

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
CHARTER SCHOOL RENEWAL HEARINGS
DAY ONE

November 12, 2024

8:00 a.m.

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

Via Zoom Webinar

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JOB NO.: 146P (CC)

2	<p>1 APPEARANCES</p> <p>2 COMMISSIONERS:</p> <p>3 PATRICIA GIPSON, Chair</p> <p>4 STEVEN J. CARRILLO, Vice Chair</p> <p>5 TIMOTHY 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 PED 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 MISSY BROWN Technical Assistance and Support</p> <p>23 and Training Administrator</p> <p>24 Charter School/Options for</p> <p>25 Parents and Families Division</p> <p>NICOLA DAVIS Technical Assistance and</p> <p>Training Coordinator</p> <p>Charter School/Options for</p> <p>Parents and Families Division</p> <p>CONSUELO CONSTANTINE Liaison to PEC</p> <p>COUNSEL TO THE PEC:</p> <p>JULIA HOSFORD BARNES, ESQ.</p> <p>Barnes Mediation and Law, PC</p> <p>200 W. DeVargas Street, Suite 7</p> <p>Santa Fe, New Mexico 87501</p>	4
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3	<p>1 THE CHAIR: Good morning, everyone. I'm</p> <p>2 going to call to order this meeting of the Public</p> <p>3 Education Commission. It is Tuesday, November 12,</p> <p>4 2024, and it is 8:10 a.m.</p> <p>5 SECRETARY BECK: Chair Gipson.</p> <p>6 THE CHAIR: Here.</p> <p>7 SECRETARY BECK: Vice Chair Carrillo.</p> <p>8 VICE CHAIR CARRILLO: Here.</p> <p>9 SECRETARY BECK: Commissioner Ingham.</p> <p>10 COMMISSIONER INGHAM: Here.</p> <p>11 SECRETARY BECK: Commissioner</p> <p>12 Clahchischilliage.</p> <p>13 (No response.)</p> <p>14 SECRETARY BECK: Commissioner Brauer.</p> <p>15 COMMISSIONER BRAUER: Here.</p> <p>16 SECRETARY BECK: Commissioner Manis.</p> <p>17 (No response.)</p> <p>18 SECRETARY BECK: Commissioner Armijo.</p> <p>19 (No response.)</p> <p>20 SECRETARY BECK: Commissioner Taylor.</p> <p>21 (No response.)</p> <p>22 SECRETARY BECK: Commissioner Burt.</p> <p>23 COMMISSIONER BURT: Here.</p> <p>24 SECRETARY BECK: There is a quorum of six.</p> <p>25 I did call -- Commissioner Manis.</p>	5

6

1 COMMISSIONER MANIS: I am here.
 2 SECRETARY BECK: There is a quorum of
 3 seven.
 4 THE CHAIR: We are on to Item No. 2, which
 5 is the approval of the agenda.
 6 And I will point Commissioners to the
 7 Friday Regular Meeting agenda, No. 9. There have
 8 been -- there have been some additional options
 9 added to No. 9. So there was a slight change to the
 10 agenda, with the addition -- it's -- it's there
 11 yeah; right?
 12 So I will move to approve the agenda with
 13 the changes to -- we do.
 14 (A discussion was held off the record.)
 15 (The Pledge of Allegiance and Salute to
 16 the New Mexico Flag conducted.)
 17 THE CHAIR: Does someone have the Mission
 18 and Vision up. Thanks.
 19 (Mission and Vision recited.)
 20 THE CHAIR: Now we on to the Approval of
 21 the Agenda with the mind, once again, that there
 22 have been additional options added to the Regular
 23 Meeting agenda for Friday. And it's Item No. 9.
 24 So I will move to prove the agenda.
 25 COMMISSIONER INGHAM: I'll second.

7

1 THE CHAIR: With the additional changes to
 2 No. 9.
 3 VICE CHAIR CARRILLO: And I will second
 4 the motion with the additional changes to No. 9.
 5 THE CHAIR: Will you do roll?
 6 SECRETARY BECK: Commissioner Taylor.
 7 (No response.)
 8 SECRETARY BECK: Commissioner Armijo.
 9 (No response.)
 10 SECRETARY BECK: Commissioner Brauer.
 11 COMMISSIONER BRAUER: Yes.
 12 SECRETARY BECK: Commissioner Manis.
 13 COMMISSIONER MANIS: Yes.
 14 SECRETARY BECK: Commissioner Burt.
 15 COMMISSIONER BURT: Yes.
 16 SECRETARY BECK: Commissioner
 17 Clahchischilliage.
 18 (No response.)
 19 SECRETARY BECK: Commissioner Ingham.
 20 COMMISSIONER INGHAM: Yes.
 21 SECRETARY BECK: Vice Chair Carrillo.
 22 VICE CHAIR CARRILLO: Yes.
 23 SECRETARY BECK: Chair Gipson.
 24 THE CHAIR: Yes.
 25 SECRETARY BECK: Secretary Beck, yes.

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1 There are seven votes for, zero votes
 2 against. The motion passes.
 3 THE CHAIR: Thank you. We are now on to
 4 Item No. 3, which is Public Comment.
 5 Missy, do we have anyone signed up?
 6 MS. MELISSA BROWN: We do have somebody
 7 signed up online. I have not yet been able to check
 8 if we have anybody from the room.
 9 We have Matt Pahl, who would like to make
 10 public comment.
 11 THE CHAIR: Good morning, Matt.
 12 MS. MELISSA BROWN: I will give him
 13 permission to speak. Oh, there he is.
 14 THE CHAIR: Good morning, Matt. No, you
 15 must be muted.
 16 MS. MELISSA BROWN: You're muted.
 17 MR. MATT PAHL: Another reason.
 18 THE CHAIR: (Inaudible), can we?
 19 MR. MATT PAHL: Another reason we would be
 20 better in person. I assumed you guys would start
 21 right 8:00, so I did it online instead of popping
 22 over there. So I apologize for that. And since I
 23 haven't been given a time limit, I'll also note that
 24 the Lobos do look like the real deal. Very excited
 25 about that.

