

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
OPEN PUBLIC MEETING

-and-

NEW SCHOOL APPLICATION MEETING
SACRAMENTO SCHOOL OF ENGINEERING AND SCIENCE

August 15, 2024

1:00 p.m.

Jerry Apodaca Education Building, Mabry Hall
300 Don Gaspar Avenue
Santa Fe, New Mexico

-AND-

Via Zoom Webinar

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<p style="text-align: right;">2</p> <p>1 A P P E A R A N C E S</p> <p>2 COMMISSIONERS:</p> <p>3 PATRICIA GIPSON, Chair</p> <p>4 STEVEN J. CARRILLO, Vice Chair</p> <p>5 TIMOTHY E. BECK, Secretary</p> <p>6 ALAN BRAUER, Member</p> <p>7 REBEKKA BURT, Member</p> <p>8 STEWART INGHAM, Member</p> <p>9 K.T. MANIS, Member</p> <p>10 MICHAEL TAYLOR, Member</p> <p>11 STAFF:</p> <p>12 CORINA CHAVEZ Director</p> <p>13 Charter School/Options for</p> <p>14 Parents and Families Division</p> <p>15 BRIGETTE RUSSELL Deputy Director</p> <p>16 Charter School/Options for</p> <p>17 Parents and Families Division</p> <p>18 LUCY VALENZUELA Technical Assistance and</p> <p>19 Training Specialist</p> <p>20 Charter School/Options for Parents</p> <p>21 and Families Division</p> <p>22 MELISSA BROWN Technical Assistance and Support</p> <p>23 (MISSY) and Training Administrator</p> <p>24 Charter School/Options for</p> <p>25 Parents and Families Division</p> <p> CONSUELO CONSTANTINE NMPED Liaison to the PEC</p>	<p style="text-align: right;">4</p> <p>1 THE CHAIR: So good afternoon, everyone.</p> <p>2 I'm going to bring back to order this meeting. And</p> <p>3 we have our final applicant team today, which is</p> <p>4 Sacramento School of Engineering and Science.</p> <p>5 So we are now moving into our Discussion</p> <p>6 and Possible Action on New School Applications. I</p> <p>7 wanted to note a few things regarding the record we</p> <p>8 will consider for each school.</p> <p>9 The full documentation of New School</p> <p>10 Applications is posted to the PEC website under the</p> <p>11 2024 New Applications page.</p> <p>12 For each school, the record of the</p> <p>13 application process that we will consider is:</p> <p>14 1. The application. Includes the</p> <p>15 executive summary, application, appendices,</p> <p>16 facilities, and 910B5 budget;</p> <p>17 No. 2. The peer review analysis;</p> <p>18 No. 3. The input hearing transcript;</p> <p>19 and, 4. The final PED recommendation.</p> <p>20 I wanted to note a few other things.</p> <p>21 1. We have uploaded into the PEC meeting</p> <p>22 folder the letters that went to each school with</p> <p>23 questions raised on their application. That will</p> <p>24 also be considered part of the record.</p> <p>25 2. The applicant's responses to the peer</p>
<p style="text-align: right;">3</p> <p>1 I N D E X T O P R O C E E D I N G S</p> <p>2 P A G E</p> <p>3 3 Discussion and Possible Action on 4</p> <p>4 New School Applications, Continued</p> <p>5 d. Sacramento School of Engineering and 5</p> <p>6 Science</p> <p>7 i. Tribal Entity 6</p> <p>8 ii. Public Comment on Application 6</p> <p>9 iii. Applicants 40</p> <p>10 iv. CSD 56</p> <p>11 v. PEC Questions, Discussion, and 62</p> <p>12 Decision</p> <p>13 REPORTER'S CERTIFICATE 124</p> <p>14 ATTACHMENT:</p> <p>15 1 List of Attendees</p>	<p style="text-align: right;">5</p> <p>1 review has been uploaded as well.</p> <p>2 3. In creating the analysis contemplated</p> <p>3 in NMAC 6.2.9.15, the PEC has asked CSD to identify</p> <p>4 in each written analysis or recommendation the</p> <p>5 participating CSD staff members, peer reviewers, and</p> <p>6 members of the applicant team by name, position, and</p> <p>7 contact information.</p> <p>8 The list of peer reviewers is uploaded to</p> <p>9 the PEC drive for Commissioners to review, which is</p> <p>10 Folder 4-2024, New Applicant folder.</p> <p>11 Next year, the chart of this information</p> <p>12 will be included in the documents listed above.</p> <p>13 4. To prepare for a possible appeal</p> <p>14 hearing, as outlined in NMAC 6.2.915, PEC has asked</p> <p>15 CSD to identify a team lead for each New School</p> <p>16 Application -- it is -- who is knowledgeable about</p> <p>17 the contents of the recommendations and reports</p> <p>18 regarding that application and who can provide</p> <p>19 witness testimony if needed.</p> <p>20 It is my understanding that this person is</p> <p>21 Director Chavez.</p> <p>22 So, good afternoon, once again. Thank you</p> <p>23 so much for coming, spending the morning with us,</p> <p>24 and traveling to cooler weather, I'm sure. I know</p> <p>25 it is for me. So for you folks, it has to be as</p>

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1 well. So this is kind of a treat.
 2 So the first thing I'm going to ask, if
 3 there is anyone that wants to provide input from a
 4 tribal entity. And if there's no one here -- no one
 5 online; correct?
 6 Okay. Thank you.
 7 Then we're going to move on to Public
 8 Comment.
 9 MS. MELISSA BROWN: I'll get my timer out.
 10 We have two people in the room and eleven people on
 11 Zoom.
 12 Do you have a preference? Okay.
 13 So, first, we have -- I'm going to
 14 guess -- Craig Danekas?
 15 Thank you. Please remember to spell your
 16 name. Then I will start the timer. You have two
 17 minutes.
 18 FROM THE PUBLIC: Members of the
 19 New Mexico Public Education, my name is Craig,
 20 C-r-a-i-g, Danekas, D-a-n-e-k-a-s.
 21 And I am Secretary of the Alamogordo
 22 Public Schools Board. However, I am speaking not on
 23 behalf of the school board. As a business owner in
 24 Alamogordo, grandfather of three children in the
 25 public schools here, my two granddaughters, one

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1 attending NMSU this year, and the other a senior at
 2 Alamogordo High, will not be able to take advantage
 3 of Sacramento School of Engineering and Science.
 4 My two grandsons, on the other hand, may
 5 be able to benefit from a high school education at
 6 SSES, which will feature your own school, no long
 7 breaks that give students the opportunity to forget
 8 what they have learned and how to learn, four longer
 9 periods per school day that will facilitate
 10 project-based learning.
 11 Project-based learning with integrated
 12 subjects, integrated English, math, history, civics,
 13 and art into the science, technology, and
 14 engineering projects will enable students to realize
 15 the relevance and interconnectedness of these
 16 subjects that they often don't recognize when
 17 subjects are taught in a cellular, disconnected
 18 fashion, as they are in traditional public schools.
 19 Mentoring and internships requiring
 20 students to participate in internship prior to
 21 graduation and bringing mentors from SSES's
 22 stakeholders in to work with the students on
 23 projects will certainly enhance the soft skills of
 24 the graduates.
 25 I am in favor of Sacramento School of

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1 Science and Engineering because introducing a
 2 public charter school with higher expectations of
 3 its students should raise expectations in and of the
 4 public schools.
 5 I believe that children rise to meet our
 6 expectations of them, and, as President John Kennedy
 7 said on several different occasions, "A rising tide
 8 lifts all boats."
 9 Thank you for the opportunity to speak.
 10 THE CHAIR: Thank you. Next we have -- I
 11 had an Erica Garcia, but I don't see Erica. I will
 12 check back.
 13 Next is Mayor Susan Payne.
 14 FROM THE PUBLIC: Can you hear me?
 15 MS. MELISSA BROWN: We are getting a lot
 16 of other noise, which I believe is coming in from
 17 the Mayor's office. I'm going to unmute you again.
 18 Susan, once you spell your name, I will start the
 19 timer.
 20 Oh, I guess -- I can only ask her to
 21 unmute.
 22 FROM THE PUBLIC: Hi. Can you hear me?
 23 I'm going to apologize. I'm at Clovis, New Mexico,
 24 at a conference, but this was important enough that
 25 I did step out to give some comments.

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1 I have nothing written or prepared, so I'm
 2 going to try to speak from the heart.
 3 I want to note that I am the mayor of
 4 Alamogordo. I'm also the executive director of a
 5 human services nonprofit in Alamogordo that deals
 6 primarily with low-income individuals, so I can come
 7 at this from two different perspectives.
 8 MS. MELISSA BROWN: Susan, excuse me. I
 9 need you to spell your name, please.
 10 FROM THE PUBLIC: Oh, I'm sorry. It's
 11 Susan, S-u-s-a-n, Payne, P-a-y-n-e. I apologize.
 12 MS. MELISSA BROWN: No problem. Go ahead.
 13 FROM THE PUBIC: I'm out of my element. I
 14 apologize.
 15 So I'm going to come at this from two
 16 perspectives. As the mayor, it is my job to, of
 17 course, move our city forward and look for those
 18 opportunities that will help do that.
 19 I believe that this is one of them. I
 20 have been following this -- this project for several
 21 months now. In the beginning, I had some
 22 reservations. And I'm completely satisfied now that
 23 this is going to be a good thing for our community.
 24 I'm going to toggle back and forth. As
 25 the executive director, I speak with low-income

10	<p>1 individuals every day that want hope. They want 2 more for their children; they want more for their 3 families. 4 And, unfortunately, being in a rural part 5 of the state, we don't always get those. And I 6 think that this is one of those incredible 7 opportunities that, as a city, we need to get behind 8 and take advantage of. 9 I was sitting in the last meeting in 10 Alamogordo, and I heard some of the comments, and I 11 was pretty disheartened by some of the things being 12 said. 13 I think that everybody has potential. I 14 think every child has potential, regardless of their 15 socioeconomic class. Regardless of -- of the 16 barriers, I think that they have potential. 17 Dr. Perry mentioned setting the bar high 18 and keeping it high. I completely agree with that. 19 And I think that this school can be one of those 20 tools that we can use as a city to continue that -- 21 that idea of setting our bar high. 22 We -- I say that in Alamogordo, 23 unfortunately, sometimes poverty is not a financial 24 issue; it's a heart issue. And what I have worked 25 towards is moving our city away from this idea that</p>	12	<p>1 Justin, you have the floor. No. I put 2 the wrong person. Hold on. Everybody's jumping 3 around. 4 Justin, you have the floor. If you could 5 please unmute yourself and spell your first and last 6 name. 7 FROM THE PUBLIC: Yes. My name is Justin 8 Purvis. That's Justin, P as in Paul, u-r-v as in 9 Victor i-s. Justin Purvis. 10 Okay. I'm in -- I'm in the sessions 11 because I'm very much in support of the Sacramento 12 School of Engineering and Science. 13 I live here in Alamogordo. I retired from 14 the U.S. Air Force here, and I stayed here for good 15 reason. This area has a unique opportunity as well 16 as a unique need in terms of engineering and high 17 tech; high tech, STEM, beyond just the basics of 18 laptop computers and that -- and that stream of 19 thinking. 20 I've worked heavily with engineering as 21 well as the trades, advanced trades. My background 22 is primarily jet propulsion, advanced jet 23 propulsion, as well as some radar and other 24 programs. 25 I also spent about ten years as a formal</p>
11	<p>1 we can't have better, and because we can have 2 better, and we should have better. 3 This is one of those opportunities. It is 4 not to take away from the public schools, but it is 5 another tool for our parents to consider. 6 And so I am 100 percent in favor of this, 7 not just as the mayor, but as someone who works with 8 a different -- a lower income class every day. 9 Our parents need this. Our children need 10 this. And I would hope that, as a commission, as a 11 state, you would recognize some of the barriers that 12 we face, and you would recognize that this is a 13 great opportunity for us. 14 I understand there's going to be some 15 challenges. I understand that there's some things 16 that they need to work through. But I also 17 understand that there are a lot of people that 18 worked really hard, and their passion is to see our 19 children succeed. 20 MS. MELISSA BROWN: Thank you. Next -- 21 oh, I did not want to do that. 22 All right. Next we have Shannan Wright. 23 So if you can unmute yourself, Shannan? 24 Okay. Until Shannan gets back to her 25 phone, we'll move to Justin Purvis.</p>	13	<p>1 technical systems and programs instructor with 2 certifications, as well as a crash investigator for 3 aircraft, human factors, systems, programs, 4 everything. 5 This time has given me a great opportunity 6 to work with young people, people that are 7 interested in the trades, but not just the standard 8 trades, but high tech, STEM, STEM in terms of the 9 direction that it's moving today. 10 I think this school would be a fantastic 11 opportunity for not only the town community and the 12 young people, in general, to prepare for a future, 13 but also for a -- you know, home-grown, 14 home-developed engineers to support Holloman 15 Air Force Base and White Sands Missile Range. 16 White Sands and Holloman operate in a 17 almost continual deficit in terms of engineering, 18 federal, as well as contractor capabilities, in 19 terms of finding, you know, the right bodies with 20 the right skills for the right jobs. 21 And it's constant. It's been this way for 22 quite a while. I worked on two separate Stealth 23 programs. I worked for Lockheed, DynaCore, and a 24 number of other big corporations in the -- as a 25 civilian as well as while I was in the military.</p>

<p style="text-align: right;">14</p> <p>1 I've seen the changes in terms of students 2 as well as the schools, what schools are not 3 providing, not just Alamogordo, but nationwide. 4 This heavy dependence on online, cell phone, laptop, 5 you know, focused education and then leaving it at 6 that, assuming that students are going to walk with 7 a skill set, it's wrong. It's not happening. 8 I've watched the deterioration throughout 9 my 30- to 40-year career in aerospace and aviation, 10 as well as general trades, like welding and metal -- 11 metal work, welding, fabricating. 12 So this school would be a great 13 opportunity for students, for parents, for the base, 14 for the economy, and for America, in general, and 15 New Mexico. This is a rare opportunity that this 16 could be made into something that could put 17 New Mexico on the map for something positive other 18 than negative scores in grades and things of that 19 sort. 20 I'm all in for, you know, this kind of 21 growth development and advancement. I'm a minority. 22 I've been a minority. I've been all over the world 23 in, like, 30 different countries. 24 THE CHAIR: I'm going to ask that you need 25 to wrap up.</p>	<p style="text-align: right;">16</p> <p>1 homeschooling, which I do the homeschooling and my 2 wife does the dyslexia therapy end. 3 I think the main thing here, without going 4 too far along, is that educational competition is 5 going to improve education across the board. 6 The socioeconomic limitations of a lot of 7 people will never give them the opportunity to have 8 an education. You know, they just stay in the 9 public realm, which is fine. 10 But if they have the opportunity for a 11 private-style education to improve their own ideas 12 and their own gifts, I think that's essential. 13 I went to New Mexico Military Institute, 14 and my mom sacrificed for me to go there. But I got 15 an education and an opportunity, not passing up the 16 public schools, but just taking a different 17 opportunity. 18 I don't think we need to look at this as a 19 competition for public schools, but as adding an 20 opportunity. In sports, you always had an 21 opportunity. The competition takes place because 22 you have the opportunity. 23 And all should have the opportunity. So 24 diversity being met here is primary. 25 The opportunity that a poor person or a</p>
<p style="text-align: right;">15</p> <p>1 FROM THE PUBLIC: Okay. And this is 2 something that is rarely seen and available in other 3 countries. We need to make that happen for 4 Alamogordo. Thank you. 5 MS. MELISSA BROWN: Yes. Please try to 6 listen for the chimes for the two minutes. 7 Next, we have Joe Burton. I just need to 8 find you. 9 FROM THE PUBLIC: Are you there? 10 MS. MELISSA BROWN: Yes, we're here, Joe. 11 FROM THE PUBLIC: Great. Thank you for 12 this opportunity and for what you guys do and what 13 you oversee. Appreciate your time and sacrifice, 14 because I'm sure, like anybody else, you're 15 sacrificing your time. I think that -- 16 MS. MELISSA BROWN: Spell your name, 17 please. 18 FROM THE PUBLIC: I'm sorry. Joe, J-o-e, 19 and then Burton, B-u-r-t-o-n. 20 I've been in education for 46 years, 21 retired from the New Mexico Public Schools, then 22 private schools, also. I have a school now called 23 Burton Learning Systems, where we do therapy, 24 reading therapy, for kids with dyslexia, and then 25 kids who have difficulty reading, and also do</p>	<p style="text-align: right;">17</p> <p>1 poor child has, or socioeconomic limitations, can be 2 a problem. But with an opportunity, it's no longer 3 a problem. 4 So, really, that's all I have to add is 5 the opportunity that someone has across the board 6 gives the child more of an opportunity, not so much 7 an Alamogordo issue, as far as it is an education 8 issue, where they can be completely and totally 9 well-rounded in their education. 10 And that's all I have. 11 MS. MELISSA BROWN: Thank you. 12 FROM THE PUBLIC: Thank you. 13 MS. MELISSA BROWN: Next we have Joann 14 Vullo. I'm looking for you. You may unmute 15 yourself and please spell your last name. 16 FROM THE PUBLIC: It's Joann, V, like in 17 Victor, u-l-l-o. 18 MS. MELISSA BROWN: Thank you. Go ahead. 19 FROM THE PUBLIC: Okay. My only concern 20 with the charter school is that since the last 21 hearing, or meeting, we have not been able to -- I 22 guess the committee has not reached out to anyone. 23 I am the president of the Otero County 24 LULAC, and we're concerned that diversity, equity, 25 and inclusiveness is still not being met.</p>

