR: Thank you.</p> <p>11 FROM THE FLOOR: Good afternoon,</p> <p>12 everybody. My name is Clarence Hogue.</p> <p>13 C-l-a-r-e-n-c-e H-o-g-u-e.</p> <p>14 I also have a close tie with the school.</p> <p>15 I was on the board, I think, for -- what? -- seven</p> <p>16 years. So I left about over a year ago.</p> <p>17 But I've seen the school grow a lot. And,</p> <p>18 yes, we did have our challenges. It was an</p> <p>19 up-and-down ride. But I -- but even in the toughest</p> <p>20 times, I think what kept us going was the belief</p> <p>21 that this school had a vision -- or has a vision.</p> <p>22 And there were -- the founding team that</p> <p>23 thought of this way back several years ago, you</p> <p>24 know, they said prayers. They sang songs in the</p> <p>25 hogan. They had many meetings, and they prayed</p>	<p style="text-align: right;">256</p> <p>1 speaking the language, and that you all heard that</p> <p>2 today.</p> <p>3 And as Navajo people, you know, we are all</p> <p>4 relatives, you know. You may all be Commissioners.</p> <p>5 But we still think of you as relatives. So we are</p> <p>6 one big family.</p> <p>7 And I think that's how we need to be</p> <p>8 thinking about one another in the places that we are</p> <p>9 and the roles that we have.</p> <p>10 So I really appreciate the time. (Navajo</p> <p>11 spoken.)</p> <p>12 THE CHAIR: Thank you, Mr. Hogue.</p> <p>13 MS. MISSY BROWN: We have one more online.</p> <p>14 Guest, if you could please tell us your name.</p> <p>15 FROM THE PUBLIC: Good afternoon,</p> <p>16 everyone. (Navajo spoken.) Crystal White. (Navajo</p> <p>17 spoken.) I am the former office manager for</p> <p>18 Dream Diné.</p> <p>19 I worked closely with our team when I</p> <p>20 started there. I know our former fifth-graders were</p> <p>21 actually first-graders. So if you can believe, it</p> <p>22 was actually pre-COVID. That was the 2018-2019</p> <p>23 school year.</p> <p>24 And so I started in the midst of the</p> <p>25 charter renewal then as well, you know. And I saw</p>
<p style="text-align: right;">255</p> <p>1 about this school, that it would -- that it would</p> <p>2 become a school, and that it would be a place where</p> <p>3 kids and students can come and learn about who they</p> <p>4 are as Diné people.</p> <p>5 And so when we were, Telletha and I --</p> <p>6 I'll speak for her, too -- there were times when we</p> <p>7 literally leaned on each other. We cried, because</p> <p>8 we cared so much about the school, that we wanted it</p> <p>9 to continue. And -- but I would always say that</p> <p>10 this school is going to continue, because of the</p> <p>11 prayers that are said and that are being said.</p> <p>12 And one of the things that I did before I</p> <p>13 came to this meeting today is I -- through the</p> <p>14 social media, I shared what we're doing, what's</p> <p>15 going on today, and asked for people to help us and</p> <p>16 through their prayers, that we can continue the</p> <p>17 school and the support of the -- the support for the</p> <p>18 school.</p> <p>19 So -- and that's what I really believe in.</p> <p>20 And I appreciate the staff. You know, we have a lot</p> <p>21 of staff that has gone through that school through</p> <p>22 the years. And I really think that they really</p> <p>23 believe in their families and their students.</p> <p>24 So -- and I so appreciate the students</p> <p>25 that are here today, the young ones, and for them</p>	<p style="text-align: right;">257</p> <p>1 all the hard work that the team, the executive team,</p> <p>2 as well as our governing board, you know, worked so</p> <p>3 hard to -- to be renewed, you know. And coming into</p> <p>4 the school itself, you know, it -- you know, we only</p> <p>5 had a small enrollment of students then as well.</p> <p>6 But, you know, I -- I needed to</p> <p>7 strategize, like, how can we not only bring in</p> <p>8 staff, students, and families, into the school</p> <p>9 itself, you know, with building the relationship,</p> <p>10 you know.</p> <p>11 So really taking that vision and mission</p> <p>12 of the school, hearing the stories of why Dream Diné</p> <p>13 exists, you know, it's a very unique perspective,</p> <p>14 and how, you know, our local schools in the area are</p> <p>15 failing our families.</p> <p>16 My -- my son was actually always a grade</p> <p>17 ahead from when Dream Diné emerged when I first</p> <p>18 heard of the school. And so I wanted him to attend</p> <p>19 there.</p> <p>20 But, you know, when they were fairly</p> <p>21 opening up, he was already a grade ahead. And so --</p> <p>22 but, you know, I was fortunate enough to work there</p> <p>23 for about four years and grow the school, you know.</p> <p>24 I remember having those conversations with</p> <p>25 Ms. Dannison at that Easter event at ODY.</p>