9

1 But I did want to talk about
 2 accountability in your next five days here.
 3 You know, it's a part of the charter
 4 school movement, accountability is. We've built
 5 something really good. Obviously, the schools and
 6 the staff are doing the work are the most important
 7 part of that. But the next important piece is you
 8 and how you oversee schools.
 9 But that accountability works best when
 10 it's clearly communicated on the front end and
 11 fairly and consistently applied thereafter. These
 12 comments are for you to keep in mind as you do your
 13 renewals this week as you debate whether someone
 14 gets a three-year term versus a five-year, as you
 15 debate whether they get a -- a -- a condition on
 16 their approval. That consistency is really big in
 17 making this -- this looking systemic.
 18 And so we ask you to keep that in mind
 19 during the renewals. And I think it came as a
 20 surprise to many of us that -- that there's a Public
 21 Education Commission agenda item for a Notice of
 22 Intent to Revoke for a school that hasn't had any
 23 discourse here at the Commission meetings.
 24 And, so, you know, when I see that, and I
 25 see that agenda item, which looks pretty

10	<p>1 aggressively tilted towards closing a school, it's</p> <p>2 abandoning some of the process that I think has been</p> <p>3 established, and is a good process, one that the</p> <p>4 schools expect to see from their end.</p> <p>5 And so the Public Education Commission has</p> <p>6 a process. It's a good one, and they should follow</p> <p>7 it.</p> <p>8 A Notice of Concern or a Notice of Breach</p> <p>9 is the first step in your contract with</p> <p>10 Six Directions, and it should be adhered to. You.</p> <p>11 Shouldn't read these comments -- I'm not</p> <p>12 trying to slow-walk any accountability. There are</p> <p>13 times where the severity of the issue at a school</p> <p>14 necessitates swift action. But it doesn't mean we</p> <p>15 can abandon the process.</p> <p>16 Six Directions could be on this month's</p> <p>17 agenda with a notice of breach and on next month's</p> <p>18 agenda on a revocation review or hearing, should,</p> <p>19 you know, the actions of the school warrant that. I</p> <p>20 don't know everything that's happened at the school.</p> <p>21 If the PEC moves for closure today, this</p> <p>22 action will reverberate throughout the charter</p> <p>23 community that all the work that the Commission has</p> <p>24 done to regain the trust from schools will really</p> <p>25 take a significant step backward.</p>	12	<p>1 So just congratulations. This is the</p> <p>2 third year that they've apparently applied for the</p> <p>3 grant. So they stuck with it, and they finally have</p> <p>4 an award.</p> <p>5 So, just, congratulations. I'm sorry I</p> <p>6 don't know much more about it. But it was a quick</p> <p>7 conversation. I just wanted to say congrats to</p> <p>8 them.</p> <p>9 So if there's nothing else. We are on to</p> <p>10 the Consent Agenda.</p> <p>11 VICE CHAIR CARRILLO: Move to approve.</p> <p>12 THE CHAIR: There's a motion by</p> <p>13 Commissioner Carrillo, a second by Commissioner</p> <p>14 Gipson.</p> <p>15 Commissioner Beck.</p> <p>16 SECRETARY BECK: Commissioner Ingham.</p> <p>17 COMMISSIONER INGHAM: Yes.</p> <p>18 SECRETARY BECK: Commissioner</p> <p>19 Clahchischilliage.</p> <p>20 (No response.)</p> <p>21 SECRETARY BECK: B Commissioner Burt.</p> <p>22 COMMISSIONER BURT: Yes.</p> <p>23 SECRETARY BECK: Commissioner Manis.</p> <p>24 (No response.)</p> <p>25 SECRETARY BECK: Commissioner Brauer.</p>
11	<p>1 By following the policy and the process</p> <p>2 that you have, it creates more trust with schools.</p> <p>3 And so I just wanted to make sure we were -- we were</p> <p>4 clear on your process and policy, we understand it,</p> <p>5 and we're -- we're invested in it.</p> <p>6 And so we hope you take action underneath</p> <p>7 the policies and procedures that you've laid out.</p> <p>8 Thank you.</p> <p>9 MS. MELISSA BROWN: We don't have anybody</p> <p>10 else signed up.</p> <p>11 THE CHAIR: Thank you.</p> <p>12 So we are on to item No. 4, School</p> <p>13 Highlights and Spotlight.</p> <p>14 Yeah. I'm just waiting to see if</p> <p>15 someone -- we won't be doing this on Friday.</p> <p>16 So I just want to make a public</p> <p>17 congratulations to Amy Biehl High School. They</p> <p>18 evidently have received a grant -- and I'm not</p> <p>19 honestly sure how much money it was. It's a -- I</p> <p>20 met someone at NACSA who stopped me and said, "We</p> <p>21 just granted Amy Biehl and one other school in</p> <p>22 Albuquerque ..." -- not ours -- "...a grant."</p> <p>23 And it's -- most often, it's a -- a</p> <p>24 charter facility, I think, expansion grant. But</p> <p>25 this was a community grant that they received.</p>	13	<p>1 COMMISSIONER BRAUER: Yes.</p> <p>2 SECRETARY BECK: Commissioner Taylor.</p> <p>3 (No response.)</p> <p>4 SECRETARY BECK: Commissioner Armijo.</p> <p>5 (No response.)</p> <p>6 SECRETARY BECK: Chair Gipson.</p> <p>7 THE CHAIR: Yes.</p> <p>8 SECRETARY BECK: Vice Chair Carrillo.</p> <p>9 VICE CHAIR CARRILLO: Yes.</p> <p>10 SECRETARY BECK: Commissioner --</p> <p>11 Secretary Beck, yes.</p> <p>12 Commissioner Manis.</p> <p>13 COMMISSIONER MANIS: Yes.</p> <p>14 SECRETARY BECK: There's seven votes for,</p> <p>15 zero votes against. The motion passes.</p> <p>16 THE CHAIR: We are on to Item No. 6,</p> <p>17 Discussion and Possible Action to Accept the</p> <p>18 Surrender of the Charter of Six Directions</p> <p>19 Indigenous School and/or Issue a Notice of Intent to</p> <p>20 Revoke the Charter of Six Directions Indigenous</p> <p>21 School.</p> <p>22 So we were notified last Wednesday, maybe,</p> <p>23 that the entire board of Six Directions tendered</p> <p>24 their resignation.</p> <p>25 And just a little back, we were unaware</p>