<p style="text-align: right;">18</p> <p>1 We also are concerned that the LGBTQ 2 community will be more discriminated, as a lot of 3 the members on the committee voiced concerns about a 4 trans child that was going to play on the volleyball 5 team. And this never occurred. There was never a 6 trans child.</p> <p>7 So one more thing that we are concerned is 8 if -- in the application, if true, that there was 9 plagiarism.</p> <p>10 What example does this set for the high 11 school students going to college?</p> <p>12 We're not in opposition of a charter 13 school. We would like to see maybe at-risk students 14 have a chance at a STEM school, because there is a 15 STEM program in the high school. And taking 16 \$2 million-plus from the high school budget is not 17 in the interest of all the students. Alamogordo is 18 just too small for a charter school at this time.</p> <p>19 Thank you.</p> <p>20 MS. MELISSA BROWN: Thank you. Next we 21 have Lorrie Black. Please spell your name, and then 22 you can start your two minutes.</p> <p>23 MS. LORRIE BLACK: Hello, everyone. My 24 name is Lorrie, L-o-r-r-i-e, last name, Black, 25 B-l-a-c-k.</p>	<p style="text-align: right;">20</p> <p>1 quite a few things from Alamogordo that I'm proud 2 of. But I will tell you this. If we stand this 3 charter school up today, this will be the biggest 4 accomplishment in my life, other than my children, 5 because this will be an everlasting situation that 6 will help our students from now on.</p> <p>7 So please consider us today. We will work 8 our butts off for you. And we will do the very, 9 very best that we can to make you proud that you 10 made this decision to support us today.</p> <p>11 So with that, I will close and say thank 12 you again for your time and walking us through this 13 process.</p> <p>14 MS. MELISSA BROWN: Thank you. Next we 15 have Vickie Marquardt.</p> <p>16 Okay, Vickie. You may unmute.</p> <p>17 FROM THE PUBLIC: Hello.</p> <p>18 MS. MELISSA BROWN: We heard you, and then 19 you muted yourself.</p> <p>20 FROM THE PUBLIC: Can you hear me now? 21 MS. MELISSA BROWN: Yes.</p> <p>22 FROM THE PUBLIC: Okay. Sorry. I'm 23 traveling today, so if my service is a little 24 spotty, I apologize. 25 My name is Vickie, V-i-c-k-i-e, last name,</p>
<p style="text-align: right;">19</p> <p>1 First of all, thank you, committee 2 members. This has been quite a process, so I can't 3 imagine what it's like on your side.</p> <p>4 But on my side, it's really exciting 5 today. I ran into several parents this morning. 6 And they know that this is happening. And the 7 excitement that's building in Alamogordo is pretty 8 phenomenal.</p> <p>9 I also want to say that being on the 10 founding committee has been such an honor to be with 11 people of such a high caliber and high standings and 12 that love our community so much. It's been a great 13 process to go and walk through with them.</p> <p>14 And I just want you to know that I am a 15 product of Alamogordo Public Schools. I love 16 Alamogordo. And my motto is "Bloom where you're 17 planted."</p> <p>18 So I have done many things and had many 19 opportunities. But I will tell you I got to go to 20 the Olympic trials and represent New Mexico. I 21 represented New Mexico at multiple national 22 championships in dance. And we've also represented 23 the United States at the world championships in 24 dance. 25 So it's huge for me to say that we've done</p>	<p style="text-align: right;">21</p> <p>1 M-a-r-q-u-a-r-d-t. 2 And I am currently serving as the Otero 3 County Commission Chairman. And this is my fourth 4 year as a chairman. I'm fixing to start my second 5 term.</p> <p>6 I was probably -- I should be reelected. 7 I didn't have any opponent this time.</p> <p>8 So I'm kind of coming at this two 9 different ways. I'm coming as a county commissioner 10 in that I am very involved in the county, obviously. 11 It very important to me that we can find people to 12 stay in and live in Otero County, in Alamogordo, 13 after they finish their education, because we just 14 desperately need help out at the test track, at 15 Holloman, at White Sands Missile Range. There's 16 such a need.</p> <p>17 And with the charter school, I think that 18 we can show kids what they love before they even 19 know that they love it.</p> <p>20 When I was in school, neither of my 21 parents went to college, so it wasn't a real driving 22 force to me to really figure out what I wanted to do 23 with my life. I just thought you grow up, you get 24 married, you have kids. 25 And in my later years, I found a huge love</p>

<p style="text-align: right;">22</p> <p>1 for engineering and military science and stuff that 2 I think that had I been exposed to that when I was 3 younger, my life probably would have taken a 4 different trajectory. 5 And I don't mean that in a bad way, 6 because I'm very blessed and very thankful. But 7 when I think of the kids in Alamogordo like me, I 8 didn't come from an affluent family at all. So it 9 wasn't an option for me to go to a private school or 10 to maybe delve into some of these issues that were 11 really not part of my family's heritage. 12 So I think if you give these kids the 13 opportunity, I think there are so many kids in the 14 lower-income part of Alamogordo, which there are a 15 lot. We don't have a real high income in any of 16 Otero County. And to give opportunity to all of 17 these kids -- it's a lottery, you know. 18 This misconception that you hand pick all 19 the smart kids or you're only going to have Anglo 20 kids, it's not true. It's a lottery. You all know 21 this. I know I'm preaching to the choir. But such 22 misinformation has gone out. 23 And for me, personally, I want to reach 24 out to the kids that don't have that opportunity, 25 because their parents don't come from an influential</p>	<p style="text-align: right;">24</p> <p>1 today. Thank you all for your time. I know we're 2 all busy people, and I just appreciate so much the 3 opportunity to get to speak to you. Thank you so 4 much. 5 MS. MELISSA BROWN: Next we have Adam 6 Hoppes. 7 FROM THE PUBLIC: Can you hear? 8 MS. MELISSA BROWN: Yes, we can. 9 FROM THE PUBLIC: My name is Adam Hoppes. 10 A-d-a-m H-o-p-p-e-s. I am a 2023 Alamogordo High 11 School graduate and current owner/operator of a 12 statewide small, unmanned aerial systems contracting 13 company located in Alamogordo. 14 I would like to express my full support 15 for the Sacramento School of Engineering and 16 Science. 17 In the recent years, my goals forced me to 18 graduate the school system early in hopes for more 19 education opportunities due to the lack of options 20 in my community. I decided to continue my education 21 at Clemson University, where I got my credentials in 22 the STEM space. 23 I've now been a certified Part 107 remote 24 pilot for over a year and a half. If I would have 25 had the opportunity of choice like, hopefully, my</p>
<p style="text-align: right;">23</p> <p>1 background, they don't have a lot of money, they 2 might not have a lot of the opportunities in life, 3 because I was one of those kids. 4 And it's just amazing to me to think that 5 we could open this up for our community. And 6 there's no telling what these kids can do. And it 7 doesn't matter what background you come from, if 8 you're exposed to this and you think, "Man, I could 9 do this," or, "I never even thought I might want to 10 be an engineer, but I can do this," and they can go 11 to this school for free and have this opportunity, 12 and then keep them in our community so that they can 13 work out at the test track or maybe go into the 14 military and work on who knows what, the next huge 15 thing for our country, it's amazing to me to have 16 this. 17 And I'm always curious when people have 18 negative thoughts about improving education in any 19 way, because it would improve it for everyone. It's 20 not handpicking anyone. 21 So I never can understand that, why we can 22 be last in education and yet when you have a group 23 that's really, really trying hard to improve it, 24 that you'd have any pushback whatsoever. 25 So thank you so much for letting me speak</p>	<p style="text-align: right;">25</p> <p>1 soon to be younger peers, my career would have 2 kickstarted much earlier, and my goals could have 3 been met locally. 4 I ask that the Commission consider many of 5 the past and present students like myself who aspire 6 to see a modern environment of education. I hope 7 this amazing project comes to fruition, like the 8 many other great projects happening in our 9 community. Thank you. 10 MS. MELISSA BROWN: Next we have Stan 11 Hernandez. You may unmute yourself and spell your 12 name. 13 FROM THE PUBLIC: Yes. Hello. Can you 14 hear me? 15 MS. MELISSA BROWN: Yes, we can. 16 FROM THE PUBLIC: Good. My name is Stan 17 Hernandez, S-t-a-n H-e-r-n-a-n-d-e-z. 18 And I am communications director with 19 Otero County LULAC and basically have some questions 20 and points to make. 21 Basically, the public has not been 22 involved in the application process and was not 23 given any information with regards to it and would 24 not even have known about the proposal in progress 25 without coverage by Alamogordo Town News.</p>

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1 In terms of finance, the charter school
2 will take an estimated \$2 million from existing
3 Alamogordo high school programs. The charter is
4 publicly funded without the transparency of regular
5 public schools.

6 62 percent of charters fail within five
7 years in small rural communities, with additional
8 damage done both in terms of failed charters in
9 public schools due to depleted funding issues.

10 A charter school could pull 156 students
11 out of Alamogordo High School. They could pull
12 25 percent of the students from the high school.
13 The 2024 graduating class is only 302 students.

14 The impact to Alamogordo High School will
15 be detrimental and result in losing approximately
16 \$2 million to the charter.

17 Nationwide, charters lose 24 percent to
18 their teachers each year, double the rate of
19 traditional public schools. 25 years and 6,000
20 schools nationwide later, charters still, on
21 average, produce results that are less or just equal
22 to those of the public schools that they set out to
23 outperform.

24 There are other issues there in terms of
25 special needs students. I attended one of the

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1 meetings with the founder group, I believe, out at
2 the Chamber, and I don't recall that that issue came
3 up very much.

4 Basically, we are not -- LULAC, nationally
5 and locally, is not opposed to charter schools.
6 However, we would prefer to see a more traditional
7 kind of approach that looks at improving either
8 literacy, math, whatever the -- whatever the metrics
9 are overall, rather than duplicating existing
10 technological curriculum, which I believe is in use
11 at the Alamogordo High School currently.

12 I live in the school district for
13 Alamogordo Public Schools, and I follow that out of
14 interest, because I'm a retired school employee
15 myself back in the office days.

16 We think that advancing public education,
17 K through 12, is a good thing. But we're not sure
18 that this is a good fit for Alamogordo. And we have
19 issues with how the implementation for this first
20 part of proposing to the Public Education has been
21 carried out.

22 We would like to see more outreach to the
23 various communities. And we stand ready to assist
24 with that process.

25 Thank you very much for your attention.

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1 Thank you for your hard work all around on the
2 Public Education Department. Thank you.

3 MS. MELISSA BROWN: Next we have
4 Representative John Block.

5 FROM THE PUBLIC: Thank you so much, Madam
6 Chairman, and it's great to see you all again.

7 I apologize. I'm not there in person.
8 Unfortunately, I'm out of town in a conference.

9 I wanted to make sure to spend some time
10 and thank you all for considering this application,
11 first of all, and also for taking the public input
12 that we've heard.

13 You know, I think it's so important to get
14 the public to talk about what they want as a
15 community. And I think Alamogordo, through this
16 endeavor, we've really thought outside of the box.
17 How can we achieve greatness in our community by
18 starting small and starting in our community?

19 And that's something that I think is so
20 important. Someone as a graduate of a charter
21 school, I know exactly what path I took in my life
22 because of the reasons that I was able to attend
23 that charter school.

24 And it was on the public dollar. It was
25 through the lottery process. Very fair. And so I

29

1 just want to thank the folks who are working hard to
2 get this across the finish line.

3 Secondly, I do want to say how
4 innovative this idea is. This is an innovative idea
5 to help cultivate minds and mindsets to think bigger
6 and think greater out of our state, which is, as you
7 know, we're 50th in education. Everybody knows
8 that.

9 But this is a way to fix those problems,
10 not just put a Band-Aid on them.

11 So I think about other small communities
12 like Socorro, about 8,000 people. I think of places
13 like Silver City, about 9,000 people.

14 They're a third of our population. They
15 have a charter school, and they're doing great work.

16 Together, as people in our community, we
17 put minds together, from all walks of life, all
18 places, all races, all sexual orientations, what
19 have you. We've worked together on this. And I
20 think that's something that's so incredibly
21 important, and we will continue to do that when we
22 have the Sacramento School.

23 So I want to thank you for your
24 consideration. I also want you to really ponder the
25 public input that you've had. You've had certain

<p style="text-align: right;">30</p> <p>1 groups that, of course, will be vehemently opposed 2 to this. But you've heard from actual regular, 3 everyday people who want this. They want a better 4 life for their children. They want a better life 5 for every student in Alamogordo. 6 And I think together we absolutely can do 7 that. 8 Thank you, Madam Chairman. Thank you, 9 Commissioners, and thank you, everyone who's put 10 this together. I appreciate it. Thank you. 11 MS. MELISSA BROWN: Okay. We're going to 12 try Shannan Wright again. Shannan, are you able to 13 unmute your phone? Shannan does not seem to be able 14 to unmute their phone. And I do not see Erica 15 Garcia. 16 So we could -- okay. So we can move to 17 the people in the room. 18 We've got Jerrett Perry. 19 You don't need to hold it close. 20 FROM THE FLOOR: Okay. How's this? Good 21 morning -- good afternoon. My name is Jerrett 22 Perry, J-e-r-r-e-t-t. Last name is Perry, 23 P-e-r-r-y, retired educator, public educator for 24 28 years, started out as a special ed teacher, 25 worked my way up through the system, became a vice</p>	<p style="text-align: right;">32</p> <p>1 come in and be present today. But I can assure you 2 there is immense support in creating opportunities 3 to build a workforce that supports their mission at 4 Holloman Air Force Base. 5 As one of the leading employers in the 6 region, the 704th directly supports thousands of 7 high-quality jobs and fosters significant economic 8 development activity in the Alamogordo area. 9 There are seven subgroups of the 704th. 10 The 586 Flight Test Squadron, their mission is to 11 conduct and enable agile weapons, avionics, and 12 survivability testing for the joint warfighter. 13 Flight test services are provided for the Department 14 of Defense and commercial customers across the 15 spectrum of program size and complexity. 16 Another group, the NRTF is the premier 17 outdoor facility for Radar Cross Section testing. 18 It specializes in narrowband and wideband RCS 19 signature characterization of scaled, full-scale, 20 and flyable articles. Due to its remoteness and 21 secure environment, the NRTF can accommodate 22 customers requiring specialized testing of 23 developmental systems. 24 Another, 704 TSS, is an integral 25 organization within 704 Test Group in providing</p>
<p style="text-align: right;">31</p> <p>1 principal, a principal, and ended my career as a 2 superintendent of schools. 3 I'm a fifth-generation New Mexican. I'm 4 very proud of that. I was born and raised in the 5 Silver City area. And in New Mexico, like some of 6 you mentioned earlier, this is about family and 7 relationships. 8 Alamogordo is a very, very, very special 9 place, and I think that there's just -- there's a 10 few things that I'd like you to know. 11 I'm also -- currently, I'm the executive 12 director for the Alamogordo Chamber of Commerce, 13 ended my career and started my second career for my 14 love of people, my love of my community. 15 I stand before you to highlight a 16 compelling opportunity for New Mexico's economic and 17 educational future through the Sacramento School of 18 Engineering and Science. 19 This (inaudible) is not just about 20 creating another school. It's about strategically 21 positioning New Mexico at the forefront of 22 technological innovation and economic growth. 23 I work daily with Holloman Air Force Base 24 leadership. Due to the nature of the Hatch Act, 25 established in 1939, we are unable to have military</p>	<p style="text-align: right;">33</p> <p>1 support services that enable focused and effective 2 test and evaluation to aid the DoD. 3 Operated by the 846, the High Speed Test 4 Track, as you all have heard about, the mission 5 there is to plan and execute world-class rocket sled 6 tests, enable critical weapon system development in 7 support of the warfighter, using world-class people, 8 technical excellence, cost effectiveness and -- I 9 could keep on going on and on and on. 10 So many people do not understand what 11 Holloman -- when we say "the base," it's much more 12 complex than that. 13 Sacramento School of Engineering and 14 Science will be instrumental in addressing the 15 evolving needs of the 704 Test Group by (audio 16 distortion) educational programs with the specific 17 (audio distortion) of STEM careers, particularly 18 those in defense and aerospace. 19 The Sacramento School will provide a 20 highly skilled workforce tailored to the needs of 21 our sector. Graduates from SSES will be uniquely 22 prepared for the technical and scientific challenges 23 faced by the 704. The economic impact of investing 24 in this educational initiative extends far beyond 25 the immediate benefits.</p>