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

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

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

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

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

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

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



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1 certainly will allow you to do that -- is to -- to  
2 grow -- I'm wondering two things.

3 If you're looking at a possibility of a  
4 pre-K program, which would certainly help to build  
5 up, you know, your K-5 program, because you're  
6 grabbing them earlier. And there's certainly money  
7 that's available. And if you're getting into that  
8 new facility, you would be able to then build in --  
9 'cause the tiny tykes require different facilities  
10 than even a K.

11 So but schools that brought pre-K in had  
12 to modify their areas. I would certainly look into  
13 that possibility.

14 But also looking at, you know, maybe two  
15 year -- two, three years down the road, when your  
16 scores are hopefully still continuing to grow, a  
17 slow grow-out, that, you know, if we add a six, you  
18 know. And you follow a group and things go well.  
19 And I see Wayne back there from Public Charter  
20 Schools. They've got this fabulous grant for  
21 growth.

22 So, you know, that's -- hopefully --  
23 because I know -- I mean, there are few schools that  
24 come to us whose families are so invest- -- you  
25 know, I wish every other school that we had, their

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1 parents were half as invested in "where my child is  
2 going," and not only where they're going, but they  
3 could -- they spoke so about what was happening  
4 academically, and, you know, certainly, the  
5 acknowledgment of the culture.

6 But the fact that the parents also  
7 recognized the academic growth that's going on at  
8 the school as well. That's a testament to the job  
9 you're doing as well. So thank you for that,  
10 because it's changing the culture of the community  
11 in terms of their investment in the education of  
12 their children. And I truly appreciate that.

13 Because we don't have that in many places.  
14 We don't, you know. That's why our attendance rates  
15 are what they are. And we usually ask schools, "Are  
16 you busing the kids?" Because busing is so  
17 important.

18 And then you turned it on us and said,  
19 "No, we don't want to bus, because we want to see  
20 those parents."

21 And I appreciate that. But I wonder if  
22 that's also a challenge in terms of some families  
23 just can't get to you.

24 So, you know, I think there's a -- a fine  
25 balance there. So I don't know if you've had any

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1 conversations about that.

2 MS. NADINE CHATTO: Yes. Thank you.

3 The -- I know the initiative a couple of  
4 years ago was for a really strong pull for the early  
5 childhood program. And currently, we have a early  
6 childhood program right behind our school. It's the  
7 Head Start program with the -- with the Navajo  
8 Nation.

9 And we've often talked about that as far  
10 as getting -- maybe doing a pre-K. It's not really  
11 something we're focusing on, because there is a Head  
12 Start behind us. And the majority of those students  
13 do come to our school when they finish out.

14 So, yeah, that would be a great idea. We  
15 do have parents coming to us, the fifth grade  
16 parents, who asked if we were going to continue with  
17 sixth grade. And we were, "Maybe not this year."

18 But we do have a parent sitting next to me  
19 that wants a sixth-grade class. So, you know, we  
20 will have those conversations. It's really  
21 important. We would like to grow.

22 And we would like to be the role model --  
23 or the model of a Diné language and culture program,  
24 because I think we are doing a fantastic job with  
25 that, even though we don't have the full capacity in

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1 that area yet. But we're reaching it. Thank you.