<p style="text-align: right;">14</p> <p>1 that, apparently, there had only been four members 2 on the board, apparently, for a while. And I was 3 unaware of that; so that they had lost their Board 4 of Finance status, evidently, earlier, and we were 5 unaware of that.</p> <p>6 But there were four members, and those 7 four members resigned Tuesday, Tuesday evening. 8 Apparently, they had a meeting, and they resigned, 9 which left us in a very unusual situation in the 10 fact that it is the board that we signed the 11 contract with, and there is no board any longer. 12 And it is the board that operates the school.</p> <p>13 So it's -- it puts us in not completely 14 uncharted territory. In my tenure here, it's 15 happened one other time that there was only two 16 members -- there were actually two members left on a 17 board.</p> <p>18 So we've had conversations with a number 19 of members of tribal leaders of the Navajo Nation 20 and keeping them in the loop on what has gone on and 21 the concerns that we've had, and really limited 22 options for pathways forward.</p> <p>23 And the school, then -- school's attorneys 24 contacted Julia Sunday to discuss some possible 25 options.</p>	<p style="text-align: right;">16</p> <p>1 co-counsels to come up now to talk about this. 2 (Chair consults with PEC attorney.) 3 All right. Good morning. 4 MR. IVEY-SOTO: Good morning, Madam Chair, 5 members of the Commission. 6 THE CHAIR: You need to introduce yourself 7 for the record thanks. 8 My name is Daniel Ivey-Soto, last name 9 spelled I-v-, as in Victor, e-y, dash, capital 10 S-o-t-o. I am co-counsel to Six Directions 11 Indigenous School, having been engaged to help them, 12 actually, as of Friday afternoon in my case. The -- 13 when I got a call in terms of what was happening at 14 the school and whether or not there might be any 15 options or not. 16 I -- and I know that you've got -- I know 17 that you've got quite a few renewal hearings to get 18 to. I don't want to belabor points too much. 19 I do want to -- I do -- however, I do want 20 to quickly go through how we got to this place; all 21 right? 22 We have a board that candidly was not 23 doing what they should be doing. They had -- they 24 had not -- my understanding is that for the last 25 three years, they had not completed their</p>
<p style="text-align: right;">15</p> <p>1 So the school had been put on the agenda 2 for today. If -- we were going to take an action to 3 accept the surrender of the charter. 4 If there's other pathways forward -- and 5 one of their attorneys is here today, and he's going 6 to have a little more discussion about this. 7 But if we -- if we're going to move 8 forward to talk with potential board members, to 9 talk with school representatives, that agenda item 10 is on Friday. 11 It was very difficult to ask folks from 12 the school to be here this morning, especially the 13 head administrator to be here for 8:00 in the 14 morning if they're also going to be on the agenda 15 for Friday, because, for all intents and purposes, 16 it would have meant that she would have had to be 17 here all wee. And miss two days of school for -- 18 snow last week. Monday was a holiday. So to ask 19 someone to be absent from the school for a whole 20 week really isn't -- isn't very sound. 21 So if there's -- if there's a 22 determination that there's a pathway forward, folks 23 from the school will be here on Friday with the 24 agenda item; okay? 25 So I'm going to ask one of their</p>	<p style="text-align: right;">17</p> <p>1 educational units. As you heard, they were below 2 five, and had not replaced that person. 3 And I also understand that they either 4 held zero or maybe just one or two finance committee 5 meetings last year. 6 This is a board that was out of 7 compliance. 8 And the -- the -- it was the students at 9 the school who realized this board was out of 10 compliance and something should be done about it, 11 that they wanted their school to be run correctly. 12 It was the students at the school who taught 13 themselves the Open Meetings Act, who went to their 14 own board to say, "Get your act together, please. 15 This is about our education." 16 And when they couldn't get any response 17 from that board, those students did the research and 18 figured out, "Oh, wait. There's somebody over the 19 board, the Public Education Commission." 20 And it was the students who came to this 21 Commission to rat out their own board. 22 That's how -- and, ultimately, the board, 23 instead of being held accountable and getting 24 compliant, they decided, "We don't need this." And 25 they all resigned.</p>

<p style="text-align: right;">18</p> <p>1 Now, that admittedly puts the school in a 2 little bit of a pickle. And the pickle that it puts 3 them in is -- is -- and, frankly, Which is better? 4 Do you want to be governed by people who are not 5 doing it correctly? Or do you want to create an 6 opportunity for good governance? 7 The traditional model is we depend upon 8 the outgoing board members to pick the new board 9 members. I am not sure that there's a virtue in 10 having the people who have not been compliant for 11 three years and refuse to listen to their own 12 students holding them accountable -- I don't know if 13 it's a virtue for us to depend upon them to pick 14 good people to go -- to take the school forward. 15 And so -- and so when -- when they 16 resigned, and the head administrator of the school 17 communicated with Ms. Chavez the next day to let her 18 know and filled out the form as to the -- as to the 19 vacancies and submitted that -- and so there was -- 20 there was no -- I mean, from the head 21 administrator's perspective -- right? -- this was 22 transparency in terms of what she had to do. 23 And, by the way, while I'm on the 24 students, before I go to the adult issues 25 completely, last night we were able to pull up the</p>	<p style="text-align: right;">20</p> <p>1 In moving forward, I did -- I did reach 2 out and speak to Ms. Barnes, 'cause I had her cell 3 phone number. And when I first texted her, it was 4 in an evening, and her initial response was, "I 5 ain't calling back at this hour, but I'll get ahold 6 of him tomorrow," which is fine, which we did talk, 7 and I appreciated that very much. 8 So, first of all, there's -- this is -- 9 you know, like, we've been in unusual situations 10 before. And if the law doesn't provide clear 11 guidance, sometimes you just have to figure out 12 what's the best analogous action to take. 13 When a school starts, a brand new school 14 starts, the board votes themselves in. Nobody 15 appoints them. They -- there is one day, no board. 16 You might have a proposed board. But there's no 17 requirement that the charter school stay with the 18 proposed board when they sit the proposed board. 19 There are often changes between the proposed board 20 and the first board that gets set. 21 What do they do? They get together, and 22 they vote themselves in. 23 So what we did was, talking to the head 24 administrator Friday night, I asked her to set a 25 meeting for Monday night so we meet the 72 hours.</p>
<p style="text-align: right;">19</p> <p>1 Vistas scores for this last year. The school jumped 2 two levels and is now in the Traditional category. 3 That's amazing. 4 What that says is, educationally, the 5 education leaders at that school right now are 6 taking care of business. The head administrator has 7 been there -- this is her second year. But you can 8 already see the difference that she is making at 9 this school by raising those scores two levels in a 10 year. 11 And, frankly, the actions of the students 12 indicate that -- that they are paying attention. 13 They're paying attention better than most adults pay 14 attention. 15 So then the question is what do we do? It 16 seems to me the worst thing we could do is show up 17 here today saying, "We don't know what we're going 18 to do. We have no ideas. Help us out" -- right? -- 19 because there's a -- there's a clear response to 20 that which the Chair has already outlined, and it's 21 not an unreasonable position. 22 Having -- having -- and, unfortunately, 23 because all of this happened on a holiday weekend, I 24 was not able to communicate with Ms. Chavez from the 25 Charter School Division as I normally would have.</p>	<p style="text-align: right;">21</p> <p>1 She got it posted right away with 72 hours' notice. 2 It was -- it was compliant with the new 3 law. It was also held on Zoom. And there is -- and 4 it was recorded, so it could be put on the website. 5 And took public comment. Identified five 6 people who were willing to serve on the board and 7 then voted, and then they voted themselves in. 8 And -- and they have -- in your packet, 9 you will have -- you have the minutes of the meeting 10 from last night. You have the -- the affidavits for 11 Board of Finance. You have the assurances forms 12 signed. And then there's one other form of 13 Statement of Governing Bodies Consult with PED. 14 That was also signed by all the new members. 15 THE CHAIR: Just for Commissioners, all of 16 that is in the Friday folder for No. 9. So all of 17 the -- so all of that information is there if 18 you're -- yeah. 19 MR. IVEY-SOTO: Yes. And I will note, by 20 the way, that the person who was selected to be the 21 chair of this new board is Sandra Freeland. She is 22 a licensed -- she is a retired school administrator. 23 She's a former Assistant Secretary of Education for 24 Indian Affairs for the State of New Mexico. 25 The person who was selected to be the</p>