<p style="text-align: right;">34</p> <p>1 By cultivating (audio distortion) STEM 2 professionals, the Sacramento School will help drive 3 innovation and support the expansion of high-tech 4 industries throughout the state of New Mexico. 5 This, in turn, will stimulate our economy, 6 attract further investment, and contribute to 7 sustainable job growth. 8 I'm almost done. 9 By embracing this opportunity, we position 10 ourself to enhance national security, enhance 11 technological progress, and create robust economic 12 growth in New Mexico. Our children deserve an 13 opportunity to learn skills that lead them to 14 high-paying jobs, a better quality of life, as well 15 as keep them in New Mexico. 16 We respectfully ask that you approve the 17 SSES application. 18 Thank so much for your time. 19 MS. MELISSA BROWN: I want to give Shannan 20 another try. Wait. Where did she go? Where did 21 she go? Shannan, are you able to unmute this time? 22 All right. Finally, in the room, we have 23 Fred -- 24 FROM THE FLOOR: Unfortunately, Shannan 25 told me that he couldn't figure it out. He doesn't</p>	<p style="text-align: right;">36</p> <p>1 Bill, going to California Polytechnical State 2 University as a mathematician, as a chemist. I then 3 went to Washington State University, where I got my 4 electrical engineering degree. I then went to work, 5 and I had a great opportunity educating and 6 mentoring within a corporation. 7 They funded my external work from my jobs. 8 My passion is teaching. My forte is inventing and 9 mentoring. 10 So when we retired, long before I retired, 11 we moved to Alamogordo. My dad was shocked, 12 surprised. He came down, and he goes, it's kind of 13 like the '50s. 14 "But, Dad, we like it here, and we can 15 make a difference." 16 We run the STEM center. Our kids get 17 full-ride scholarships to any university, and they 18 get to work at the test track, as an example. 19 All of the different groups that Mr. Perry 20 talked about, they offer full-ride scholarships. 21 One condition: (audio distortion) college books, 22 stipend. You've got to work three years. The 23 biggest question our sponsors have to answer, "Are 24 they understanding of a remote assignment?" 25 Bingo. They're great at it. We have</p>
<p style="text-align: right;">35</p> <p>1 know what's wrong. He could hear us. But he's also 2 on the school board. So, like the others, I want to 3 say thank you all for giving your time. And it's 4 Fred, F-r-e-d, like Flintstone, S-t-o-n-g, no R. 5 Thank you all for donating your time. I know it's 6 your passion. And I know you see our passion. 7 And I encourage you to look at the level 8 of education of the people who are presenting in 9 support of this, versus others who really have 10 talking points against it that -- points I know 11 you've heard in the past. 12 What I want to talk about most here is I 13 first moved to New Mexico -- 'cause you need to look 14 at long-standing ties to New Mexico and Alamogordo. 15 I moved to New Mexico in the '50s, before 16 the 40, before the 25 to Albuquerque. My dad would 17 take me to Albuquerque -- Alamogordo when -- because 18 of his top secret work and even with GE engines 19 because of the work that we have in our area. 20 It is, unbelievably -- one, much of it is 21 top secret; two, literally buried in a tremendous 22 career opportunity. So I'm going to build on that. 23 Eventually, we left New Mexico. I ended 24 up going into the Air Force as a nuclear weapons 25 specialist. That provided me the opportunity for GI</p>	<p style="text-align: right;">37</p> <p>1 members of our STEM center today in those programs. 2 They go all expenses paid and get to work in the 3 summertime, and they're low-income. One of our most 4 skilled, he has six brothers and sisters from our 5 community. He will come back, work there, graduates 6 here, I think, and have a career. They have 7 positions. They have work that most can't even talk 8 about. 9 So look at the level of education in the 10 people involved: 11 Myself, work put me through law school 12 because of my FAA needs, my FCC needs, and the work 13 we had to do in patenting and contracts. 14 These opportunities exist. These people 15 retire in the Alamogordo community for one reason, 16 to spread that knowledge and help. 17 So I know you don't see a lot of it. But 18 it's there. And people are waiting who have left to 19 come back and teach. 20 Yeah, their credentials are good, too, 21 but -- in fact, they're real good. 22 So, again, in parting, A, please make note 23 of the caliber of people who endorse this, who are 24 putting feelers out and encouraging people to come. 25 And a lot like myself who will fill any gap</p>

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1 necessary, if called upon.
 2 And thank you. Can we do a phone?
 3 MS. MELISSA BROWN: Is this Shannan
 4 Wright? Here we go.
 5 Okay. Shannan, we're trying you again.
 6 FROM THE PUBLIC: No. Yes. I don't know
 7 what's the matter, but I got a -- can they connect
 8 me? Or can they call me or can you put me on
 9 speaker?
 10 MS. MELISSA BROWN: I'm not sure. Cindy,
 11 can you hear that?
 12 THE REPORTER: I can sort of hear him.
 13 I'll get what I can get.
 14 THE CHAIR: Cindy, we can't hear him,
 15 so -- at all.
 16 FROM THE PUBLIC: Try again, Shannan.
 17 FROM THE PUBLIC: Okay. I'm back on
 18 the -- back on the page here. I'm going -- this --
 19 MS. MELISSA BROWN: No, we can't,
 20 Mr. Wright. It's not going to work. I'm sorry.
 21 Yeah, you have. (Off-mic discussion.)
 22 FROM THE PUBLIC: Can I interpret? Okay.
 23 MS. MELISSA BROWN: So we're going to have
 24 Fred Stong delivering public comment from Shannan
 25 Wright. That's S-h-a-n-n-a-n W-r-i-g-h-t.

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1 FROM THE PUBLIC: All right.
 2 I would like to speak in favor of the --
 3 yes -- in favor of the charter school and the
 4 importance it brings to our community and how we can
 5 help Holloman Air Force Base, because it's a
 6 priority of the mission. We want to provide the
 7 ability to provide local resources in the labor
 8 force for all aspects of the mission, construction
 9 design, and engineering.
 10 We have support from our local
 11 governments, our business community. And the people
 12 sitting on the floor from the community have
 13 provided endless hours of -- and resources and
 14 talents to make sure that this will be a successful
 15 project team.
 16 We are dedicated and can work to give
 17 every student and parent the education and ability
 18 that will further their child's growth and
 19 involvement in our local area.
 20 As a businessperson who has lived here for
 21 45 years, this is one of the reasons he has stayed
 22 in Alamogordo and served (audio distortion) to help
 23 grow and strengthen our community.
 24 Your consideration is greatly appreciated
 25 and respected, and thank you for listening to our

40

1 representatives, our people who are (audio
 2 distortion).
 3 I might suggest you provide your
 4 credentials. I don't think we heard that.
 5 A business community leader, several
 6 businesses that make large payroll (audio
 7 distortion), and actively involved in the school
 8 board and student activities.
 9 He's got a contractor's license -- okay,
 10 they're happy.
 11 Do you have anything else that you need to
 12 say? I think we're over time.
 13 Okay. You're done -- you're done done,
 14 sir. Appreciate it, Shannan. Thank you.
 15 MS. MELISSA BROWN: That concludes Public
 16 Comment.
 17 THE CHAIR: Director.
 18 Oh, I'm sorry. Lost my train of thought.
 19 I apologize. Now you have your 20 minutes. Sorry.
 20 MS. CYNTHIA STONG: Do we need to
 21 introduce? Okay.
 22 So good afternoon, Commissioners. My name
 23 is Cynthia Stong, S-t-o-n-g. And with me is --
 24 DR. MICHELLE PERRY: Michelle Perry.
 25 M-i-c-h-e-l-l-e P-e-r-r-y.

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1 MS. CYNTHIA STONG: And thank you for
 2 allowing us to speak today.
 3 I don't have a presentation like the group
 4 ahead of us. They did a great job. I am an
 5 engineer, and I'm very process-driven, so it's --
 6 this process has been a bit baffling, to say the
 7 least.
 8 I mean, I love math. Math is easy. And
 9 this has been a little bit hard to follow.
 10 But something Vickie said I just wanted to
 11 start with, that I grew up in Southern California, I
 12 went to parochial school and then public school.
 13 And I was the top student of -- in math in my high
 14 school. And I got the Betty Crocker Homemaker Award
 15 because that's what they did back then. And the boy
 16 next to me got the math award.
 17 I also got kicked off the track team
 18 because I had to go to college to take calculus,
 19 because they ran out of it at my school. I went to
 20 work for Boeing, and I worked full-time, raised a
 21 family, and it took eight years to get my mechanical
 22 engineering degree, of which I was in the top of
 23 that, too.
 24 I was the first in my family to get a
 25 degree, and I feel very blessed that this happened

<p style="text-align: right;">42</p> <p>1 to me. So thank you, Vickie.</p> <p>2 I want to start out with saying we</p> <p>3 disagree with the Charter School Division analysis</p> <p>4 and recommendation of "Denied." They said the</p> <p>5 application is either incomplete, inadequate, or,</p> <p>6 during their capacity interview, the applicants, us,</p> <p>7 did not sufficiently demonstrate, express knowledge</p> <p>8 or competence to open and operate a charter school</p> <p>9 in New Mexico successfully.</p> <p>10 Why do we disagree?</p> <p>11 Let's start with the first one. We did</p> <p>12 not take someone else's work or ideas and pass them</p> <p>13 off as our own. That didn't happen.</p> <p>14 Credit was given. At a certain point, the</p> <p>15 founding team was presented with a wonderfully</p> <p>16 written, gold-standard example of a New Mexico</p> <p>17 charter school application which we used to</p> <p>18 influence our application.</p> <p>19 The instructions stated, "Be sure to</p> <p>20 credit authors and cite sources for any references</p> <p>21 in the application." And we did with willing</p> <p>22 integrity. Credit was given; nothing proprietary</p> <p>23 was used.</p> <p>24 There are best educational practices</p> <p>25 mentioned in our application that are widely used</p>	<p style="text-align: right;">44</p> <p>1 community and local Air Force Base. The school's</p> <p>2 instructional philosophy of integrated hands-on</p> <p>3 learning in four sessions per day, allows for</p> <p>4 academic rigor and a focus on the school's mission</p> <p>5 to develop transportable skills in engineering and</p> <p>6 science. Using established courses, curricula that,</p> <p>7 such as Advanced Placement and Project Lead The Way</p> <p>8 strengthens SSES's academic framework."</p> <p>9 The peer reviewers also noticed weaknesses</p> <p>10 in our application regarding at-risk students and</p> <p>11 worried about how they would be able to access AP</p> <p>12 and other rigorous courses.</p> <p>13 This is a troubling reaction. All kids</p> <p>14 should have access to rigorous courses and we must</p> <p>15 eradicate this idea of those kids can't do that.</p> <p>16 New Mexico is ranked 50th on many scales</p> <p>17 concerning the well-being of children; education is</p> <p>18 included in that.</p> <p>19 We have landed the last ranking of U.S.</p> <p>20 education ever since I can remember, and my cohort</p> <p>21 here, Michelle, has been an educator in New Mexico</p> <p>22 public education for 29 years.</p> <p>23 We have to change our thinking regarding</p> <p>24 our kids in this state to change this reality.</p> <p>25 There are also criticisms about our</p>
<p style="text-align: right;">43</p> <p>1 across the state and country. This particular</p> <p>2 application had a wonderfully unique plan for its</p> <p>3 academic framework, which, in our minds, is the most</p> <p>4 critical part of the application.</p> <p>5 Any aspects that seem less than original</p> <p>6 or nonproprietary and are reflective -- are</p> <p>7 reflective of the standard practices established by</p> <p>8 regulatory guidance and NFSBPA -- I'm sorry -- NMSBA</p> <p>9 policies, which are commonly known among all</p> <p>10 120 New Mexico school districts.</p> <p>11 However, for the framework, we had a far</p> <p>12 better idea for our community. Our concept is</p> <p>13 centered around the economic and educational needs</p> <p>14 of Alamogordo. Our idea for the academic framework</p> <p>15 is founded in integrated content, and our</p> <p>16 instructional day is largely void of the constraints</p> <p>17 of the 19th Century public education traditions.</p> <p>18 Our goals are brief and targeted to ready</p> <p>19 our students for high-wage, high-need careers at</p> <p>20 Holloman Air Force Base, High Speed Test Track, and</p> <p>21 our other DoD entities surrounding our community.</p> <p>22 I want to point out, "The peer reviewers</p> <p>23 noted the Sacramento School of Engineering and</p> <p>24 Science has a compelling and unique mission and</p> <p>25 vision, based on a need identified by the business</p>	<p style="text-align: right;">45</p> <p>1 application regarding students with labels such as</p> <p>2 ELL and SpEd. We aim to serve them better than</p> <p>3 most, which includes offering them equal access to</p> <p>4 all of the rigorous courses. They deserve this and</p> <p>5 so much more.</p> <p>6 CSD noted in our letter in an attendance</p> <p>7 table that listed founders' attendance at prior</p> <p>8 hearings. It incorrectly lists Jerrett Perry as</p> <p>9 absent from the capacity interview.</p> <p>10 He was indeed on the call. And Vickie</p> <p>11 Marquardt, our County Commissioner, who is also one</p> <p>12 of the founders, wasn't able to call into that</p> <p>13 interview as she was in a county interview at the</p> <p>14 time and couldn't adjust to a last-minute meeting</p> <p>15 move.</p> <p>16 Even trying to organize speakers for</p> <p>17 today's hearing was difficult. We were told our</p> <p>18 speakers had to log in at 8:45 for a 1:00 p.m.</p> <p>19 hearing that may or may not move earlier, and I</p> <p>20 wasn't given certainty that that would happen. We</p> <p>21 were told by four different people that they had to</p> <p>22 log in by 8:45, and then we learn that they could</p> <p>23 have logged in as late as 1:00.</p> <p>24 Regarding absenteeism, the letter stated,</p> <p>25 "CSD agrees with the Does Not Meet and questions</p>

<p style="text-align: right;">46</p> <p>1 about how the school would change the chronic 2 absenteeism rate in Alamogordo of 46 percent, which 3 is higher than the State average of 39 percent." 4 The topic is indeed covered in the 5 application on Page 69. We state that, "We will 6 address it with engaging family, monitoring, and a 7 positive climate." 8 More importantly, this shocking number can 9 be addressed, we believe, through mentoring, 10 monitoring, and involvement. This issue only cries 11 out for something different, anything different. 12 Our proposal offers that by providing engaging 13 project learning and teamwork. 14 It was stated that there's a divided 15 community, that the school is not in the best 16 interests of the community. 17 "The proposal has divided the local 18 community with a majority -- a majority of 19 individuals representing multiple sectors of 20 Alamogordo providing clear and coherent input 21 against the charter, setting a lack of inclusivity 22 in the planning process. Additionally, the 23 application does not offer a viable plan for 24 identifying and meeting the needs of all students, 25 sufficiently staffing the school, engaging families,</p>	<p style="text-align: right;">48</p> <p>1 evidence of any community divisiveness in 2 Alamogordo. 3 I did the math. It's less than 1 percent, 4 about a half a percent of our population, that wrote 5 in negative letters. 6 This same person's article against the 7 charter school this last Monday features a picture 8 of a cartoon in Washington State of someone holding 9 a strike sign and wearing a union -- teacher union 10 T-shirt. He claims APS is embroiled in political 11 turmoil, agitated by small group -- us, I guess -- 12 to set the stage and opportunity for a charter 13 school. 14 He also claims karma is one hell of a 15 b-i-t-c-h, asterisk, and that is why we are being 16 turned down. 17 Even today, he cherrypicked only negative 18 comments from the CSD letter and published it. 19 I want to highlight the false information 20 in this petition, titled, "Sign the Petition No to a 21 Charter School That Would Take Funding Away From 22 Alamogordo High School," as an example of what 23 people signed. 24 Note the signatures are hidden. No 25 transparency.</p>
<p style="text-align: right;">47</p> <p>1 nor meeting the fiduciary responsibilities of a 2 public school." 3 That is their words. I know the 4 individual who sent the letter in with 59 opposed 5 signatures gathered this information from a survey 6 petition from Change.org. 7 If this act merits consideration, we ask 8 that the survey we did with results provided at the 9 public forum on July 11 also merits equal 10 consideration. 11 Our survey results were gathered via a 12 Google form, which includes authenticated e-mails 13 and did include the e-mail addresses twice of the 14 individual I mentioned above. 15 From this particular data point, 16 individuals who support the effort add up to 108 17 yeses and 38 maybes. Therefore, if you were able to 18 calculate the number of individuals who support the 19 school, the 176 total, leaving out the maybes, 20 exceeds the opposed number quoted at 113. 21 In either instance, the population of 22 Alamogordo is approximately 28,000. Those who 23 expressed support or otherwise are limited -- those 24 who expressed not supporting us are limited in 25 number and should not be used as exclusionary</p>	<p style="text-align: right;">49</p> <p>1 Here are some of his untruthful statements 2 in the petition. 3 "This is engineered by a small elite group 4 of individuals without significant public input and 5 behind closed doors." 6 He also called us a cabal, and, in 7 writing -- in writing, and agreed, it's all about us 8 "making money for pushing this charter school 9 thing," and we are "raping and pillaging 10 Alamogordo." 11 More. "The proposed charter school 12 threatens to undermine this long-standing tradition 13 of transparency and community pride." 14 More. "Funds are diverted. The fiscal 15 strain on Alamogordo High School and the loss of 16 students and funding will result in layoffs and a 17 cut of programs in the high school." 18 More. "Charters are known to exploit 19 neurotypical (verbatim) and special ed students to 20 receive more funding." 21 More. "Say no to the privatization of 22 public education." 23 So, yes, why is he so divisive, and why is 24 the LULAC group so opposed to a school that helps 25 all?</p>