2 MS. ANDREA THOMAS: Can I add something?  
3 Great.

4 Thank you, Commissioner Gipson. And I  
5 think the transportation -- you're right. That's  
6 where we -- there are parents that just -- they  
7 can't -- it's hard for them. So that's why we  
8 appreciate our parents so much, because they make it  
9 every day.

10 And -- but getting, I think -- Nadine and  
11 I last year had an opportunity to go to Washington,  
12 D.C., and we met with Ben Ray Luján and Heinrich.  
13 And they suggested certain federal grants that would  
14 be available -- are available for buses.

15 And then we spoke with Shawna Becenti, who  
16 had just -- they had written a grant. It was, like,  
17 a hybrid bus kind of thing. So they're available.

18 At that time, it wasn't our priority. It  
19 was like we had other things we need to be working  
20 on.

21 "Well, when you're there, we can help you.  
22 What do you need? There's money available if you  
23 can find -- get someone to write it."

24 So I think you're right. Once we get the  
25 transportation, we'll definitely reach more

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

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

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

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

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

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

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

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

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

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



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

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1 happy, and I'm so proud of you all. Because you  
 2 have a big job. And Albert Hale is correct. Am I  
 3 correct? I mean, what he told me charter schools  
 4 was really is what you're doing.  
 5 And, Andrea, you've never said this to me.  
 6 But I know you had a difficult time at Central  
 7 Consolidated. You survived so much at that school.  
 8 And I'm just so glad that you received the  
 9 recommendations that you received from the board.  
 10 And that was, "Become a feeder school." I  
 11 mean, you're already a feeder school. I mean, look  
 12 at who is feeding into your school. But then build  
 13 from there.  
 14 And it can happen. I mean, I look at  
 15 where you all are, and I think how on -- my husband  
 16 gets really upset when we go to the chapter --  
 17 because where we park, you're right there. Your  
 18 fence is right there.  
 19 And I told him. I said, "Well, they're a  
 20 public school."  
 21 He said, "If I were Central" -- I wish  
 22 Chapman -- not Chapman -- I wish the superintendent  
 23 was still on. Because my husband says, "If there's  
 24 still a public school, I would be really embarrassed  
 25 that the administration being right across the

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1 street is allowing this to happen. What kind of  
 2 educators do they have?"  
 3 You know, he's correct. He is correct.  
 4 This is his solution for a place for you all to  
 5 live.  
 6 His solution -- and this came out of anger  
 7 while we were parked there. I was waiting to go  
 8 into the chapter house.  
 9 He said, "You know what they ought to do?  
 10 When you go back to your Commission, tell them that  
 11 you have a solution, and this is it."  
 12 He said, "Tell them to have the  
 13 administration move to..." -- you know, that school  
 14 that's vacant that they now use for conference rooms  
 15 in Kirtland? He said, "Have the administration move  
 16 there. Have them exit out of there, and Dream Diné  
 17 can move into the -- where the administration is."  
 18 He said, "There's a gym there. There's a  
 19 track there. I mean, they would save so much money  
 20 if you -- if they did that."  
 21 And I was sitting there -- I said, "Yeah,  
 22 right, Harry. I'm going to go and make that  
 23 recommendation and think that it's going to unfold."  
 24 He said, "It makes sense."  
 25 And I said, "Harry, how many things that

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1 make sense actually unfold that way?"  
 2 But wouldn't that be great, though, if  
 3 that did happen? Doesn't that make sense? Yeah.  
 4 And look at how much money they'd save, all their  
 5 rooms occupied, and we'd have a house for  
 6 Dream Diné.  
 7 I am so pleased. I am so happy with you  
 8 all. And I am happy that you are not radical  
 9 Navajos.  
 10 As my uncle would say, "They're not part  
 11 of the golidgee bunch."  
 12 So I'm really happy about that. And I'm  
 13 just -- I'm so relieved, like I said, to see what  
 14 kind of people are running Dream Diné. And so I am  
 15 going to make a recommendation. Can I?  
 16 THE CHAIR: Please proceed, Commissioner.  
 17 COMMISSIONER CLAHCHISCHILLIAGE: All  
 18 right.  
 19 I move -- I move that the Public Education  
 20 Commission approve the application for Dream Diné  
 21 Charter Schools for a five-year term, 2024 through  
 22 2029, with the following conditions:  
 23 No. 1, that by March 1st, 2024, the school  
 24 complete a PEC-approved transition year checklist.  
 25 No. 2, that the school improve individual