22

1 secretary -- we only elected a chair and a
 2 secretary. The person who was elected to be the
 3 secretary is Louella Poblano. She is also a retired
 4 administrator. She used to be the head
 5 administrator at DEAP. And both of them have
 6 extensive background in education.
 7 We also have Lori Smith, who, when -- as a
 8 legal name, who functionally goes by Mato [ph], her
 9 indigenous name. And she is a retired educator as
 10 well.
 11 And -- and then we have two other
 12 community members who have joined as well onto the
 13 board.
 14 And so -- and so the -- the five people
 15 who were selected -- this is -- this is nothing to
 16 shake a stick at. I mean, these are -- these are
 17 dedicated, accomplished people who know what they're
 18 getting into and understand education and understand
 19 governance in education and administration in
 20 education.
 21 The -- I do appreciate very much the Chair
 22 of the Public Education Commission indicating -- and
 23 I did pass it along -- that the head administrator
 24 was welcome to appear by Zoom today. She feels very
 25 strongly that there's a conversation we need to be

23

1 having and did not want to miss the opportunity to
 2 be here.
 3 So I am joined this morning with Rebecca
 4 any yeah, who is the head administrator of
 5 Six Directions.
 6 THE CHAIR: So, good morning. Could you
 7 just introduce yourself for the record?
 8 MR. IVEY-SOTO: And spell your name, last
 9 name.
 10 MS. REBECCA NIIHA: Rebecca Niiha,
 11 R-e-b-e-c-c-a N-a-a-h-i.
 12 THE CHAIR: And your position.
 13 MS. REBECCA NIIHA: Head administrator of
 14 Six Directions Indigenous School.
 15 THE CHAIR: Thanks.
 16 MR. IVEY-SOTO: I will say that the
 17 process we used of having them vote themselves in
 18 was not without any precedent. Twelve years ago,
 19 North Valley Academy went down to two members.
 20 And -- at the time, I was representing them.
 21 And I reached out to the -- is -- Julia,
 22 is the letter in their packet? Yeah. There's a
 23 letter that memorializes that discussion, where I
 24 reached out to both PED and CSD directly. Kelly
 25 Callahan at the time was the director, and their

24

1 discussion with General Counsel at the time here at
 2 PED.
 3 I suggested that there was a section -- a
 4 provision in the Public School Code where the
 5 Secretary appoints school board members if they have
 6 less than a quorum. If they have more than a quorum
 7 still serving, the school board appoints; but, if
 8 it's less than a quorum, the Secretary of Education
 9 appoints, and whether that could be read as being
 10 applicable also to charter schools.
 11 I was informed that the Secretary had no
 12 interest in getting into the business of appointing
 13 people to charter school boards. And I know that
 14 that has been suggested for an administrative rule
 15 by this Commission. And the Department has
 16 declined. So that seems to be a consistent position
 17 from the Department.
 18 And what they told us at that point was --
 19 was, "Figure out an appropriate process and proceed
 20 and get yourselves compliant."
 21 And because we still had a chair, the
 22 chair and the head administrator interviewed, I
 23 think, seven people, I think picked four of them to
 24 serve on the board, and then we communicated that to
 25 CSD that we were back into compliance.

25

1 But, then, although those two made the
 2 official -- made the selection process -- were the
 3 ones who did the selection process, the first thing
 4 they did when they met was to vote themselves in;
 5 okay?
 6 And because -- because the head
 7 administrator and the principal did not have the
 8 authority to make the appointment, they had the
 9 authority to recommend who it would be. But they
 10 voted themselves in.
 11 So that's the same process we used right
 12 now. We didn't have the appointment process, but
 13 they voted themselves in, exactly the same as when
 14 you have a brand new school.
 15 And so -- so as much as possible, we are
 16 here before you this morning trying to be here with
 17 a solution as opposed to simply be here with a
 18 problem.
 19 And with that, we're happy to stand for
 20 questions this morning, understanding that we'll all
 21 be back here on Friday.
 22 THE CHAIR: So good morning. I saw a note
 23 that Dr. Shayla Yellowhair is on. And I had -- she
 24 is -- I spent quite a bit of time talking with her,
 25 I think, last Friday. This is all blended into,