50	<p>1 This same town critic and pot-stirrer uses</p> <p>2 at least 15-plus aliases, out-of-state relatives,</p> <p>3 and even a deceased person in his writings. This</p> <p>4 individual seeks to create chaos. The more clicks</p> <p>5 on his blog articles, the more Newsbreak pays him.</p> <p>6 He's only lived in our community for a</p> <p>7 short time, has no children of school age. He's</p> <p>8 been weaponizing the IPRA process, much to the</p> <p>9 chagrin of CSD, who has mentioned it on more than</p> <p>10 one occasion.</p> <p>11 I believe after today, he'll move on to</p> <p>12 his next windmill to get attention and clicks.</p> <p>13 Diversity of the committee.</p> <p>14 We are a passionate and fully qualified</p> <p>15 committee. We disagree with CSP noting the validity</p> <p>16 of the claim that we lack inclusivity.</p> <p>17 The educational community I've been</p> <p>18 working with has over 25 diverse, qualified, and</p> <p>19 passionate members. Members were gathered via</p> <p>20 announcements at public meetings, forums, Facebook</p> <p>21 posts, webpages.</p> <p>22 It's important to note that this group's</p> <p>23 diversity closely mirrors the demographics of our</p> <p>24 own town. This group has spent countless hours of</p> <p>25 volunteer work to make this happen.</p>	52	<p>1 public meeting called "Main Gate." At our last</p> <p>2 meeting, there was over 100 members and guests</p> <p>3 listening to the update on the charter school and an</p> <p>4 invitation to join.</p> <p>5 Dozens of radio announcements. Three</p> <p>6 advertised public forums. Facebook announcements on</p> <p>7 all the local community sites. Dedicated webpage on</p> <p>8 the Chamber site, which has over 500 members.</p> <p>9 Almost 100 articles in various outlets, including</p> <p>10 the front page of the Alamogordo Daily News.</p> <p>11 For a small town, I've personally talked</p> <p>12 to the superintendent of the neighboring Tularosa</p> <p>13 schools about the charter -- he's my neighbor -- and</p> <p>14 to the superintendent of Mescalero schools. He's a</p> <p>15 friend, and his son works for the theater that I am</p> <p>16 on the board of.</p> <p>17 We are the talk of the town. Alamogordo</p> <p>18 is significantly different from Albuquerque or</p> <p>19 Santa Fe in many ways. And, above all, we enjoy the</p> <p>20 familiarity and cohesion of a small community.</p> <p>21 I want to cover briefly a couple -- some</p> <p>22 items that were brought up in previous hearings in</p> <p>23 feedback. We appreciate all the feedback we've been</p> <p>24 given. We continue to work on it.</p> <p>25 Our facility came up last time, and I -- I</p>
51	<p>1 We've been gathering very experienced and</p> <p>2 competent people for our governing council. Some of</p> <p>3 these people sought me out from the public</p> <p>4 information that they've seen.</p> <p>5 I know we need a minimum of seven people.</p> <p>6 I just want to highlight a couple of them.</p> <p>7 I have an experienced charter lawyer.</p> <p>8 That was Erica who tried to call in. She has asked</p> <p>9 to be on the council.</p> <p>10 I have a CPA.</p> <p>11 And then we also will keep receiving help</p> <p>12 from my Ph.D. in curriculum instruction,</p> <p>13 specialization and learning technology, certified</p> <p>14 administrator and special ed teacher.</p> <p>15 I will also get help from my former</p> <p>16 superintendent, school principal, experienced</p> <p>17 teacher. And I, myself, have an MBA, and I'm</p> <p>18 certified in project management and board</p> <p>19 experience. I've offered to run the board.</p> <p>20 Lack of transparency.</p> <p>21 We disagree. Our committee has been very</p> <p>22 transparent during our eight months of work. All</p> <p>23 our contact e-mails and information have been listed</p> <p>24 publicly.</p> <p>25 I go to monthly charter updates at a</p>	53	<p>1 think I showed a picture of our dream facility.</p> <p>2 That is now gone. It is rented to FEMA to help the</p> <p>3 folks in Ruidoso.</p> <p>4 So I want to share a little show-and-tell.</p> <p>5 We've been looking at many, many buildings; ugly</p> <p>6 ones, too. And right now, we found a very favorable</p> <p>7 building about two miles from the current high</p> <p>8 school. So that's walking distance.</p> <p>9 Also, there's two real good potential</p> <p>10 locations right across from the high school. So</p> <p>11 that solves the transportation problem.</p> <p>12 Budget. We worked with our K12 Accounting</p> <p>13 folks to adjust and correct the budget.</p> <p>14 I want to highlight a couple more of the</p> <p>15 positive peer review comments. It just seems like</p> <p>16 they've gotten lost, along with the supportive</p> <p>17 letters that came in with our application, not only</p> <p>18 from the community, but also from Representative</p> <p>19 Vincent and Block, and even that memo from the</p> <p>20 Department of Air Force, clearly spelling out the</p> <p>21 need for growth in the trained workforce, and then</p> <p>22 positive speakers at the community input.</p> <p>23 To recap some of the peer review comments:</p> <p>24 "Compelling and unique mission." "Instructional</p> <p>25 philosophy which allows for academic rigor and</p>

<p style="text-align: right;">54</p> <p>1 focuses on the school's mission." 2 "The use of AP and Project Lead The Way 3 strengthens our academic framework." 4 "Solid plans for board structure and 5 qualifications." 6 "Internal control procedures were strong." 7 "An impressive amount of outreach was done 8 among the business community and media." 9 We also prepared feedback to the peer 10 review comments. It was over 50 pages long. And we 11 were told we couldn't allow to submit that because 12 it looked like a revision. 13 So the letter that you guys were privy to 14 was my quick afternoon response that we were looking 15 at everything and working on it. 16 Additional prior questions: There was a 17 question on outreach and recruitment plan. There 18 was no mailer sent out yet. I think someone asked 19 for a copy. 20 And there was a question about a targeted 21 ZIP Code. Alamogordo has one ZIP Code. 22 And we worked with Mayor Payne, who was on 23 earlier. She told you she runs a outreach group 24 called -- it's called Love, Inc. And we are going 25 to work with groups like that to reach out in the</p>	<p style="text-align: right;">56</p> <p>1 skills to pursue great career opportunities locally. 2 If you look on USAJobs.gov, a couple of days ago 3 there was 136 open technical jobs in our area. 4 Our goals are audacious, aiming for 5 90 percent of students to pass with 80 percent or 6 higher on quarterly content area assessments, and 7 for 100 percent of our students to achieve college 8 training, school acceptance, or job placement. 9 We believe that prioritizing STEM 10 education, we can create a future where local 11 students have access to rewarding career options in 12 their hometown. 13 We ask the PEC to deliberate not only on 14 the critiques of the application, but also on the 15 overwhelming uniqueness and innovation within the 16 application. 17 Our proposed program is solid. We invite 18 you to weigh the impact of the good this school 19 could bring to the community of Alamogordo and the 20 state of New Mexico. We can't afford to leave 21 another generation of Alamogordo high school 22 students in need of a quality STEM education. 23 Thank you. 24 THE CHAIR: Director? 25 DIRECTOR CORINA CHAVEZ: Thank you, Chair</p>
<p style="text-align: right;">55</p> <p>1 community. We've had someone offer to translate 2 everything in Spanish and help us provide 3 Spanish-speaking outreach. 4 There was an issue with asking for birth 5 certificates on the school enrollment. We don't 6 intend to keep them, merely to verify age. There's 7 many means to verify age. 8 Transportation. Like I mentioned, we're 9 looking at buildings near Alamogordo High School, 10 which would solve that problem, or walkable, or 11 buildings that are on -- we have a local bus, via 12 bus routes. 13 And tribal outreach, I did send a letter 14 out to them, offered a meeting, and offered to share 15 details, to the Mescalero Tribe. 16 So Alamogordo is in great need of STEM, 17 science, technology, engineering, and math 18 education. This is evident due to the presence of 19 technical businesses, our hospital, and the highly 20 technical DoD facilities in our area that are in 21 dire need of trained workers. 22 We wouldn't be hearing this loud voice if 23 the current school was producing them. 24 By focusing on STEM education, we can 25 provide Alamogordo students with the necessary</p>	<p style="text-align: right;">57</p> <p>1 Gipson, Commissioners. 2 Team Sacramento, thank you for making the 3 drive over. I know that it's not close. And thank 4 you for all the work that you did on this. 5 I'm going to first read through the 6 sequence of events that have led us to where we are 7 today, and then discuss a little bit about the 8 recommendation. 9 In January, we received the Notice of 10 Intent to apply for a charter. And at the PEC's 11 request this year, Ms. Brown and I met with each of 12 the applicants and provided some levels of feedback. 13 Our message was consistent to all 14 applicants: Respond to every indicator as 15 thoroughly as possible, and there's no shame in, at 16 any given point, deciding to postpone and reapply 17 next year. 18 In past years, that was very common. 19 The application was submitted on time, 20 June 1. And it was -- there were responses for each 21 of the indicators in the application kit. 22 It was reviewed by peer reviewers. And 23 the peer reviewers also conducted a capacity 24 interview. The preliminary analysis, based on the 25 peer review team's look at the application, was sent</p>

58	<p>1 to PEC and the applicants on June 28th.</p> <p>2 On July 8th, there was a response to the</p> <p>3 peer analysis mailed to the Public Education</p> <p>4 Commission that came from the applicant team. And,</p> <p>5 indeed, we did guide the school not to rewrite the</p> <p>6 application, but to provide a response. And so that</p> <p>7 is what you received.</p> <p>8 The community input hearing was held in</p> <p>9 Alamogordo on July 11th.</p> <p>10 PEC sent a letter to the applicants</p> <p>11 July 19th.</p> <p>12 The CSD sent their recommendation to the</p> <p>13 PEC and the applicants on August 2nd.</p> <p>14 And I want to speak to a couple of things.</p> <p>15 So there were some speakers today,</p> <p>16 including J.P. and the gentleman who represents the</p> <p>17 Chamber of Commerce today, who spoke about the</p> <p>18 promise of this school and described it as</p> <p>19 compelling.</p> <p>20 And I agree. When I first saw the Notice</p> <p>21 of Intent, I, too, was hopeful about a STEM high</p> <p>22 school in the community without a public charter</p> <p>23 choice, especially because of the focus with the</p> <p>24 local relevance.</p> <p>25 CSD has concluded, though, that the</p>	60	<p>1 would have been rated as it was.</p> <p>2 But in the Does Not Meet criteria, it</p> <p>3 clearly states that, "Copying responses from a prior</p> <p>4 applicant's application, copying statutory,</p> <p>5 regulatory, or policy guidance and language, and</p> <p>6 plagiarizing information from other publicly</p> <p>7 available material does not meet the criteria."</p> <p>8 I understand looking at a model and seeing</p> <p>9 how somebody might have responded. But when every</p> <p>10 single word in multiple paragraphs are exactly the</p> <p>11 same, that goes beyond looking at the application,</p> <p>12 the other application, as guidance and inspiration.</p> <p>13 And, finally, I want to say that in the</p> <p>14 20 years that I've worked with charter schools, the</p> <p>15 number of speakers and letters against an</p> <p>16 application is more than I've seen before for this</p> <p>17 one.</p> <p>18 I also just need to make a comment about</p> <p>19 something Mr. Stong said. Perhaps I could be</p> <p>20 interpreting it incorrectly. But I heard something</p> <p>21 to the effect of him imploring you to listen to</p> <p>22 those with higher education.</p> <p>23 And I think charter schools should be an</p> <p>24 opportunity for all students. And I hope that the</p> <p>25 PEC would listen to the PEC -- did I stay "PED"? --</p>
59	<p>1 application is inadequate and incomplete and not in</p> <p>2 the best interests of the community.</p> <p>3 If the charter could be disqualified at</p> <p>4 this point in the process for plagiarism, this one</p> <p>5 should.</p> <p>6 The charter application process is and</p> <p>7 should be rigorous. Plans should be original to the</p> <p>8 applicant and speak to this unique school's</p> <p>9 founders' capacity and understanding.</p> <p>10 The review team was generous. They did</p> <p>11 not conduct a one-on-one review of the application</p> <p>12 with the school, which is mentioned in the</p> <p>13 application as providing guidance and inspiration.</p> <p>14 But I did. I pulled up both applications</p> <p>15 and did a one-on-one, and I was shocked.</p> <p>16 CSD discussed this as a team. And as</p> <p>17 former educators, we talked about how when we were</p> <p>18 classroom teachers and we discovered students</p> <p>19 copying and pasting other people's work and</p> <p>20 basically taking intellectual property, that it</p> <p>21 would be treated as a serious infraction.</p> <p>22 We feel very strongly about this.</p> <p>23 The rubric reads -- and I don't know --</p> <p>24 had the review team read this before and done the</p> <p>25 one-on-one comparison, I don't think that the school</p>	61	<p>1 the PEC would listen to everyone, no matter their</p> <p>2 level of education, because, ultimately, what</p> <p>3 charter schools need to be doing is providing</p> <p>4 opportunities for all students, and especially to</p> <p>5 become an option for those that are less privileged.</p> <p>6 I hope that the PEC will clarify whether</p> <p>7 student outreach and recruitment actually occurred,</p> <p>8 as described on Page 172, where it says,</p> <p>9 "Traditional recruitment efforts of families and</p> <p>10 students will include direct mailing through the</p> <p>11 U.S. Post Office to targeted ZIP Codes throughout</p> <p>12 Otero County. SSES has acquired lists through the</p> <p>13 U.S. census data for homes with grade levels within</p> <p>14 the targeted age ranges. Direct mailers to these</p> <p>15 addresses have included scripted SSES flyers with</p> <p>16 guidance on assessing additional -- accessing</p> <p>17 additional information through the SSES website and</p> <p>18 social media."</p> <p>19 To me, that sounds like work that already</p> <p>20 occurred. And it's exactly what was in another</p> <p>21 person's application.</p> <p>22 So this is not an easy place to be or</p> <p>23 things to say. But thank you.</p> <p>24 THE CHAIR: Ten-minute break.</p> <p>25 (Recess taken, 2:29 p.m. to 2:38 p.m.)</p>

1 THE CHAIR: So I just wanted to address
2 some of the comments about charter schools that have
3 been out there; not this school in specific --
4 specifically, but deeply disappointed in what has
5 been said about charter schools in New Mexico,
6 especially because I've read a lot of the media
7 posts that were there.

8 And I'm disappointed that those
9 individuals cared enough to write the article, but
10 didn't care enough to make a phone call to someone.

11 None of us can talk about an application,
12 but I can certainly chew your ear off about what
13 charter schools are in New Mexico. And the notion
14 that's been perpetuated out there within the
15 community of Alamogordo at this moment in time that
16 13 percent of all new applicants fail, that is not
17 true in New Mexico.

18 100 percent of our new applications that
19 are approved succeed. And that's a fact.

20 The notion that 36 percent of our charters
21 fail within the first five years is not a fact.
22 Nationally, there are for-profits that operate
23 charter schools, and those come and go like a
24 revolving door.

25 We are very lucky that we are public

1 charter schools. And we were -- and I am very proud
2 of all the work that everyone does every day to
3 uplift and support and grow the charter community.

4 And when facts -- if you look at a
5 newspaper, people are -- and I'm not denying that
6 those aren't facts nationally. I don't even know.
7 But they are not facts in New Mexico.

8 The notion that a public charter school in
9 New Mexico is not financially accountable to the
10 public is falsely representing charter schools in
11 New Mexico, because our charter schools have that
12 double obligation. They have a financial framework
13 with us, and they are obligated to the audit that
14 every public school in New Mexico faces.

15 So it is -- I am just concerned that
16 people who present themselves as the media and that
17 facts are going to get out there. And there was no
18 attempt to -- at least to my knowledge, to anyone on
19 this Commission, to ask for any information so that
20 they could present the facts fairly.

21 We have -- we provide strict guidance for
22 lotteries. And the idea that our schools either
23 cherry-pick -- our schools are far more
24 representative of those schools -- of those
25 individuals that are protected and looked at under

1 the Yazzie-Martinez. And our schools outperform
2 most traditional public school districts.

3 So that, you know, I'm -- that's what --
4 that's what concerns me that that's the narrative
5 that is out there. And I just wanted to talk to
6 that first. So thanks.

7 COMMISSIONER BURT: Thank you, Chair
8 Gipson. Thank you.

9 And that's what my comments from earlier
10 this morning is, like, you know, the charter
11 community as a whole, there's so much
12 misinformation. And it does make it difficult when
13 the misinformation is what's being yelled. It makes
14 it hard. Because I'm sure there's probably
15 legitimate concerns. There may be legitimate pieces
16 tucked away in there. But it's hard to hear and try
17 to figure out what might be, because there was a lot
18 of misinformation coming your way.

19 And, also, I mean, I think this is across
20 the board. People who propose a charter school are
21 inherently brave, courageous people. And it's
22 always disappointing to hear members of your own
23 community, instead of coming as, like, a way to
24 collaborate, to come and just try to trash it, you
25 know.

1 So it is a disappointing kind of dynamic
2 in the charter community that, ideally, it gets
3 better and better -- I know from -- it's gotten
4 better over years. But, obviously -- and I do want
5 to say, you know, you're in a new -- like, having --
6 we talk a lot about charter deserts; right?