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1 student academic growth, beginning with specific  
 2 immediate action to correct student academic growth  
 3 that is presently below State standards and report  
 4 data from the school's assessment back to PEC by the  
 5 June PEC meeting each year.  
 6 And, No. 3, that the school's record of  
 7 performance demonstrate, a., student academic  
 8 growth, and, b., oversight by a trained, legally  
 9 compliant governing board that operates as required  
 10 by the Open Meetings Act.  
 11 The specific immediate actions needed on  
 12 Items 3.a. and b. above will be outlined in the  
 13 school's negotiated performance framework.  
 14 The first annual report will confirm  
 15 completion of each item, or, if the concern is not  
 16 corrected, will identify the uncorrected,  
 17 unsatisfactory performance on each item that will be  
 18 subject to further PEC action.  
 19 VICE CHAIR BURT: Second.  
 20 THE CHAIR: Okay. We have a second to the  
 21 motion.  
 22 Thank you, Commissioners.  
 23 Briefly, any discussion before we move on?  
 24 VICE CHAIR BURT: I have an ask for a  
 25 friendly amendment.

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

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

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

13 VICE CHAIR BURT: Commissioner  
14 Clahchischilliage.

15 COMMISSIONER CLAHCHISCHILLIAGE:  
16 Absolutely.

17 VICE CHAIR BURT: Commissioner Carrillo.

18 COMMISSIONER CARRILLO: Absolutely.

19 VICE CHAIR BURT: Chair Brauer.

20 THE CHAIR: Yes.

21 VICE CHAIR BURT: Commissioner Beck.

22 COMMISSIONER BECK: Oh, yes.

23 VICE CHAIR BURT: Commissioner Taylor.

24 COMMISSIONER TAYLOR: Absolutely.

25 VICE CHAIR BURT: Commissioner Gipson.

1 BEFORE THE PUBLIC EDUCATION COMMISSION  
2 STATE OF NEW MEXICO

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

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

16  
17  
18  
19 \_\_\_\_\_  
Cynthia C. Chapman, RMR-CRR  
New Mexico Certified Reporter #219  
BEAN & ASSOCIATES, INC.  
20 201 Third Street, NW, Suite 1630  
Albuquerque, New Mexico 87102  
21 License Expires: 12/31/2024

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

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

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

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

11 THE CHAIR: Congratulations.  
12 (Applause.)

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

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

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

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

5 \*\*\*\*\*  
6 ATTORNEY: MS. SHARYN PEREA - PED  
7 DOCUMENT: Transcript / Exhibits / Disks / Other \_\_\_\_  
8 DATE DELIVERED: \_\_\_\_\_ DEL'D BY: \_\_\_\_\_  
9 REC'D BY: \_\_\_\_\_ TIME: \_\_\_\_\_  
10 \*\*\*\*\*

11 ATTORNEY:  
12 DOCUMENT: Transcript / Exhibits / Disks / Other \_\_\_\_  
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## 1 BEFORE THE PUBLIC EDUCATION COMMISSION

2 STATE OF NEW MEXICO

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15 hand on December 26, 2023.16  
17  
18 *Cynthia Chapman*19 Cynthia C. Chapman, RMR-CRR  
20 New Mexico Certified Reporter #219  
21 BEAN & ASSOCIATES, INC.  
22 201 Third Street, NW, Suite 1630  
23 Albuquerque, New Mexico 87102  
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25 Job No.: 8955N (CC)

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## A

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