26	<p>1 like, a day, you know.</p> <p>2 MR. IVEY-SOTO: Yes, especially with the</p> <p>3 snow day and --</p> <p>4 THE CHAIR: So she is on and would like to</p> <p>5 speak; so...</p> <p>6 MR. IVEY-SOTO: Please.</p> <p>7 THE CHAIR: Yeah.</p> <p>8 MS. MELISSA BROWN: I've added her. She's</p> <p>9 on to speak.</p> <p>10 THE CHAIR: So good morning</p> <p>11 Dr. Yellowhair. If you would, if you could</p> <p>12 introduce yourself and spell your last name for the</p> <p>13 record, and thank you for coming.</p> <p>14 MS. SHAYLA YELLOWHAIR: Of course. Can</p> <p>15 you all hear me? Can you all hear me?</p> <p>16 MS. MELISSA BROWN: I see you are unmuted,</p> <p>17 Dr. Yellowhair, but I cannot hear you. Oh. You</p> <p>18 sound like you're underwater, very faint.</p> <p>19 THE CHAIR: You're getting better.</p> <p>20 MS. SHAYLA YELLOWHAIR: Okay.</p> <p>21 THE CHAIR: Yup. That's great.</p> <p>22 MS. SHAYLA YELLOWHAIR: Perfect.</p> <p>23 All right. Good morning, everybody. My</p> <p>24 name is Dr. Shayla Yellowhair. (Navajo spoken.)</p> <p>25 My last name is spelled</p>	28	<p>1 country: New Mexico, Arizona, Utah, California,</p> <p>2 Clark County, across -- across the Southwest -- the</p> <p>3 Greater Southwest area.</p> <p>4 One of the -- one of the things that I</p> <p>5 wanted to make sure that we understand here is that</p> <p>6 Navajo Nation fully supports the continuation of</p> <p>7 services for Six Directions.</p> <p>8 I understand that these are</p> <p>9 unprecedented -- while there is precedence for one</p> <p>10 of this -- but this is the only -- the second time</p> <p>11 this has happened -- we want to see the services</p> <p>12 continue to students in any way possible. Taking</p> <p>13 away this option for schooling is -- would be</p> <p>14 detrimental, not only to the community, but to the</p> <p>15 spirits and the hearts of these students who have</p> <p>16 invested in the education that they've been</p> <p>17 receiving and have advocated successfully for the</p> <p>18 Navajo Nation, so much that we actually --we're</p> <p>19 looking into how we can support even more these</p> <p>20 students that came to us, the student council, the</p> <p>21 juniors and seniors who came to us, you know. We're</p> <p>22 actively looking for ways to support them outside of</p> <p>23 this -- this venue, as well, and outside of this</p> <p>24 issue.</p> <p>25 So I'm not sure if there's any questions</p>
27	<p>1 Y-e-l-l-o-w-h-a-i-r.</p> <p>2 I am the assistant superintendent of the</p> <p>3 Department of Diné Education, so representing the</p> <p>4 Navajo Nation in this matter.</p> <p>5 I have been in contact with -- well, let</p> <p>6 me give a little bit of history first.</p> <p>7 So Six Directions, as you all know, the</p> <p>8 charter school, serves roughly 50 percent of Navajo</p> <p>9 students who come from the area of Gallup and</p> <p>10 surrounding areas. The other 50 percent come from</p> <p>11 the Zuni Pueblo.</p> <p>12 We have been consulting with</p> <p>13 Six Directions for several years.</p> <p>14 I will say that the most recent tribal</p> <p>15 consultations with the school have been the most</p> <p>16 impactful that the Navajo Nation tribal consultation</p> <p>17 group has had, primarily because we actually got to</p> <p>18 speak to students and hear from them directly for</p> <p>19 what they needed and wanted in their education at</p> <p>20 this school.</p> <p>21 The Navajo Nation, we take our tribal</p> <p>22 consultation very seriously. We hold one in the</p> <p>23 fall; that's in person. And we hold one in the</p> <p>24 spring which is a virtual.</p> <p>25 We meet with schools from across the</p>	29	<p>1 that you all have. But I just wanted to make sure</p> <p>2 that everybody understood and knew that we are aware</p> <p>3 of what's happening.</p> <p>4 We also have oversight. I know that the</p> <p>5 e-mails were sent to the Health, Education, Human</p> <p>6 Services committee.</p> <p>7 we do have and we are able to get more of</p> <p>8 our members on Friday. If you all would like to</p> <p>9 hear more information from the rest of our tribal</p> <p>10 consultation, as well as anybody from the Health,</p> <p>11 Education, Human Services, the council of delegates</p> <p>12 that may be aware of this issue as well. I can</p> <p>13 stand for questions if you need.</p> <p>14 THE CHAIR: Thank you so much. And I</p> <p>15 think less about this school. But I think moving</p> <p>16 forward, I'm hoping maybe you could come to one of</p> <p>17 our meetings so that we could have a discussion</p> <p>18 of -- a broader discussion on how tribal</p> <p>19 consultation is occurring throughout our charters.</p> <p>20 MS. SHAYLA YELLOWHAIR: Absolutely.</p> <p>21 THE CHAIR: Because I think there's a</p> <p>22 disconnect with some of our schools, especially</p> <p>23 those schools that are serving a smaller percentage</p> <p>24 population. So just -- I'll be in touch, because I</p> <p>25 think that's something that we need to have a</p>

<p style="text-align: right;">30</p> <p>1 broader conversation about. And I appreciate you 2 coming. 3 Commissioners, any questions? 4 (No response.) 5 THE CHAIR: Thank you. 6 So -- Commissioners? 7 Commissioner Carrillo. 8 VICE CHAIR CARRILLO: First off, 9 Mr. Ivey-Soto, thank you for being here. And thank 10 you for your presentation. You make a very 11 compelling argument for the school and for the 12 students and their activism. 13 Just curious. Is either Major or Maya 14 here? I was just curious, because I've spoken to 15 Major a number of times and just wanted to say -- 16 put a face to the -- it's great to see you, and 17 thank you for reaching out. 18 It's very important. Because, oftentimes, 19 it gets the ball rolling. It raises a red flag. 20 When you first contacted me, Major, a 21 while ago, the first thing I did was contact the 22 Chair. And that's how oftentimes things get going. 23 (Inaudible due to audio distortion) -- 24 when all this came down the pike, I mean, it was -- 25 it's -- it's a 180 today compared to where it was</p>	<p style="text-align: right;">32</p> <p>1 and I'm thinking, "Why on earth? Why on earth are 2 we using taxpayer dollars to keep this school open 3 when they're not teaching kids, and they haven't 4 been teaching kids for a long, long time?" 5 And we have that challenge around the 6 state. Obviously, you mentioned the progress that 7 has been made with the new head administrator and 8 steps that have been taken. So actual learning is 9 happening, and substantive learning. 10 So, you know, I will say I was pleased. I 11 just wanted to say thank you for being here, and I'm 12 impressed with what I've heard and the steps you've 13 taken. 14 Is anyone from the board, the new board, 15 here? 16 (No response.) 17 MR. IVEY-SOTO: We -- I'm not sure if 18 they're online or not. They are planning to be here 19 in person on Friday. 20 VICE CHAIR CARRILLO: Okay. But the thing 21 about boards -- and I think -- when we see boards 22 start to -- they start to form, and they start to go 23 down the drain, there are several things that happen 24 first. 25 But then all of a sudden, we see a school</p>
<p style="text-align: right;">31</p> <p>1 several days ago. 2 And it's -- it -- I'm remembering another 3 school -- I don't know -- three, four years ago, 4 that we were renewing, and I had said if I had -- 5 and this is the case with this school as well. 6 I said, Looking at everything on paper 7 and, what's going on and everything else, there's no 8 way on earth I would ever want to renew this 9 school." Looking at all the paper; right? Just 10 that information, reading it. 11 And then so much more became apparent 12 about history, about plans for the future, and -- 13 you know. 14 And, I mean, I think -- I love this 15 Commission, because, if anything, we're open-minded 16 in terms of, you know, altering whatever thoughts or 17 opinions as we may have as new and better 18 information is available to us. 19 And so, Mr. Ivey-Soto, I thank you very 20 much, because when I looked at -- not this last 21 Vistas, but the one before, I mean, I was going 22 to -- this new one just came up, like, very 23 recently -- okay? -- like today. Because as of 24 yesterday, I was looking at it -- right. 25 Yesterday I was looking at the 2022-'23,</p>	<p style="text-align: right;">33</p> <p>1 crash and burn when the board doesn't have -- isn't 2 administrating as they're supposed to with the head 3 administrator. 4 Not operations -- right? -- but working 5 with the head administrator and doing their job. 6 And we see that all over the state, that boards 7 start to either have more of a laissez-faire 8 attitude, they're just not actively involved. And 9 we see the school suffer and the kids suffer. It 10 happens all the time. 11 It's -- obviously, then, it's on us to 12 prop these boards up, give them the tools they need. 13 So in terms of the board interviews, 14 because, Ms. Niiha -- did I say that correctly? No? 15 Did you -- when you spoke with them, are 16 the five of them clear as to the commitment that 17 they are making, the work involved? Because there's 18 a lot of work in being on a charter school board. 19 And the -- we don't want them for six months or a 20 year. We really -- the school needs to have them 21 probably make at least a three-year commitment, all 22 five of them. That's what I personally feel. And 23 then to right the ship, to have a good working 24 relationship and to really get going. 25 Was that impressed upon them in their</p>