7 And schools of choice. Like, choice
8 deserts in New Mexico, you're in one. Absolutely;
9 right?

10 Commissioner Manis, this will be the only
11 charter in your district if it were to be approved;
12 right?

13 So in that whole -- it's a massive
14 district. For there to be none is -- those are --
15 I'm looking for -- I'm, like, please give those
16 families options. Please give those students
17 options in these areas, too. This is -- for me,
18 this is exactly what I am hoping for for a
19 community.

20 I'm going to -- and I imagine anytime
21 there's the first charter in a new community, it's
22 going to be more difficult on those -- on that
23 proposing team than any to follow.

24 So apologies. But also, I mean, it does
25 show the need for how you communicate, how to

<p style="text-align: right;">66</p> <p>1 coordinate with community, and how difficult it is. 2 And so it's just an interesting dynamic in the 3 charter space. 4 Okay. I have a lot. I have so many 5 questions and so much to ask you. 6 Okay. First of all, I want to say I 7 actually -- Alamogordo, I was born and raised in 8 New Mexico, never lived in Alamogordo. I've never 9 lived south of Albuquerque. 10 So -- but I have had the great privilege 11 of going to Alamogordo, visiting schools, being able 12 to talk with the community, talk with business 13 leaders, when I worked at the PED. 14 And I can tell you, I can almost put 15 myself right back there today, because that 16 community made such an impression on me. 17 It is incredible the amount of support 18 that -- the amount of attention the community gives 19 to its schools is so multifaceted and layered, which 20 is, once again, why this idea for this school, to 21 me, is so incredible. It's so insightful. 22 I remember -- maybe -- this is probably 23 2017 or 2018 when I came and visited. And the 24 businesses were frustrated, because the Alamogordo 25 High School had just received another F at the high</p>	<p style="text-align: right;">68</p> <p>1 coming down there hearing that, to this being almost 2 the solution of what I -- I imagine it being a lot 3 of the same people that I remember meeting with back 4 then, still being, like, "What can we do? What can 5 we do? What can we do? We've got to do it. We've 6 got to give a great option." 7 In addition to -- so that's, like, the 8 community aspect. 9 Now I'm going to come back to the kids. 10 Obviously, the kids deserve it. Like, your students 11 can do incredible things. New Mexican students can 12 do incredible things and can get hired in their 13 communities and help our community grow. That's 14 what we want. 15 So, okay. All that. 16 I'm extremely supportive of the idea. I 17 am so grateful that you're willing to take it on 18 into a new community, that it's from -- from the 19 community, aware of the course of time. All those 20 things, great. 21 Now I have my conflict. 22 So I am a -- I was a middle school English 23 teacher. And so I have that as, like, part of my 24 brain. I work in a start-up tech company now in the 25 private sector now. So I have a very VC business</p>
<p style="text-align: right;">67</p> <p>1 school; right? 2 And for the business community, that can 3 be detrimental; right? When you have people who are 4 looking at transferring to that Base, what are those 5 parents looking at? The schools; right? 6 And I -- like, me getting that information 7 of, like -- if we lose our -- if these families 8 don't want to move to Alamogordo because we don't 9 have great schools for their children, we lose our 10 base, then we lose our businesses, then we lose our 11 homes, you know. 12 Like, it is -- and the community cares so 13 deeply. And it made such an impression on me. 14 And I was so grateful that the business 15 community was so involved in education down there, 16 and has made impact in many different ways to -- 17 because you want the bar high. You want those 18 schools to attract people to want to come to 19 Alamogordo; right? 20 Everyone succeeds when the education rigor 21 is high, and they're showing success, and you can 22 get people to come to your community. 23 And I know that's what the city wants. It 24 actually doesn't surprise me that this is kind of 25 where, to me, it almost feels full circle from me</p>	<p style="text-align: right;">69</p> <p>1 plan, trying to get money, trying to get funding 2 part of me on this side. 3 When I was a teacher, my reaction to 4 students copying and pasting was, "Oh, my God. You 5 can't do that. You can't do that. That's 6 plagiarism." 7 When we're writing business plans, we copy 8 and paste all the time, because we take what's 9 successful, and we employ it, because we know that 10 that start-up just got money based off of it. So 11 we're 100 percent going to copy and paste that and 12 put it right in. 13 And that is not plagiarism. It's not. 14 It's not trademark; it's not patents. We do all the 15 right things to make sure we're not copying anything 16 that's proprietary information. But we, in the real 17 world, in the business world -- I know there's a lot 18 of business owners up there -- we do a lot of just 19 taking what's already working and just doing it. 20 So that's where my conflict is coming in 21 is -- my academic part of me feels like it's kind of 22 lazy to just have pieces that are just the exact 23 same. 24 So then I look -- I was grateful to see, 25 like, the pieces where it was -- like, this is</p>

<p style="text-align: right;">70</p> <p>1 exactly where. So I -- it was easier for me to go 2 back and be able to compare them.</p> <p>3 And a lot of it is like the SOPs, just 4 like standard operating procedures of things, which 5 still bothers me. But then it makes it not as much, 6 and then I get conflicted, because I'm, like -- 7 like, K.T. and I talk about this a lot.</p> <p>8 I use ChatGPT all the time, all these 9 things that, in academia, they're really fighting 10 against. But then, once again, when you get into 11 private -- we do that stuff a lot. Outside of 12 academia, we do things very differently.</p> <p>13 And I just remember Commissioner Carrillo 14 talking about looking at these applications as a 15 business plan. It made me come back and -- okay -- 16 well, it's difficult.</p> <p>17 And the only -- the only reason -- I'm 18 almost, like, mad, frustrated, because you made it 19 difficult for me; right? And I don't think you had 20 to.</p> <p>21 And then, once again, I'm going to go on a 22 quick little, like, this is also where I believe -- 23 I really would encourage future applicants to try to 24 get a proposed head administrator as part of this 25 applicant team, because that academic mind might</p>	<p style="text-align: right;">72</p> <p>1 last part first, that I think I mentioned it at our 2 community input hearing. Once the board is put 3 together, they'll hire a head admin. And this 4 person better apply, because she's been with us all 5 along the way, and she'd be an amazing head admin, 6 and she knows this inside and out. The framework of 7 the school is her brainchild. So that part, I think 8 we've addressed.</p> <p>9 And then I'm going to let my friend here 10 talk about the rest.</p> <p>11 DR. MICHELLE PERRY: So plagiarism is when 12 you don't give credit where credit is due. And in 13 the application, there was no head person. I was 14 tasked with creating the plan; right? The 15 educational framework, the educational delivery, the 16 program, as it were, all of the assessments, the 17 calendars.</p> <p>18 The school calendar being year-round, that 19 was, like, a whole adventure on its own. Trying to 20 figure out the budget, doing SEG, those were my 21 pieces.</p> <p>22 So I can only speak to the pieces that I 23 wrote. We did farm some of these other pieces out. 24 And maybe the assignment wasn't heard. Maybe there 25 was use at some point of a ChatGPT model. I don't</p>
<p style="text-align: right;">71</p> <p>1 have been like, "No, we're not going to do that"; 2 right?</p> <p>3 But in our world, we're like, "No, it's 4 okay. We can do this."</p> <p>5 And so that's where I'm wondering if it 6 maybe could have been a little bit different.</p> <p>7 And, in addition, I like having a proposed 8 head administrator, because then it helps me feel 9 that confidence in we have someone impassioned with 10 the opening. We have someone who's been a part of 11 this, little by little. They're running your day to 12 day, so that gives me more, like, confidence.</p> <p>13 And so I'm concerned a little bit about -- 14 and that's just a general concern of people who come 15 with just a board, because I know board members, 16 they turn -- they change; right? And so they're not 17 doing day to day. You shouldn't be doing day to 18 day. And I want your day-to-day person to be this 19 rock star, who's in it and knows all the pieces 20 intimately; right?</p> <p>21 I don't know. So can you talk to me a 22 little bit -- I don't know. Talk me out of my 23 conflict. I guess I don't know how else to describe 24 it other than that.</p> <p>25 MS. CYNTHIA STONG: So I'll talk to your</p>	<p style="text-align: right;">73</p> <p>1 know, and I can't speak to it. So I just -- I 2 can't. And it stinks that that is the hang-up, 3 because, I mean, as -- as an educator myself, that's 4 horrific, to have that appear there.</p> <p>5 But I will also say, having written three 6 business plans -- so kind of moving to that 7 mindset -- I'm right now involved in an accelerator 8 program. And this national accelerator, which I had 9 to apply for, was competitive, which is my other 10 life that I do.</p> <p>11 They literally said, "Take these five 12 questions, put it into ChatGPT, and that's your 13 one-pager. Done".</p> <p>14 So what is ChatGPT? Nothing but 15 plagiarism. That's literally what it is. It's a 16 learning language model.</p> <p>17 So now we're moving into this mindset of 18 having to reidentify what that really is, what is 19 truly in the academic sense.</p> <p>20 And I will say that regarding standard 21 operating procedures regarding New Mexico, 22 New Mexico School Boards Association has policies 23 that they provide to their 120-odd school districts. 24 They are the same, no matter the district. Those 25 policies are the same.</p>

<p style="text-align: right;">74</p> <p>1 And so there is a vein that runs deep and 2 wide in New Mexico public ed that requires us to use 3 very accurate standard operating procedures. So in 4 identifying a student with special education needs, 5 what is the first thing you do, it's spelled out. 6 There's no question. You can only say that in so 7 many different ways. 8 When you're identifying an ELL, and 9 where -- when they can master and leave the program, 10 there's only so many ways you use the WIDA. I say 11 that; she says that; everybody says that. 12 And when you're enrolling students, you 13 have a registration form, and you use the same 14 registration process. So it -- the pieces that may 15 seem very reflective and may seem very familiar, you 16 know, that's -- that's regretful, but it's also 17 designed. 18 I mean -- so for sustained and for 19 uniformity across procedures across the state, I 20 will focus on the program, which, as Cindy has said 21 is my brainchild, I sweated bullets. And from my 22 experiences and from my own personal professional, 23 you know, looking back, this is -- this is 24 everything our kids need. 25 I can ask any high school teacher. Adam,</p>	<p style="text-align: right;">76</p> <p>1 transportation, because, one, it's super important. 2 It just is. So I guess hearing -- no matter where 3 your location is, your location is going to be 4 somewhere in Alamogordo. 5 Even if it's on the same campus as the 6 high school, are you going to get kids to your 7 school that don't live -- two miles is a pretty 8 far -- I think that's a pretty far walk. 9 It's pretty hot there, even right now. I 10 don't know if I'd want me -- I actually have one 11 incredibly math-and-science-minded girl. There's no 12 world she's walking two miles at 3:00 p.m. in 13 100 degrees in Alamogordo. Not happening. 14 It's also, for more than that, than 15 complaining teens, it's an equity thing; right? 16 Like, if you have freshmen who cannot drive 17 themselves, or older students who cannot afford to 18 have their own vehicle, and families are having a 19 hard time with the pickup and drop-off for this 20 school, no matter where it's at and no matter where 21 they're located -- right? -- so they could be coming 22 from further out than Alamogordo. I imagine you 23 attracting people outside city limits; right? 24 Like, people are going to hear about you 25 'cause there's no other charters around you.</p>
<p style="text-align: right;">75</p> <p>1 when he was there on the phone, literally made me 2 cry, because that's the kid; right? That's who 3 we're trying to reach. And he represents so much 4 more. 5 And so therein lies where the heart and 6 soul of this whole program is, is in the amazing 7 things that we can provide our community, the 8 amazing opportunities we can provide kids like Adam, 9 and do the real turn-around work that needs to be 10 done for all of our kids. 11 And so I just -- I implore you, for any of 12 you that doubt about -- and the levels of trust, 13 that you look toward that program and know that it 14 is truly authentic and that it is truly 100 percent 15 a design that will work for our community. 16 COMMISSIONER BURT: I agree. I mean, 17 definitely, the program is very tailored. It's 18 obvious that the program itself is extremely 19 tailored, extremely detailed with exactly what it 20 looks like. That was actually very clear to me, and 21 I appreciate the clarity of exactly what makes the 22 school different and what it will look like. 23 I'm going to let other people talk about 24 more stuff if they want to with that. 25 My other question is going to be about</p>	<p style="text-align: right;">77</p> <p>1 There's no other options. So I imagine you're going 2 to get a bigger span. 3 How can you tell those families that you 4 had -- you can get them to school and back, and that 5 they don't have to have access and means and wealth 6 and time in order to do that for those students? 7 MS. CYNTHIA STONG: I know we struggled 8 with that, and I listened to Sun School ahead of us, 9 and they struggled, too. There's no easy options. 10 It was even one of the LULAC folks that came to one 11 of our public input hearings, that said, "How about 12 using the church buses that are not busy during the 13 week"? 14 Great idea. You can't do it. 15 So that's why we were hopeful that 16 locating close to the school -- I walk two miles, 17 but I get it, 100 degrees -- that that would help 18 solve that program. 19 The Zia bus route is tailored for that. 20 It transport- -- 21 COMMISSIONER BURT: Can I ask you one 22 clarification on that? What do you mean by that 23 would help out? Like, if it was located to the high 24 school, why would that help? I don't have context 25 behind me of what that means.</p>

<p style="text-align: right;">78</p> <p>1 MS. CYNTHIA STONG: I believe the school 2 would help pick the kids up. 3 COMMISSIONER BURT: Okay. A partnership 4 with the district. Have you had that conversation 5 already? 6 DR. MICHELLE PERRY: We have with two of 7 the board members. That conversation has been 8 floating, not only that, but also facilities as 9 well. We've been at them about transportation, 10 food, and facilities. So as you've heard today, two 11 of the five board members chimed in today. And we 12 know we do have high support from the school board. 13 And I know they want to find solutions with us. 14 COMMISSIONER BURT: That's so helpful, 15 because that's what I kept hearing. What does that 16 mean? Why? Why? So a partnership from the 17 district could possibly -- 18 MS. CYNTHIA STONG: Possibly. And that 19 other private bus route, it's tailored to that, just 20 because our community is exactly like you described. 21 COMMISSIONER BURT: That's actually so 22 helpful. 23 What is your level of priority in trying 24 to figure that out, if you were to be approved? 25 DR. MICHELLE PERRY: Number one, I would</p>	<p style="text-align: right;">80</p> <p>1 Congratulations on all the work you put into this. 2 It's no easy feat to write a 200-page-plus 3 application for a charter school. And also I just 4 want to share kudos to doing this in your home 5 community in a place where we don't have charters, 6 and thinking about choices for our young people, 7 choices for the students of our -- of veterans and 8 current military. It's something that's really 9 important to me, and for our community for sure. 10 And also in a more rural area outside of 11 the -- the -- the areas that have a lot of charter 12 school students, that speaks to me, too, as a person 13 who grew up in the Appalachians in Maryland, not 14 having any choices but the schools that are in 15 existence. So this is all really great. 16 And I love the idea of the focus that your 17 school has. And so I just wanted to share 18 congratulations on that. 19 The last thing I wanted to share in terms 20 of congratulations is the amount of people who have 21 supported you throughout this process. I think that 22 speaks volumes. 23 I think there is an interest and a demand 24 for -- for a school that's providing a choice. And 25 I think that when you have people who speak against</p>
<p style="text-align: right;">79</p> <p>1 suppose. That goes first on the list is really 2 trying to hammer out how do we -- once we finalize 3 where we're going to be, the facility itself, that 4 transportation piece just comes right behind it. 5 High priority for sure. We want all kids to have 6 access. 7 MS. CYNTHIA STONG: It's in our budget for 8 year two. 9 COMMISSIONER BURT: I know. It'll get 10 much easier, once you get that money. Once again, 11 that's a flaw; right? It's a flaw in the system. 12 And we know that it gives -- that's why some 13 charters didn't do it; right? And then they just 14 never did do it. 15 But then it's created these little pockets 16 of inequities. And you can only get families who 17 have the means and time to drive and drop -- it 18 eliminates some students who may need you the most; 19 right? And that's the part of it. 20 All right. I'm going to listen. I don't 21 know where exactly my brain is at, so I'm just going 22 to listen for a little while. Thank you. 23 THE CHAIR: Commissioner Brauer. 24 COMMISSIONER BRAUER: Thank you, Chair. 25 Thank you very much to the founding team.</p>	<p style="text-align: right;">81</p> <p>1 a school, you know, haters are going to hate. It is 2 part of the process; we know that. 3 But it's also -- it's also imperative for 4 you to listen to those haters and how do you -- how 5 do you hold your -- how do you constrain your 6 immediate response to that. And fire with fire 7 doesn't always work that way, because you want 8 people to come to your school. And people want to 9 come to a happy place. That's just the reality. 10 I just talked to a young person the other 11 day. No one likes to hang out with people who are 12 unhappy all the time. You want to gravitate towards 13 people who are happy, because we all need that. We 14 need that. We need that sunshine. And when we're 15 unhappy, we need it even more. 16 I challenge you all to, like, take that. 17 It's part of the process. But if you're really 18 clear where you want to go and with what you want to 19 do with young people, that has to be your North 20 Star, the thing that keeps you true. 21 But also listen and see, like, "How am I 22 not going to put that person in their place," but, 23 "I'm going to, like, take what they say..." -- 24 there's always kernels of truth, people that have 25 vitriol. And how do you adjust based on that?</p>