<p style="text-align: right;">34</p> <p>1 board interviews?</p> <p>2 MS. REBECCA NIIHA: I believe that the</p> <p>3 school board candidates were vetted by students,</p> <p>4 first of all. And they were the ones who actively</p> <p>5 pursued it based on their research. These are the</p> <p>6 candidates that came out of the profile that the</p> <p>7 students had made for what they think that a school</p> <p>8 board candidate should have the qualities of.</p> <p>9 And they're the ones that are teaching all</p> <p>10 of us. They have been in the system in so many</p> <p>11 different ways, pushing against the system, pushing</p> <p>12 in the system. They know the system inside and out,</p> <p>13 especially Sandra Freeland, Louella Poblano. They've</p> <p>14 been in education most of their lives, because their</p> <p>15 commitment is beyond the board, because they're so</p> <p>16 invested in the communities and the wider aspect and</p> <p>17 facets that they hold.</p> <p>18 But that was very much clear upon when</p> <p>19 they made that commitment to join the board in</p> <p>20 response to the students' advocacy.</p> <p>21 VICE CHAIR CARRILLO: (Audio distortion.)</p> <p>22 That's fantastic, that kind of initiative. Yeah.</p> <p>23 That's all for now.</p> <p>24 THE CHAIR: Chair Burt?</p> <p>25 COMMISSIONER BURT: Thanks. I think, in</p>	<p style="text-align: right;">36</p> <p>1 such a limited scope when we bring schools up,</p> <p>2 especially to communicate something so massive.</p> <p>3 So I'm not supportive of revoking a</p> <p>4 charter for this. I do think -- I am -- my</p> <p>5 questions are all going to be legal, because that's</p> <p>6 the only thing that, to me, really matters.</p> <p>7 I'm not concerned about -- so, actually,</p> <p>8 the first thing I'll say -- and I said it last</p> <p>9 month, too. I am extremely impressed by the</p> <p>10 students of this school. And I don't know who is</p> <p>11 the adult that's telling them how to navigate and</p> <p>12 show them anything at all, if they're doing that on</p> <p>13 their own. But I'm so impressed with the students.</p> <p>14 And I don't want this to come across as a</p> <p>15 punishment of, "I'm going to go be active, and so</p> <p>16 then next month, my school's going to get shut</p> <p>17 down."</p> <p>18 It sends a tough message for advocacy.</p> <p>19 That's a hard thing -- I don't want the students to</p> <p>20 think you go advocate for yourself, and then the</p> <p>21 worst possible scenario has happened because you</p> <p>22 went and advocated.</p> <p>23 I do know -- so all my questions are going</p> <p>24 to be legal.</p> <p>25 I'm not concerned about who you're</p>
<p style="text-align: right;">35</p> <p>1 general, what's on this agenda item can -- I'm not</p> <p>2 able to really talk about, because it's on Friday</p> <p>3 instead. And so, I mean, I would say in the future,</p> <p>4 it would be nice to have more options, like, when</p> <p>5 something like this is up, because right now, the</p> <p>6 only thing I can talk on is a Notice of Intent to</p> <p>7 Revoke or Accept a Surrender. And that's not -- to</p> <p>8 me, either option is not viable for me today.</p> <p>9 So I would just say, in the future, it</p> <p>10 would be good for us to be able to have more options</p> <p>11 as an entire Commission so that things can come up</p> <p>12 and more information can be given when we're at</p> <p>13 these meetings so we can decide more -- you know,</p> <p>14 more options.</p> <p>15 And I actually think that speaks a little</p> <p>16 to the concern that was brought up about the</p> <p>17 perception of these kind of things to the charter</p> <p>18 community, not just to the school alone. But I</p> <p>19 really want to encourage us to ensure we're not</p> <p>20 skipping ahead of things and that we do get all the</p> <p>21 information as an entire Commission, too, because I</p> <p>22 don't -- the amount of information I have is very</p> <p>23 limited compared to the EC, you know.</p> <p>24 So I do think it would be helpful in the</p> <p>25 future to have more options available and not have</p>	<p style="text-align: right;">37</p> <p>1 appointing to your board. That's your choice.</p> <p>2 That's your charter autonomy to figure out who's on</p> <p>3 your board, make sure they're doing the right thing.</p> <p>4 I think we do need to do better holding</p> <p>5 governing boards accountable, finding those early</p> <p>6 warnings and getting involved earlier. That's on</p> <p>7 us. We shouldn't also have to rely on students to</p> <p>8 be doing that work. That's our job. So, once</p> <p>9 again, students, so impressed with you.</p> <p>10 Actually, it's one of the -- I mean, I've</p> <p>11 worked in political environments for a long time</p> <p>12 now. And that is one of the best displays of</p> <p>13 citizen involvement, of self-advocacy that I've ever</p> <p>14 seen, genuinely, of any public comment I've seen in</p> <p>15 the legislature, at Albuquerque City Council; I</p> <p>16 mean, anywhere.</p> <p>17 I've never been so impressed, not just --</p> <p>18 not because you're kids -- by adults. I mean, this</p> <p>19 far surpasses any adults I've seen.</p> <p>20 Keep doing what you're doing. Please do</p> <p>21 not see this as -- you know, like, maybe you</p> <p>22 shouldn't have, because you spoke up and now this is</p> <p>23 happen- -- no. Like, you did the exact right thing</p> <p>24 Thank you.</p> <p>25 I hope more students, I hope more families</p>

<p style="text-align: right;">38</p> <p>1 do what these students did, because I believe, 2 genuinely, if more people were at that level of 3 involvement with their governing boards at their 4 charter schools, it would change the entire 5 educational system; right? 6 Because that is technically who's supposed 7 to be holding governing boards accountable is the 8 community itself. 9 So thank you, thank you, thank you. It 10 was incredible. 11 Okay. My question is legal stuff. I just 12 need to know the legal explanation of -- I mean, 13 I'm -- I am -- yeah. I want to know the legal -- I 14 want to hear, like, the legal side from us, as far 15 as -- I mean, I -- is there even an option? I don't 16 know what even the options are. I don't know if it 17 was okay that they self-appointed. 18 I don't see a problem with it, unless 19 there's someplace where it says explicitly that they 20 cannot. So I just want to know the legalities of, 21 you know -- I mean, ideally, what I would have 22 preferred to see is that we had, like -- I would see 23 it as, like, an issue of a breach, and then allow 24 30 days for them to correct this issue. 25 So I'm wondering how we got to where we</p>	<p style="text-align: right;">40</p> <p>1 So you have a practical reality of four 2 people resigning that impacts teachers, students, 3 the community, and, in particular, two -- two tribal 4 communities with -- that have been designated for 5 tribal consultation. 6 So there's a lot of practical realities. 7 COMMISSIONER BURT: Can I ask you, 8 clarifying to that part? 9 MS. JULIA BARNES: Yes. 10 COMMISSIONER BURT: So I guess when I -- 11 when I hear that an entire board met at a meeting -- 12 MS. JULIA BARNES: I don't think they met. 13 I think they resigned separately, each member 14 resigned separately. And four resignation- -- I 15 don't know what they did. 16 COMMISSIONER BURT: I guess, for me, I 17 don't see the governing board being day-to-day 18 people. They still had the head administrator that 19 was doing the day-to-day operations. I would assume 20 by the next board meeting, they would need to have a 21 plan to replace all those folks. 22 But what would be the -- what is the 23 immediate concern to the community, to kids, to 24 teachers that there is no governing board during a 25 time when they're not meeting anyway?</p>
<p style="text-align: right;">39</p> <p>1 are and then the legalities from your perspective of 2 this situation. 3 MS. JULIA BARNES: Well, I think there's 4 legalities from the school. And I think that 5 Mr. Ivey-Soto should present what's going -- what he 6 views as what the school's option were and what you 7 view as the Public Education Commission's options. 8 The -- in the executive committee, we 9 talked a lot about there's a lot of uncharted waters 10 here. There is a lot of ambiguity. Our -- or 11 maybe -- there's practical realities and legal 12 realities. 13 So on the legal side of it, if you -- I'm 14 going to start with the practical side of it. 15 On the practical side of it, you have 16 students and teachers and a tribal community that 17 came forward immediately upon tribal consultation. 18 You know, we originally got -- not out of the blue, 19 because there had been some conversation that the 20 board might resign. But we got all, en masse -- as 21 Mr. Ivey-Soto has said -- all of the resignations 22 all at one time. So there was not a PEC option. 23 I think that that -- Director Chavez had 24 been involved with them. The result was still the 25 same. They all resigned at the same time.</p>	<p style="text-align: right;">41</p> <p>1 MS. JULIA BARNES: This is where the legal 2 things that I'm going to say may not align with the 3 community and that kind of thing. 4 So there may be a practical impact on the 5 ground, and then there's -- but from the legal side, 6 which is a little bit more black-and-white. And I 7 think, as a Commission, you guys need to grapple 8 with this. 9 You have a contract with no other party. 10 You have a Board of Finance with public dollars and 11 things that are ongoing and need to be paid and no 12 one able to do that. 13 And this is taxpayer dollars. And -- and 14 that's why there is a Board of Finance. So the 15 whole structure of the charter school law, kind of, 16 is -- it goes into a vacuum, I guess I want to say. 17 Or it falls apart is a stronger way to say that. 18 You have a contract with nobody else 19 there. You have bylaws that the school is supposed 20 to follow that doesn't technically allow you to -- 21 there's nobody there to have a quorum. There's -- 22 those four people walked out the door, and, as far 23 as I know, have not walked back in any door -- or -- 24 I don't know or care. But they haven't. 25 And so -- so the legal side of it is kind</p>

<p style="text-align: right;">42</p> <p>1 of problematic.</p> <p>2 Then Mr. Ivey-Soto has already talked</p> <p>3 about the PEC versus PED.</p> <p>4 PED was also immediately notified by</p> <p>5 Director Chavez. My view is PED should have taken</p> <p>6 immediate action to take over the Board of Finance.</p> <p>7 To my understanding, I am unaware of them having</p> <p>8 done that, the Secretary.</p> <p>9 The Secretary has that ability. You</p> <p>10 don't.</p> <p>11 You have a lane that you have worked very,</p> <p>12 very hard to stay in. That lane -- and you are</p> <p>13 asked often. "we don't like our board. Our board</p> <p>14 chair is bad. Our head of school. Please fire</p> <p>15 this..." -- you know, almost every meeting, someone</p> <p>16 in the community comes forward and asks you to do --</p> <p>17 I want to say -- I want to say that I could probably</p> <p>18 say every meeting.</p> <p>19 So it is important for you to also think</p> <p>20 about what is your lane.</p> <p>21 I think that -- kind of -- it's my legal</p> <p>22 opinion, probably is. I'm going to go ahead and say</p> <p>23 that.</p> <p>24 My legal opinion is that the school has</p> <p>25 more options and PED have more options than you</p>	<p style="text-align: right;">44</p> <p>1 that. But that from a legal -- a Notice Of concern,</p> <p>2 who are we going to send it to? There's nobody</p> <p>3 there.</p> <p>4 So I think that I appreciate the fact that</p> <p>5 several lawyers got on board for the school, and</p> <p>6 that, actually, that one of the questions we</p> <p>7 immediately said is, "What precedent do you have,</p> <p>8 Charter School Attorney" -- who happened to be,</p> <p>9 Mr. Ivey-Soto -- who said, "I have..." -- on Monday</p> <p>10 morning, he's, like, "What was -- which school was</p> <p>11 that?" You know, it was twelve years ago.</p> <p>12 So I think that I -- I watch you do this</p> <p>13 all the time, though, which is -- and, actually,</p> <p>14 honestly, this morning, you know, at 6:00 a.m., I</p> <p>15 was, like, Friday, there needed to be a lot more</p> <p>16 options here for you guys to discuss. And we can't</p> <p>17 change this agenda today. It felt like we needed to</p> <p>18 address an urgent -- possible urgent missing school</p> <p>19 board.</p> <p>20 And that's why -- and, actually, many</p> <p>21 people said, "Why did you put it on the agenda</p> <p>22 twice?" I'm, like, "Because we're making it --</p> <p>23 we're trying to figure out what to do."</p> <p>24 So, in my view, you have three renewal</p> <p>25 hearings today, which are incredibly important, and</p>
<p style="text-align: right;">43</p> <p>1 have. And the school -- and that's why I actually</p> <p>2 would like Mr. Ivey-Soto to address this. I think</p> <p>3 the school needs to grapple with what they're going</p> <p>4 to do, because they are that other party to this</p> <p>5 contract. And that is frankly what they've done.</p> <p>6 So we -- this got put on the agenda. And</p> <p>7 I actually really appreciate the language needs to</p> <p>8 be broader. But the 8:00 a.m. today conversation</p> <p>9 was there is an emergency, potentially, with a Board</p> <p>10 of Finance that has disappeared with public dollars</p> <p>11 that do not have the statutorily required oversight.</p> <p>12 You have a PED that has -- I don't see that they've</p> <p>13 stepped forward; although, we asked for that a</p> <p>14 couple of times.</p> <p>15 And then if -- if the tribal</p> <p>16 consultation -- if the school outreach -- if the</p> <p>17 outreach to the community had -- if there was</p> <p>18 silence, then I think you can -- they can surrender</p> <p>19 that.</p> <p>20 Your other option is to go down the</p> <p>21 Intervention Ladder. I guess when you don't even</p> <p>22 have a party on the other side, how do you issue a</p> <p>23 Notice of Concern? I'm concerned that you're not</p> <p>24 there. That's -- so I know that this is -- you're</p> <p>25 asking the legal things, so I want to reiterate</p>	<p style="text-align: right;">45</p> <p>1 you're also not going to not get to them. You have</p> <p>2 to get to them.</p> <p>3 So there was also what do we do on an</p> <p>4 emergency basis, and then put it on Friday, where</p> <p>5 there's more time.</p> <p>6 In my view this morning was, as your</p> <p>7 attorney, I needed to expand every single option.</p> <p>8 I sat there morning. What could they do?</p> <p>9 They could do this or this or this or this or this.</p> <p>10 I put every single option there. I don't know if</p> <p>11 you want to hear -- Mr. Ivey-Soto has already told</p> <p>12 you some of that.</p> <p>13 But I think -- but I think that there are</p> <p>14 legal ramifications that are -- that may not align</p> <p>15 with -- with what you're seeing and hearing from</p> <p>16 these faces in front of you. And I think you do</p> <p>17 need to grapple with all of your protocols; okay?</p> <p>18 And that includes a lot of things. That</p> <p>19 includes -- you know, can you accept -- we don't</p> <p>20 question how schools do their own things. Or we ask</p> <p>21 somebody else to do it, like the AG or the State</p> <p>22 Auditor or the Ethics Board or whoever. You often</p> <p>23 do that.</p> <p>24 So if there's a question about whether</p> <p>25 Mr. Ivey-Soto's legal advice to his client was</p>