<p style="text-align: right;">82</p> <p>1 I'm going to slightly have a different 2 opinion than Commissioner Burt about, like, the 3 cutting and pasting. 4 It's part of the process. I get it. I 5 don't necessarily agree that it's -- I don't know if 6 plagiarism is the right word. I'm not smart enough 7 to know the difference between plagiarism and just 8 cutting and pasting. 9 At the very least, when I read some of 10 this, it's identical language. It's absolutely 11 identical language. 12 So at the very least, it's kind of 13 intellectually lazy. And I don't say that to beat 14 you up. I heard what you shared, that it might have 15 been somebody else. 16 But that's just laziness. And it doesn't 17 take much. And I don't know if you all did your 18 homework on who's a PEC member or what our 19 backgrounds are. But, you know, I helped with about 20 five different charter schools here in the state. 21 And we all worked together, and we used different 22 charter schools that we opened to support the 23 learning of the new charter school coming up. 24 But you better -- you better believe that 25 I knew that Chair Gipson, at the time, was going to</p>	<p style="text-align: right;">84</p> <p>1 I think that even doing personal 2 interviews -- and I've done a lot of that stuff, 3 especially during my MBA program at UNM. We 4 interviewed people. We had to give credit to -- 5 "Dr. Russell, 2016, said this." And I had to do 6 that in my -- I know that's an academic thing and 7 not a business thing. 8 So this is, again, like, a -- I don't want 9 to make this like "tomayto [ph]-tomato." But there 10 is some basic tenets that are correct. And this, to 11 me, was incorrect. 12 I have two other thoughts, and I'm going 13 to stop beating this thing to death. But, like, 14 I -- the pot-stirrer that you talked about earlier. 15 You gave a couple of -- a couple of things that that 16 person does. He or she lives out of the state, uses 17 different aliases, even uses a dead person. That 18 seems unethical, and I think we all would agree to 19 that. 20 Is it unethical to write, word for word 21 from a 2022 application, and present it to a body 22 who absolutely knows that application because we 23 approved it, and have that as part of your process? 24 I mean that rhetorically, but I think you know where 25 I come on that question.</p>
<p style="text-align: right;">83</p> <p>1 look at this application, and she was going to look 2 at the new one, and she was going to see what 3 tracks. 4 And so it's just smart to do that and to 5 check that out and to scrub it, and to make sure 6 that we're putting the best foot forward. 7 And so I think this is an unforced error 8 that's, like, so hard for me. And I think it could 9 have been corrected before you got into this through 10 revisions, through supports of, like, partners, 11 organizations that might have been supporting you to 12 review what you had. 13 And so I'm not -- I'm not upset with, 14 like, cherrypicking ideas and things of, like, that 15 nature. But when I see exactly what it is, it's 16 exactly the same from a 2022 application, it gives 17 me pause. 18 And it's not necessarily a legal pause, 19 because I'm, like -- again, I'm not smart in that 20 way. But it does give me an unethical pause. It 21 could have been corrected by giving credit, like you 22 do -- I know at the end -- I want to give fairness 23 to you all that you did say at the very last page 24 that, "Thank you very much to Explore 25 Academy-Rio Rancho, for being a great partner."</p>	<p style="text-align: right;">85</p> <p>1 I know, Commissioners, we have to make a 2 decision on that individually. But for me, as a 3 person of faith and as a person who knows right from 4 wrong, and a lot of the work we do in education is 5 not easy, it's opaque, it's gray, it's a lot of 6 things, this feels a little bit more black and white 7 to me. 8 When I think about the young people that 9 are going to be coming to your school -- because I'd 10 love to see your school open -- when they come to 11 your school, they're going to work for the DoD or 12 the DoE; right? 13 They're going to be there. They're going 14 to have to go through clearances. Somebody who's 15 really important to me, she has to get clearances 16 all the time. And sometimes she'll get a note, as 17 you all know this, like, "You need to report to the 18 Base in two hours or less to get a pee test. And if 19 you don't show up, you'll lose your clearance. And 20 if you show up, and, you know, you have a bad 21 sample, you'll lose your clearance." 22 Those are things we need to teach our kids 23 about ethics and right and wrong. And I think 24 that's the trepidation that I feel here. 25 It's not about the work that you did, the</p>

<p style="text-align: right;">86</p> <p>1 engagement of your community. I'm just really 2 struggling with that part. And it's not -- and it's 3 not an easy -- I don't want to disqualify this as if 4 you stepped out of bounds and it just makes it plain 5 and simple for me. But it feels that way a little 6 bit.</p> <p>7 And then the last thing I wanted to share, 8 like, this could open up like, a Pandora's Box for 9 us as a Commission, with new charter applications 10 coming up in years ahead, where it's, like, "Oh, 11 here's the application from last year."</p> <p>12 So now everyone's going to go back and 13 look at that application and say, "Well, Altura Prep 14 was the last application in the last seven years, so 15 grab that one. And then use Lucy Calkins' model for 16 reading and writing. We're going to do that."</p> <p>17 And -- this just doesn't feel good. The 18 sad thing is it takes away from all the work that 19 you all did.</p> <p>20 And it's, like -- and that's the thing 21 that hurts me personally in terms as I play this 22 out. And it hurts the opportunity to support 23 students, like, right now.</p> <p>24 But I don't think all hope is lost. Like, 25 in my opinion, there's opportunities to take</p>	<p style="text-align: right;">88</p> <p>1 give him credit for that.</p> <p>2 And then the happy students. I know my 3 husband and I run that robot team. And just where 4 you have kids that have their hands on projects and 5 they're working together and seeing things that they 6 couldn't do, they don't have to get a Betty Crocker 7 Homemaker Award, they can build a robot that runs or 8 program it from scratch, and they've got their team 9 support around them...</p> <p>10 DR. MICHELLE PERRY: I think Cindy is just 11 trying to drive home the fact that this application 12 was written with the intent of supporting our 13 students. And that is pure to us. And, 14 unfortunately, we do have some of this other 15 overshadowing from parties outside of she and I. 16 And I -- and I hate that. I hate that, that that's 17 part of it.</p> <p>18 But the heart's in the right place, I 19 guarantee you. And the work that did go in to this 20 program is unique.</p> <p>21 I challenge you to find it anywhere. It's 22 not as if we did, you know, a Lucy Calkins, like, or 23 even -- pick one -- Montessori. We made our own. 24 We made our own program.</p> <p>25 And the fact that there may be, you know,</p>
<p style="text-align: right;">87</p> <p>1 feedback, reapply. If this does not go into your 2 favor and we don't approve, you can take this 3 feedback and maybe make a true, Alamogordo-centered 4 application, that you can use information, but you 5 cite correctly, just like we want our students to 6 do, just like we're held account to in academic 7 settings.</p> <p>8 So, yeah, those are my big points that I 9 just wanted to share. It doesn't take away from 10 everything and the hard work that you've done. I 11 wanted to give credit where credit is due. But 12 that's the trepidation I'm feeling right now.</p> <p>13 MS. CYNTHIA STONG: Can I address a couple 14 of things?</p> <p>15 So we did listen to everyone. We had 16 those public meetings that I talked about. And I 17 think, even in the application, I -- we summarized 18 some of the feedback they gave us, the positive.</p> <p>19 And I think I asked for, "How can you -- 20 where do you see improvement?" And then parking lot 21 where we tried to give them answers back.</p> <p>22 So we did listen. And, in fact, one of 23 the LULAC folks did join our board. He hasn't been 24 attending. I asked him, and he said he's been ill. 25 But we invited him to come on, and he did. So I</p>	<p style="text-align: right;">89</p> <p>1 these similarities and these elements of 2 inoriginality, I would hope that would not be held 3 against the larger aspect of things.</p> <p>4 And, of course, I did the deep dive, you 5 know, just in all transparency, when we found out, 6 because we didn't know.</p> <p>7 Again, this was piecemeal to subs. And so 8 it was horrifying. It was absolutely horrifying to 9 see that. And then so I thought, well, what did we 10 say there? Can we own that or not? And we can own 11 it, I mean, all of it. We would do it that way.</p> <p>12 So the proprietary piece of that is still 13 good. It's still righteous. It still speaks to the 14 larger need in our community and the larger empathy 15 that we have for our kids in giving them what they 16 need. So, I mean, it's emotional. It's really 17 tough.</p> <p>18 COMMISSIONER BRAUER: Thank for you that. 19 And I understand absolutely, wholeheartedly. And I 20 also understand, I'm -- I farm for a living. And 21 I'm up here today when a lot of stuff is happening 22 at our farm.</p> <p>23 And even with that, I'm still responsible. 24 I'm still responsible for getting food out to people 25 and making sure our customers are cared for, and</p>

<p style="text-align: right;">90</p> <p>1 they're getting what they deserve.</p> <p>2 And that's not -- and so I appreciate you</p> <p>3 sharing that you take -- that you have the</p> <p>4 responsibility, even though that there were sub --</p> <p>5 sub-writers that were helping.</p> <p>6 And it does not put a whole -- cast a</p> <p>7 whole shadow across this process. And there might</p> <p>8 be Commissioners that have different opinions. And</p> <p>9 I did. But this is where I'm fastened onto this.</p> <p>10 And I think there is a lesson in here. And it's not</p> <p>11 the end of days.</p> <p>12 But I do think there is, like -- I -- I'm</p> <p>13 speaking for myself -- of one of ten PEC members.</p> <p>14 But I understand how this is -- is hard</p> <p>15 when you think somebody else is doing the best of</p> <p>16 intentions, and you're looking over a bunch of</p> <p>17 documents, and you're trying to hit this, you know,</p> <p>18 June 1st deadline, and there's a tsunami of</p> <p>19 paperwork to look over. I've been there and</p> <p>20 understand it, very much so.</p> <p>21 And so thank you very much for that.</p> <p>22 THE CHAIR: I don't want to beat this,</p> <p>23 because I get that, you know. If you look at an</p> <p>24 application -- and the school had -- this applicant</p> <p>25 had a great plan for how to get a governance council</p>	<p style="text-align: right;">92</p> <p>1 your program that's in this application.</p> <p>2 So that's -- you know, some of the areas I</p> <p>3 could say -- but -- and I agree with Commissioner</p> <p>4 Brauer that's what to stop someone from taking,</p> <p>5 then, the best and doing it?</p> <p>6 But when you're responding to me and</p> <p>7 asking me to make a decision based on, "This is what</p> <p>8 we're going to do for the kids in this community,"</p> <p>9 and it isn't what you said, it isn't what you told</p> <p>10 us in any other part of the application, I have</p> <p>11 great pause with that.</p> <p>12 I do, because I don't know how you then</p> <p>13 say, "Well, that's what we're going to do, anyway."</p> <p>14 That's -- I have concern with that.</p> <p>15 But I do have a couple of other questions.</p> <p>16 In the application, you talked about</p> <p>17 interim assessments and how you were going to use</p> <p>18 the interim assessments, and they were going to help</p> <p>19 inform. But I didn't see where interim</p> <p>20 assessments -- where you talked about what interim</p> <p>21 assessments you're going to be using.</p> <p>22 DR. MICHELLE PERRY: So specifically with</p> <p>23 interim assessments, I believe we had it every</p> <p>24 quarter. It was mapped out on a schedule.</p> <p>25 THE CHAIR: I thought it said twice a</p>
<p style="text-align: right;">91</p> <p>1 together, you know. Maybe it tweaked that a little</p> <p>2 bit, but it's basically the same. That doesn't</p> <p>3 affect students directly.</p> <p>4 When I looked at it, and I saw that the</p> <p>5 special education -- "How are you going to service</p> <p>6 your special education students," and the response</p> <p>7 was cut and pasted from that prior application, that</p> <p>8 it's through the use of Chromebooks -- and there was</p> <p>9 an expansive response -- that had nothing to do with</p> <p>10 the program that you were owning.</p> <p>11 But that's how you were telling us you</p> <p>12 were going to service those kids.</p> <p>13 It's those kinds of responses that I'm</p> <p>14 really very concerned about, because you didn't even</p> <p>15 look at that to say, "No, that's not what we're</p> <p>16 going to do."</p> <p>17 I get it that someone may have obtained</p> <p>18 it, and you didn't know they obtained it. But when</p> <p>19 there's a review of it, and you say, "We can't do</p> <p>20 that. That's not in our program at all." And</p> <p>21 there's nowhere else in the application where</p> <p>22 there's a reference to -- to this, that's where I</p> <p>23 have concern that that's how -- so -- and then when</p> <p>24 you say, "Whatever it is that it said, we own it,</p> <p>25 we're going to do it," but that's not any part of</p>	<p style="text-align: right;">93</p> <p>1 year, your interims.</p> <p>2 DR. MICHELLE PERRY: Okay. I'm thinking</p> <p>3 of something different. Without it right in front</p> <p>4 of me, it's hard.</p> <p>5 THE CHAIR: I saw the schedule. So I</p> <p>6 don't know what interim assessments are that you're</p> <p>7 looking at to use.</p> <p>8 DR. MICHELLE PERRY: So long ago, we had</p> <p>9 end-of-course exams. So we will model that</p> <p>10 end-of-course exam as the interim assessments.</p> <p>11 THE CHAIR: So I need a little more</p> <p>12 information. Because course exams, to me, are not</p> <p>13 interim assessments.</p> <p>14 So are you going to -- so are these going</p> <p>15 to be interim -- because it says, "Twice a year,</p> <p>16 we're going to do interim assessments. These</p> <p>17 interim assessments are going to be used to inform</p> <p>18 us for next year," which is fine. That's a great</p> <p>19 plan.</p> <p>20 But my question is what are they?</p> <p>21 DR. MICHELLE PERRY: Right. That's a</p> <p>22 great question. I see what you're saying now,</p> <p>23 because I had to pull up the schedule really fast.</p> <p>24 We have students in high school who are</p> <p>25 going to take the SAT. So, of course, we're going</p>

<p style="text-align: right;">94</p> <p>1 to use the PSAT as part of our interim assessment 2 measure. That would be one. 3 Then, of course, we would also be able to 4 use the Science Readiness tool as another one. So 5 these interim assessments can still be modified and 6 decided upon. But we know we want to align with the 7 final summative assessment. 8 THE CHAIR: So you're going to administer 9 the PSAT twice a year? 10 DR. MICHELLE PERRY: So we'll administer 11 the PSAT their junior year to ready us for senior 12 year. 13 Now, what is that assessment twice a year? 14 I think we can still determine that. There's 15 nothing set in stone about that. 16 THE CHAIR: But we're looking at what the 17 plan is, not a TBD. It can change. But the 18 notion -- but the idea is looking at what you might 19 be using so you get a sense of how is that going to 20 inform you, I don't see a lot in terms of the 21 usefulness of the PSAT, because it's not -- it's not 22 an interim assessment. 23 DR. MICHELLE PERRY: Yeah. You can't 24 compare one to the other. 25 THE CHAIR: And it doesn't show growth.</p>	<p style="text-align: right;">96</p> <p>1 Way, which has their own battery of assessments. 2 So I don't want to get down entrenched 3 with assessment world. We know we want a pre-post. 4 We know we want that. But I don't want to overrun 5 the whole school year with 100 assessments. 6 So I do have formative assessments, 7 weekly, quarterly, and end-of-course assessments 8 quarterly. I have the standardized assessments 9 yearly. And, then, of course, we have continuous 10 case study monthly. 11 So your specific question as what will be 12 the interim assessments, it's going to be what the 13 group of teachers come together and say, "We'll work 14 toward that end goal." 15 THE CHAIR: I'm confused. I really am, 16 because I'm not sure whether the teachers are making 17 these interim assessments up -- 18 DR. MICHELLE PERRY: No. I wouldn't ask 19 that. 20 THE CHAIR: So, at some point, to me, you 21 have to have that plan. Instead of saying, "We're 22 going to wait for the teachers to decide what's 23 going to work towards that goal," because, clearly, 24 in the application, it says, "We're going to 25 administer interim assessments twice a year." I</p>
<p style="text-align: right;">95</p> <p>1 DR. MICHELLE PERRY: The NWEA, that's the 2 standard one, the MAPs, would be an easier one to go 3 to. PED offers that for free; that could be an 4 easier solution. 5 THE CHAIR: That's where I have pause, 6 still, because it's, like, "Yeah, we could go with 7 that one," instead of having it -- "This is -- we're 8 anticipating that this is what we're going to use, 9 and here's the plan for how we're going to use it," 10 as opposed to now, grabbing the brass ring, and 11 saying, "There we are. NWEA is one of the ones we 12 could use." 13 DR. MICHELLE PERRY: I hear what you're 14 saying. Sorry I'm being floppy. Yeah, I get that. 15 But here's the thing we know. Our juniors and our 16 sophomores take the PSAT and the SAT. We know that 17 they take the NM-ASR. 18 So our efforts are aligned to those exams. 19 And so how we build in the lesson structures and the 20 scope and sequence are going to really hinge on 21 those. 22 And so what helps us get toward those for 23 proficiency will be what we use. 24 And we have AP, which has their own 25 battery of assessments. We have Project Lead The</p>	<p style="text-align: right;">97</p> <p>1 even wrote it down. 2 "They'll be used to make adjustments in 3 instruction. The results of interim assessments in 4 the fall and spring will provide insight and 5 guidance as to how instructional..." -- something -- 6 I went to Catholic school; I have horrible 7 writing -- "...may need to be adjusted." 8 And I'm not -- so part of my concern is is 9 that is a piece that got cut and pasted, and you're 10 not sure exactly what it is. 11 DR. MICHELLE PERRY: Yeah. I don't know 12 that I ever landed on that specific NWEA assessment, 13 yeah. And so which would be a solution, should we 14 be looking for one. That would be A, among others. 15 There's Edgenuity. There's on and on and on. 16 THE CHAIR: I'm well aware of what's out 17 there in the land of assessment tools. Our job is 18 to vote on an application that gives us a semblance 19 of a plan on what you're going to use. 20 DR. MICHELLE PERRY: I get that, for sure. 21 THE CHAIR: That's where I'm at. You 22 could change it at any point in time. But that the 23 plan wasn't laid out there. It's, like, "This is 24 what we're going to use them for," but I don't know 25 exactly what you're going to use and how -- an idea</p>

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1 of what you're going to use and how really it's
 2 going to be used. And that's -- you know, I know
 3 what's available.
 4 DR. MICHELLE PERRY: And, yeah. I hear
 5 you.
 6 THE CHAIR: Thanks.
 7 I'm sorry. Oh, sorry. Brigitte? And
 8 then --
 9 DR. BRIGETTE RUSSELL: Chair Gipson, I was
 10 just going to make the same point that you did about
 11 PSAT not being an interim assessment.
 12 And just to the point about overtesting
 13 kids and administering the required assessments
 14 annually, for a high school, eleventh grade is the
 15 only grade where there are summative assessments
 16 required.
 17 So tenth grade, ninth grade, there are no
 18 required assessments. So there really isn't a
 19 danger of overtesting, if you've got an interim at
 20 those levels.
 21 (Off-mic discussion.)
 22 (Recording stopped.)
 23 THE CHAIR: So keep it up. You just
 24 said -- you didn't say you wanted to talk. You said
 25 my hand is up.

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1 VICE CHAIR CARRILLO: Following protocol.
 2 THE CHAIR: You should have said
 3 (inaudible).
 4 VICE CHAIR CARRILLO: No. You shouldn't
 5 have said, "Going, going, gone."
 6 I appreciate you being here, for one. You
 7 came a long way. I appreciated all I learned in the
 8 community input hearing and everything I learned
 9 today. And I enjoyed learning about and take great
 10 stock in the people supporting your school: The
 11 mayor. And even though Representative Block and I
 12 might disagree on a whole bunch of ideas, the very
 13 fact that he made a point, being on the road and
 14 everything, to take time means a great deal to me.
 15 I agree with just the way this started
 16 with Chair Gipson taking about Stan Hernandez,
 17 ¡Hijole! Do some research. Read a book.
 18 When people just say these things, and --
 19 I won't rag on the publication in New Mexico that I
 20 rag on all the time. But just do some homework,
 21 man, before you state these ridiculous and -- where
 22 you support these ridiculous tropes.
 23 I think Alamogordo needs a school.
 24 It's -- we use the term -- I don't know when we
 25 started with you -- charter desert. And if not now,

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1 when? If not us, who? It's, like, could this ever
 2 come up again? Who's going to do it if it does? Or
 3 in a community such as Alamogordo, will anybody ever
 4 try to jump through these hoops again?
 5 And I don't know that they will.
 6 On the plagiarism thing, I was telling
 7 Bekka, while we were just chatting offline for a
 8 moment, that I've worked on business plans for
 9 restaurants and one for a hotel.
 10 And everything that didn't have to do with
 11 the concept was boilerplate language that I'd read
 12 in another prospectus, you know. Everything that
 13 had to do with alcohol and gaming, what they
 14 require. Everything that had to do with health and
 15 safety, what they require.
 16 I mean, it's all the same. So I feel like
 17 the idea of my having to move the verbs or the --
 18 the adj- -- or the nouns around, no, I felt
 19 totally -- I feel totally fine with it.
 20 And ChatGPT. That whole thing just makes
 21 me mad, anyway, because I love the act of writing
 22 and of creativity and everything else. But the fact
 23 that they did our logo for us, woohoo.
 24 COMMISSIONER BURT: I do want to clarify.
 25 Any reference to ChatGPT was for myself. I do njot

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1 have anything to do with their application. I was
 2 just using -- (Simultaneous speaking.) It was not
 3 anything towards them.
 4 VICE CHAIR CARRILLO: No. No, I get it.
 5 This is one that, for me, again, I'm going
 6 to come back to schools that we've approved in the
 7 past or renewed that came to us that weren't our
 8 schools or that weren't renewed at all who had so
 9 much less going on.
 10 And we said -- and we just -- we felt like
 11 there needed to be an element of trust and faith.
 12 And I know that in a lot of ways it's
 13 really difficult when things are supposed to be just
 14 like so, especially with the application.
 15 And maybe that's something -- we hear a
 16 lot of feedback on that, and, occasionally, we'll be
 17 having work sessions on that, and we just say, "Hey
 18 this is what we put. Could we make this better, or
 19 whatever?"
 20 It's good for us to revisit our own
 21 things, not every week or month, but, you know,
 22 enough.
 23 But I come back to that about where has
 24 our bar been in the past with other applicants on
 25 renewals or new schools? How does this align with

<p style="text-align: right;">102</p> <p>1 our values and our mission in terms of transparency 2 and openness, and the reason all of you also really 3 are supportive of. 4 There's, like, the Mike Pence fly is -- 5 that's why we're -- that's why we're going with 6 this -- I know. 7 So that's where we're aiming. And, again, 8 I just come back to, also, the Implementation Year, 9 that so much can be worked out. 10 I'm not really worried about where the 11 school is located. I saw you didn't get the \$5 12 million building or whatever it was. It was really 13 pretty. But there's other places; right? 14 Look at how many successful schools we 15 have that are in basically mini-malls in New Mexico 16 and Albuquerque. And they knock it out of the park. 17 It's not pretty, but they're doing what they're 18 supposed to do for kids. 19 That's all I have for now. 20 THE CHAIR: Commissioner Beck. 21 SECRETARY BECK: I wasn't intending to 22 talk. I was just going to listen. But I've got to 23 go back to the community input hearing. My 24 background, I was a buyer at Macy's, VP at 25 May Company. I and my wife created our own</p>	<p style="text-align: right;">104</p> <p>1 DIRECTOR CORINA CHAVEZ: Thank you. This 2 is partially in response to Commissioner Carrillo, 3 who is likening this process to maybe a renewal 4 process. 5 I actually feel like it's significantly 6 different, because in the renewal process cases, 7 there's a school and kids and families that are 8 already engaged with an entity. 9 In this, a new charter school application 10 is an idea that you have to have enough confidence 11 in not only that the application and the plans are 12 good, that they'll be able to complete the 13 Implementation Year Checklist, which is extensive. 14 But then to open up the school and serve kids and 15 families in a way, that's huge. 16 The point I mostly wanted to make, because 17 you said where is the bar? It's clear. The rubric 18 that is in your policy, your new application policy 19 that is approved, does mention that it -- that an 20 application section does not meet criteria when 21 there is copying responses from a prior applicant's 22 application. It's written in black and white. I 23 don't think there's any gray with that. 24 COMMISSIONER INGHAM: Yeah? Okay. I'm 25 very conflicted. I am. I have to say that the cut</p>
<p style="text-align: right;">103</p> <p>1 business, national marketing and sales business. 2 I'm a finance chair for a business down in 3 Albuquerque. 4 So budget is my deal. And the budget was 5 a major problem. I'm not going to beat that dead 6 horse. We did that at the community input hearing. 7 But myself, it's totally incongruent with 8 what the narrative for the five-year plan was. And 9 I pointed some of that stuff out when I was there. 10 So as I said, we don't have to beat that 11 dead horse. I wasn't planning on saying that. I 12 wanted to put on the record that there was major 13 problems with the budget in terms of how you were 14 going to be able to finance that. 15 And I know you've talked about relooking 16 at the facilities and things like that. But there 17 were significant incongruities with that and with 18 the amount of effort that you're going to have to do 19 in the planning year to get through the checklist, 20 plus completely redo the whole budget process, plus 21 redo, as Commissioner -- or Chair Burt was saying, 22 you know, the -- figuring out the assessments and 23 stuff. It's a pretty large ask. And I see some 24 risk in it. So that's just my opinion. 25 THE CHAIR: Director?</p>	<p style="text-align: right;">105</p> <p>1 and paste is -- that was a booboo, and it's clearly 2 not -- to me, it's not as big a booboo as the big 3 concern, which was the budget, earlier. 4 And so, yeah, I -- the cut and paste in 5 the areas that we mostly talked about, what I got to 6 tell you, Patty's concern with the special ed 7 program and having things in it that you clearly 8 weren't going to do, that's really problematic. 9 Okay. 10 Is it -- so I'm under this gun to make a 11 determination, what is the most important thing 12 here? And I'm just going to say that I feel like 13 that -- that the need for a charter school there 14 is -- is more compelling to me than those issues. 15 I'm going to say, I would support a 16 conditional approval. But I would say that we 17 really need you guys to commit to righting these 18 wrongs and giving -- I don't know. 19 Again, I'm naive about -- but can they 20 give us a cogent understanding of their special ed 21 program that's not cut and paste, because that's a 22 horror show to me that that's what happened. 23 So I'm just going to say -- I'm doing a 24 value judgment. I would like to say this is easy. 25 But this is not easy. This one's hard. And so I</p>

<p style="text-align: right;">106</p> <p>1 really expect that we find a way to get you over 2 that bar.</p> <p>3 And I would -- I really hope that we can, 4 as a Commission and as CSD, that we can overcome 5 these wonders -- they call them wonders.</p> <p>6 I note you guys come from a different 7 background. And that's why subbing that part out 8 seemed natural to you. Very problematic.</p> <p>9 And so you do own the whole thing. And so 10 to say, "I subbed it out and I didn't cover it, I 11 didn't catch that," I think that's what you got to 12 say. "We screwed up. I didn't catch it. And 13 that's -- and it was a horrendous mistake."</p> <p>14 I still feel like -- I would rather err on 15 the side of providing for kids. That's just my 16 position. So I'm going to be praying for you guys.</p> <p>17 THE CHAIR: Commissioner Burt.</p> <p>18 COMMISSIONER BURT: I guess I'll just ask 19 this out loud. Because I'm listening to 20 Commissioner Ingham.</p> <p>21 So I do have a motion. And what I'm 22 wondering is -- and I don't know if it's -- I'm open 23 to if, like, others will even support it, and if 24 it's legal, in addition, like, kind of two prongs, 25 if it's even a good idea.</p>	<p style="text-align: right;">108</p> <p>1 Year asks a lot. And to go back and now have to 2 redo -- I can't support -- because we have asked. 3 And the school didn't respond adequately. They had 4 the opportunity today to say that.</p> <p>5 COMMISSIONER BURT: Okay. Yeah, no. I 6 actually -- like I said, I was just, like, trying to 7 come up with -- I'm solution-based. There's a 8 problem. What's the solution?</p> <p>9 So it was, like, coming up after hearing 10 you. I'm actually okay. Like I said, I did a 11 review of everyone side by side.</p> <p>12 I don't have -- like, if everything was to 13 be followed on the application, I would feel good 14 about where the school is heading in those ways.</p> <p>15 So I think it was trying to address your 16 concern. It wasn't necessarily my concern. And I 17 see where you're coming -- I actually, totally -- I 18 actually agree with that.</p> <p>19 DR. MICHELLE PERRY: Commissioner Gipson, 20 may I have a moment to respond?</p> <p>21 COMMISSIONER BURT: No, you don't need to. 22 You don't need to. Yeah. No, you're totally fine.</p> <p>23 I do have a motion. All right.</p> <p>24 I move that the Public Education 25 Commission approve the application for Sacramento</p>
<p style="text-align: right;">107</p> <p>1 Could we ask the school to review the 2 spaces identified by CSD and provide an explanation 3 to the PEC as to why they would continue with 4 that -- if they're, like, "Yeah, that is what we're 5 going to do. Like, it was copied and pasted, but we 6 are going to do it," and why they would do that for 7 their school.</p> <p>8 And if it is incorrect, to make a revision 9 to CSD as to why what their model would look like in 10 that way. And I don't know if that's appropriate or 11 not.</p> <p>12 THE CHAIR: So I think the letter did 13 that. The letter asked them to explain. So that 14 did that. For me, the concern is if we're -- if 15 we're giving this space to this school, then other 16 schools that we've said no to, why aren't we giving 17 them the same opportunity and say, "Go back and tell 18 us how, you know, to fix it."</p> <p>19 That's where, you know, if we're looking 20 at fairness and equity, if I'm an applicant that 21 someone has said no to, it's, like, "Well, they 22 didn't give me that opportunity."</p> <p>23 And I hear everyone with, "I think it can 24 be fixed in the Implementation Year." 25 This goes beyond -- the Implementation</p>	<p style="text-align: right;">109</p> <p>1 School of Engineering and Science for a six-year 2 term, 2025 to 2031, which includes a planning year 3 prior to opening.</p> <p>4 During the planning year and prior to 5 commencing operations, Sacramento School of 6 Engineering and Science must:</p> <ol style="list-style-type: none"> 7 1. Negotiate a contract with the Public 8 Education Commission. 9 2. Obtain standing as an approved board 10 of finance. 11 3. Secure a facility that has 12 E-Occupancy. <p>13 And, 4, complete the Planning Year 14 Checklist. Sacramento School of Engineering and 15 Science is approved on the condition that the school 16 provide a plan for possible options for 17 transportation in the first submission required by 18 the Implementation Year Checklist.</p> <p>19 Once the school has provided the 20 documentation set forth above, the condition shall 21 be deemed to be met, and the information shall be 22 incorporated into the charter contract.</p> <p>23 COMMISSIONER TAYLOR: Second. 24 THE CHAIR: A motion by Commissioner Burt, 25 a second by Commissioner Taylor.</p>

<p style="text-align: right;">110</p> <p>1 I'd like -- do you want to make a comment?</p> <p>2 COMMISSIONER BURT: Yes.</p> <p>3 So I am -- this is -- I do think you put</p> <p>4 us in a really bad situation, unnecessarily,</p> <p>5 completely unnecessarily.</p> <p>6 Like I said, when I did the review, I</p> <p>7 didn't see -- it was -- I didn't like it. But,</p> <p>8 also, it wasn't your school. And I can</p> <p>9 differentiate from that.</p> <p>10 What I -- why I'm supporting this is</p> <p>11 because at the end of the day, I'm here to put</p> <p>12 New Mexico kids first. And I'm not going to punish</p> <p>13 the community of Alamogordo and every future</p> <p>14 high-schooler that deserves this opportunity at a</p> <p>15 high-quality science and engineering school because</p> <p>16 you hired the wrong person to do this.</p> <p>17 I hope this is a lesson learned from any</p> <p>18 applicant in the future. Like, when you don't have</p> <p>19 the expertise yourself or you hire out -- like, it's</p> <p>20 very difficult.</p> <p>21 But I am going to -- in my -- I feel very</p> <p>22 good in my heart putting kids first. Alamogordo</p> <p>23 deserves this. Alamogordo kids serve this.</p> <p>24 Alamogordo families deserve this. And I'm not going</p> <p>25 to punish them from this.</p>	<p style="text-align: right;">112</p> <p>1 I can't support this, because at this</p> <p>2 moment in time, the supports for students not -- you</p> <p>3 were asked to come back to us and specifically,</p> <p>4 today, speak to how those areas, especially with the</p> <p>5 special ed area, was going to best support the</p> <p>6 students in your school, and you failed to do that.</p> <p>7 Not that -- you didn't do it at all. So</p> <p>8 that is disappointing. The fact that you don't have</p> <p>9 a plan, and it didn't appear to be even an</p> <p>10 understanding of what interim assessments were and</p> <p>11 what you were going to do with them, to me, that's</p> <p>12 what grows a strong school.</p> <p>13 I'd be way more comfortable if the -- if</p> <p>14 there was a breath taken, and the applicant team</p> <p>15 came back in a year and said, "We -- we heard you.</p> <p>16 We saw those things. And we can make this better."</p> <p>17 But I think it's too heavy a lift,</p> <p>18 especially when you're looking at a budget that</p> <p>19 doesn't support the school at this moment in time.</p> <p>20 So I -- because of those areas that fail</p> <p>21 to support students, and you missed that in hiring</p> <p>22 whoever you did, the onus always -- it lands on you</p> <p>23 to review it and say, "Yes, this is what we're going</p> <p>24 to do. No, this isn't what we're going to do. And</p> <p>25 I'm going to put kids first. And the supports for</p>
<p style="text-align: right;">111</p> <p>1 And that's where I'll go to sleep tonight</p> <p>2 with that at the back of my mind. Having the</p> <p>3 support of the community in the way you do, I</p> <p>4 expect -- I, actually, because I know the community</p> <p>5 and how they hold folks accountable in education, I</p> <p>6 expect this school to be held highly accountable,</p> <p>7 not just by us, but probably more so by your own</p> <p>8 community.</p> <p>9 And I want -- I do support this school.</p> <p>10 And I would expect it to be, in the next -- by the</p> <p>11 next time you come for a charter contract, you</p> <p>12 should be that in that Top 100 High Schools in the</p> <p>13 United States. You should be in the Top Ten in</p> <p>14 New Mexico. That's my expectation for this school.</p> <p>15 And I think that's what your community is</p> <p>16 expecting as well, is that you are rivaling -- like,</p> <p>17 AIMS has a rival for number one with this school in</p> <p>18 Alamogordo.</p> <p>19 And I can imagine the pride that</p> <p>20 Alamogordo will have when you can succeed in that</p> <p>21 way.</p> <p>22 THE CHAIR: Commissioner Brauer.</p> <p>23 So I support the concept of the school</p> <p>24 1,000 percent. And I speak often about charter</p> <p>25 deserts. And I know it's needed.</p>	<p style="text-align: right;">113</p> <p>1 kids aren't in this application at this point in</p> <p>2 time for me."</p> <p>3 Commissioner Brauer, and then</p> <p>4 Commissioner --</p> <p>5 COMMISSIONER BRAUER: Thank you,</p> <p>6 Madam Chair. I always just love the concept. I</p> <p>7 love doing this in a community like Alamogordo. I</p> <p>8 really love the support that you have received from</p> <p>9 so many people.</p> <p>10 And, also, I want to put kids first, too.</p> <p>11 I really do. Here's the "but."</p> <p>12 Our process is in black and white. And I</p> <p>13 can -- I have -- I live in the gray areas of this</p> <p>14 world. But one of the things -- this is the easiest</p> <p>15 decision I will make today, because it's right there</p> <p>16 in black and white, and also not just in our rubric,</p> <p>17 but what I personally deem as ethical and unethical</p> <p>18 is black and white for me in this situation.</p> <p>19 And I can't own holding kids back or,</p> <p>20 like, putting kids first right now. Like, I have to</p> <p>21 think about where I sit here. And it's in our</p> <p>22 processes.</p> <p>23 And I think about how it's a lousy</p> <p>24 situation. I don't blame either one of you for it,</p> <p>25 like, at all. But it is your responsibility to</p>

<p style="text-align: right;">114</p> <p>1 review the application, as it is for me to review 2 grants that I write. And if I wanted to get a grant 3 from somebody, and I saw that Corina wrote a grant, 4 and it worked well for her for the USDA, I'm going 5 to take that and take her work, you don't think that 6 USDA team is going to look at that and say, "What in 7 the world was Alan thinking?" 8 They probably wouldn't give me a single 9 dime. And they probably wouldn't allow me to even 10 apply for any other USDA funding. 11 You have an opportunity to apply next 12 year. I think that would be good. 13 I can't support this. It just comes down 14 to my own personal ethic on it. Like, I -- I'm not 15 going to -- and I don't normally get on a soapbox, 16 as you all know. This is one that I feel like is 17 going to be the easiest decision for me today, even 18 though it weighs on my heart. 19 It's easy, plain and simple. We do this. 20 There's words that we die from, being arbitrary and 21 capricious. Every single lawsuit we get is 22 arbitrary and capricious, and every single one of 23 those lawsuits, we lose when we do things like this. 24 We lose them. 25 And so I think there's so much more at</p>	<p style="text-align: right;">116</p> <p>1 THE CHAIR: Commissioner Carrillo, and 2 then Commissioner Beck. 3 VICE CHAIR CARRILLO: I always enjoy 4 hearing from you, Commissioner Brauer, the insights 5 you provide. Thank you. 6 Something that (audio distortion) said 7 earlier, and you clarified something for me. 8 Because I had asked -- I even probably said it to 9 you at one point when we were driving here -- why 10 wasn't anyone from Holloman at the community input 11 hearing? Why -- because of the partnership. And it 12 never even occurred to me, the Hatch Act. 13 And everyone working in government in that 14 position, taking that Act -- not that our former 15 president ever did -- but taking that Act seriously. 16 And that explained that to me. Why aren't they 17 here, because it's an obvious partnership. So thank 18 you for making that clear. 19 But Stewart, what you had said -- and I -- 20 you all -- I can hold two things at once, like 21 Commissioner Brauer said. I can hold what 22 Commissioner Brauer -- I can take that to heart. 23 But I can also say sometimes what's for kids, what's 24 for adults, how are we conflicting the two. 25 And for me, it's always -- I believe, you</p>
<p style="text-align: right;">115</p> <p>1 stake. 2 And, for me, I think, like, we -- like, 3 sometimes, Commissioner Ingham, I know -- I'm not 4 putting you on target, I promise you. But, like, 5 something you said in our previous review was, like, 6 "We are the voice of charters, we kind of represent 7 charters in some ways." I'm paraphrasing. 8 This is another example of, like, we 9 represent charters. We represent healthy chartering 10 practices across the state. 11 And we approve this? That is not healthy 12 authorizing practices. 13 And I just want to make sure we're seeing 14 that -- we're separating wheat from chaff in this 15 scenario. I love this school. I see it. But I can 16 hold two things at once in my head. Like, the 17 school has worked really hard for this. There's a 18 lot of good things there. Kids deserve an 19 opportunity to have a school that's STEM-based. We 20 deserve to have them work in the DoD and the DoE, 21 both down there in Alamogordo, as well as in Sandia 22 as well as Los Alamos Labs. 23 I can see that, such a beautiful thing. 24 We also have to hold ourselves to account on what we 25 care most about.</p>	<p style="text-align: right;">117</p> <p>1 know, giving kids an opportunity first. And I think 2 this in Alamogordo, specifically in Alamogordo, is a 3 great opportunity. 4 On the assessment thing, I feel like when 5 I was hearing you guys talk, the conversation was 6 going like this, you know, in terms of the 7 assessments. And -- I lost my pen over here. 8 And I don't care what assessment you use. 9 I care that you have assessments that measure growth 10 during -- at the beginning and during the semesters. 11 And I actually like the idea -- I don't 12 care that you don't know right now. I like the idea 13 that you're going to decide with staff what 14 assessments are going to be best for you to show 15 growth. 16 Now, clearly, like, you've got the PSAT 17 and things like that; that's a one-time deal. 18 But I just -- it was just interesting, as 19 I was thinking about that conversation, just somehow 20 on completely different tracks, going (lost audio). 21 VICE CHAIR CARRILLO: Sorry about that. 22 Thank you. Schools that are operating. I 23 understand the difference -- clearly, I understand 24 the difference between the renewal process and the 25 new school process. But we use the word</p>

118	<p>1 "renewal" -- but there are also the schools that are 2 renewing their charter, but they're a new school 3 with us; right? 4 And so sometimes I think those terms get 5 confused, because I consider the ones -- over these 6 years that have come to us, I look at them as being 7 new schools; right? 8 And I look at past performance, like -- 9 it's, like, if you were a franchisee or something, 10 and you now have new operators and new management 11 and new staff; right? And that's what I'm going to 12 judge my decision on if I'm going to give you 13 \$2 million to open a new restaurant, not based on 14 what those other people did, because this is brand 15 new. So that's how I look at this. 16 This has been one -- Commissioner Brauer 17 said this will be an easier one because it's more 18 black and white. But this, for me, is a tougher 19 one. 20 But I support these kids having this 21 opportunity. And I support giving you the 22 opportunity to prove, and to really prove that 23 you're up to this. 24 Because we take -- on any school, we take 25 a risk, even people that come with the best</p>	120	<p>1 I just think there's too much that has 2 gone awry to protect our kids in the '26-'27 school 3 year. I think it needs one more year. 4 And we talk about this all the time, is we 5 would love you to come back, because we think the 6 idea is wonderful. We think the community is 7 wonderful. The community is behind it. 8 But I just don't think from -- and, again, 9 I attended -- I drove all the way down to 10 Sacramento -- Albuquerque -- and I read the 11 application twice. I just don't think it's prepared 12 now, and it would be wonderful prepared in a year. 13 I would love to see you come back. 14 THE CHAIR: Commissioner Taylor and then 15 Commissioner Manis. 16 COMMISSIONER TAYLOR: Yeah, thank you. I, 17 too, am a (audio distortion) and have ethics. I 18 consider myself an ethical person. 19 But I don't -- I don't feel like this is 20 necessarily -- I battled with whether this was an 21 ethical issue. 22 To me, it's not so much an ethical issue 23 in this particular case, because I don't think 24 it's -- I don't think it was a willful act of 25 defiance or -- or anything like that.</p>
119	<p>1 applications ever. Sometimes their boards flail. 2 And once a board flails, who knows what happens 3 next; right? 4 So I want to thank you very much. Thank 5 you for your ongoing, over years, dedication to 6 kids, to your community, and good luck here today. 7 THE CHAIR: Can I just ask -- Commissioner 8 Manis, is your hand still up? 9 COMMISSIONER MANIS: It's not up. But 10 whenever everyone else is finished speaking, I'd 11 like to make a comment. 12 THE CHAIR: Sure. Okay. Thanks. 13 SECRETARY BECK: I'm going to go real 14 quick. 15 I appreciate all the comments. I thank 16 you for all the great work you've done. 17 I think, again, it's a really -- it's a 18 wonderful addition to the charter desert. 19 Alan does a wonderful job of speaking from 20 the heart. I'm not good at that. I'm much more 21 pragmatic. 22 I just think there's too much that has not 23 been in the application and not been in the 24 subsequent answers to be able, for me, to approve 25 this for the upcoming year.</p>	121	<p>1 So I -- I do feel like the way that 2 Commissioner Burt characterized it, I think, 3 earlier; maybe academic laziness, almost. And 4 that's a harsh term, kind of, because you guys have 5 worked your butts off to get to where you are with 6 this process. 7 But there was a misstep in this particular 8 area, I believe. 9 But I don't think it's enough of an issue 10 to deny the kids of Alamogordo this opportunity. 11 If -- when is the last time a charter school was 12 proposed in Alamogordo? That's a rhetorical 13 question. And when is the next time we'll get an 14 application, you know? 15 So, to me, it's, like, let's give these -- 16 let's give the kids this opportunity. So... 17 THE CHAIR: Commissioner Manis. 18 COMMISSIONER MANIS: Yes. Thank you. 19 Thank you, Applicant Team. 20 I am very conflicted, still, even right at 21 this point, on how I am going to vote on this. I 22 was disappointed that some of the concerns that I've 23 had, I think, throughout the process and that were 24 raised by CSD, that they weren't adequately 25 addressed today during the 20-minute time that you</p>

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1 guys presented. I felt like that there should have
 2 been some better preparation, especially to address
 3 those concerns.
 4 So I am very conflicted. And I will say
 5 that if I do vote in favor of you, and the motion
 6 does pass, I really hope that you don't disappoint
 7 me, or us, as the Commission, or the students that
 8 you intend to serve.
 9 THE CHAIR: Thank you. Commissioner Beck,
 10 roll call.
 11 SECRETARY BECK: Okay. I'm just going to
 12 tell you. I have this thing straight down, and I'm
 13 going to go straight down by it.
 14 Chair Gipson.
 15 THE CHAIR: No.
 16 SECRETARY BECK: Vice Chair Carrillo.
 17 VICE CHAIR CARRILLO: Yes.
 18 SECRETARY BECK: Secretary Beck, no.
 19 Commissioner Ingham.
 20 COMMISSIONER INGHAM: Yes.
 21 SECRETARY BECK: Commissioner Burt.
 22 COMMISSIONER BURT: Yes.
 23 SECRETARY BECK: Commissioner Manis.
 24 COMMISSIONER MANIS: A reluctant yes.
 25 SECRETARY BECK: Commissioner Brauer.

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1 COMMISSIONER BRAUER: No.
 2 SECRETARY BECK: Commissioner Taylor.
 3 COMMISSIONER TAYLOR: Yes.
 4 SECRETARY BECK: There are five votes for,
 5 three votes against. The motion passes.
 6 Congratulations.
 7 THE CHAIR: No. We're moving into our
 8 work session. That's what -- we'll take -- the work
 9 session won't take that long. So we're going to
 10 take a ten-minute break. Well, it's up to you, bub.
 11 (Transcribed proceedings in recess
 12 at 4:05 p.m.)
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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 August 26, 2024.
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Cynthia C. Chapman, RMR-CRR, NM CCR #219
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Job No.: 9912N (CC)

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1 RECEIPT
 2 JOB NUMBER: 9912N CC Date: 8/15/24
 3 PROCEEDINGS: OPEN PUBLIC MEETING
 4 CASE CAPTION: In re: New School Application of
 5 Sacramento School of Engineering and Science
 6 *****
 7 ATTORNEY: CONSUELO CONSTANTINE, NMPED; CORINA CHAVEZ,
 8 DIRECTOR, CHARTER SCHOOL DIVISION
 9 DOCUMENT: Transcript / Exhibits / Disks / Other _____
 10 DATE DELIVERED: _____ DEL'D BY: _____
 11 REC'D BY: _____ TIME: _____
 12 *****
 13 ATTORNEY:
 14 DOCUMENT: Transcript / Exhibits / Disks / Other _____
 15 DATE DELIVERED: _____ DEL'D BY: _____
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 23 ATTORNEY:
 24 DOCUMENT: Transcript / Exhibits / Disks / Other _____
 25 DATE DELIVERED: _____ DEL'D BY: _____
 REC'D BY: _____ TIME: _____

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<p>A-d-a-m 24:10 ability 39:7,17 able 7:2,5 17:21 28:22 30:12,13 34:21 44:11 45:12 47:17 66:11 70:2 94:3 103:14 104:12 119:24 absent 45:9 absenteeism 45:24 46:2 absolutely 30:6 65:8 82:10 84:22 89:8,19 academia 70:9,12 academic 43:3,14 44:4,8 53:25 54:3 69:21 70:25 73:19 84:6 87:6 121:3 Academy-Rio 83:25 accelerator 73:7,8 acceptance 56:8 access 44:11,14 45:3 56:11 77:5 79:6 accessing 61:16 accommodate 32:21 accomplishment 20:4 account 87:6 115:24 accountable 63:9 111:5,6 Accounting 53:12 accurate 74:3 achieve 28:17 56:7 acquired 61:12 act 31:24 47:7 100:21 116:12,14 116:15 120:24 Action 3:3 4:6 actively 40:7 activities 40:8 activity 32:8 actual 30:2 Adam 24:5,9 74:25 75:8 add 17:4 47:16 adding 16:19 addition 68:7 71:7 106:24 119:18 additional 26:7 54:16 61:16,17 Additionally 46:22 address 46:6 62:1 87:13 108:15 122:2 addressed 46:9 72:8 121:25 addresses 47:13 61:15 addressing 33:14 adequately 108:3 121:24 adj- 100:18</p>	<p>adjust 45:14 53:13 81:25 adjusted 97:7 adjustments 97:2 admin 72:3,5 administer 94:8,10 96:25 administering 98:13 administrator 2:16 51:14 70:24 71:8 adults 116:24 advanced 12:21,22 44:7 advancement 14:21 advancing 27:16 advantage 7:2 10:8 adventure 72:19 advertised 52:6 aerial 24:12 aerospace 14:9 33:18 affect 91:3 affluent 22:8 afford 56:20 76:17 afternoon 4:1 5:22 30:21 40:22 54:14 age 50:7 55:6,7 61:14 agile 32:11 agitated 48:11 ago 56:2 93:8 agree 10:18 58:20 75:16 82:5 84:18 92:3 99:15 108:18 agreed 49:7 agrees 45:25 ahead 9:12 17:18 41:4 77:8 86:10 aid 33:2 aim 45:2 aiming 56:4 102:7 AIMS 111:17 Air 12:14 13:15 31:23 32:4 35:24 39:5 43:20 44:1 53:20 aircraft 13:3 Alamogordo 6:21,24 7:2 9:4,5 10:10,22 12:13 14:3 15:4 17:7 18:17 19:7,15,16 20:1 21:12 22:7,14 24:10,13 25:25 26:3,11 26:14 27:11,13,18 28:15 30:5 31:8,12 32:8 35:14,17 36:11 37:15 39:22 43:14 46:2,20 47:22 48:2,22 49:10,15 52:10 52:17 54:21 55:9,16,25 56:19 56:21 58:9 62:15 66:7,8,11,24 67:8,19 76:4,13,22 99:23 100:3</p>	<p>110:13,22,23,24 111:18,20 113:7 115:21 117:2,2 121:10,12 Alamogordo-centered 87:3 Alamos 115:22 Alan 2:4 114:7 119:19 Albuquerque 1:23 35:16,17 52:18 66:9 102:16 103:3 120:10 124:20 alcohol 100:13 aliases 50:2 84:17 align 94:6 101:25 aligned 95:18 allow 54:11 114:9 allowing 41:2 allows 44:3 53:25 Altura 86:13 amazing 23:4,15 25:7 72:5 75:6,8 America 14:14 amount 54:7 66:17,18 80:20 103:18 analysis 4:17 5:2,4 42:3 57:24 58:3 and- 1:11,15 Anglo 22:19 announcements 50:20 52:5,6 annually 98:14 answer 36:23 answers 87:21 119:24 anticipating 95:8 anybody 15:14 100:3 anytime 65:20 anyway 92:13 100:21 AP 44:11 54:2 95:24 Apodaca 1:13 apologies 65:24 apologize 8:23 9:11,14 20:24 28:7 40:19 Appalachians 80:13 appeal 5:13 appear 73:4 112:9 appendices 4:15 applicant 4:3 5:6,10 58:4 59:8 70:25 90:24 107:20 110:18 112:14 121:19 applicant's 4:25 60:4 104:21 applicants 3:8 42:6 57:12,14 58:1,10,13 62:16 70:23 101:24 application 1:11 3:7 4:13,14,15 4:23 5:16,18 18:8 25:22 28:10</p>
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