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1 correct or not, I don't think that's what you
 2 typically ask me to do, to question him.
 3 And then you have spent a long time
 4 wanting to have certainty with your processes and
 5 when things were presented. And none -- I mean, you
 6 started off the presentation. None of that was
 7 followed. I mean, obviously, none of that was
 8 followed.
 9 So what do you do as a Commission?
 10 So I guess my thinking of the
 11 conversations in the EC was let's put an emergency
 12 thing on Monday -- Tuesday morning at 8:00. And
 13 let's put it again on Friday, because who knows what
 14 Friday is going to look like?
 15 And then this morning, I was, like, I -- I
 16 want the ten of you to be able to discuss as many
 17 things as possible, because I don't know what -- I
 18 don't know how you're going to come out on that.
 19 There's -- in my view, there's not a clear
 20 legal path. And I think that Mr. Ivey-Soto has
 21 pointed out twelve years ago, he didn't get a clear
 22 answer.
 23 We asked them to clarify their role -- we
 24 asked them, and that was denied. So we have asked
 25 for clarity, and we don't have it.

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1 And that's why you guys -- that's why you
 2 guys get paid the big bucks.
 3 COMMISSIONER BURT: That's very helpful.
 4 Now, I have a couple of more questions.
 5 MR. IVEY-SOTO: And, actually, if I may,
 6 real quick. I'm going to do something lawyers don't
 7 normally do. That is, I'm going to agree with what
 8 Ms. Barnes said.
 9 I mean, it -- it really is -- from a
 10 structural perspective, it's a huge conundrum if
 11 there's no board; right? And so -- and so, I mean,
 12 if -- and, quite candidly, I think if we would have
 13 walked in without anything, I think your options
 14 would have been even more constrained than they are
 15 right now, because -- because that is the legal
 16 structure through which everything else happens.
 17 And that's -- that's -- that's the issue
 18 that I think needs to be legitimately grappled with,
 19 while, at the same time, trying to figure out
 20 solutions where there is no clear law. And I think
 21 we agree on that. There is no clear law on this
 22 issue; so...
 23 COMMISSIONER BURT: Okay. Yeah. I
 24 appreciate that. I know Julia knows this about me
 25 very well from many conversations we have. But I

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1 love when there's not clarity in the law, because
 2 then you can do anything. To me.
 3 MR. IVEY-SOTO: Somewhat, yeah.
 4 COMMISSIONER BURT: Obviously, within
 5 reason; right? Because as long as you can back
 6 yourself up, which is what I tell my eighth-graders
 7 writing argumentative essays, "Back yourself up.
 8 Make up something. Make yourself make it make
 9 sense."
 10 So, to me, that does relieve some
 11 pressure. Because there -- like, I don't appreciate
 12 the ambiguity in the law. I actually think that's
 13 an area that we need to look at now, once again put
 14 it on the list of the other, like, kind of missing
 15 gray areas, that, like -- when things are fine,
 16 there's no big deal. It's when things go wrong that
 17 we get ourselves in these situations.
 18 And it's tough to prioritize something
 19 that really is a worst-case-scenario issue. And I
 20 know we don't like to, like, create policies and put
 21 them on to everybody for those worst case scenarios,
 22 either. But that's what we get when we have these
 23 sometimes, like, lapses of areas.
 24 My other -- my question is, with the
 25 timing -- so I guess from -- from -- for today,

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1 there is, from my perspective, in hearing the
 2 presentation this morning, it seems to be there's a
 3 legitimate board in place, needs to get trained,
 4 needs to do all their stuff. But they have five
 5 members today on the board.
 6 MR. IVEY-SOTO: And so we had seven
 7 members. Our bylaws say between five and nine.
 8 Because we needed to make sure we were going to have
 9 people who understood the commitment, we're at five
 10 at this point.
 11 COMMISSIONER BURT: Okay. I guess my
 12 question is -- and it may go back to -- I'm trying
 13 to get my brain to connect to the urgency.
 14 So I guess -- and this is -- I'm going to
 15 explain my thinking, and then you can tell me how
 16 it's not -- or that it's not legal. Maybe it's
 17 logical in my brain, but it's not actually legal.
 18 So, for me, a governing board meets ones a
 19 month. If they're in between that time, the
 20 governing board is not actively doing anything;
 21 right? They've already proposed a budget. They've
 22 approved a budget. They've approved spending.
 23 What -- if -- if, like, an entire board
 24 quits within the month between -- before the next
 25 meeting, what at the school, day to day, gets held

<p style="text-align: right;">50</p> <p>1 up because there's not a board, if anything? 2 MS. JULIA BARNES: The concern in my mind 3 is the Board of Finance and the taxpayer dollars. 4 COMMISSIONER BURT: So what is the Board 5 of Finance doing in between the month to month is 6 my -- 7 MS. JULIA BARNES: I would have to see. 8 Mr. Ivey-Soto, who signs the checks at the school? 9 I know payroll probably is -- like, if a vendor 10 needs to get paid next Tuesday. 11 MR. IVEY-SOTO: So, traditionally, 12 actually, it was the contract business manager, the 13 Vigil Group, who would actually sign the checks on 14 behalf of the school. They just gave authority to 15 the head administrator; although, she has not 16 exercised that authority yet. 17 MS. JULIA BARNES: Okay. But, again, 18 Commissioner Beck -- Burt -- I want to say that the 19 entity that is supposed to step in and provide 20 oversight, if there is an issue with the Board of 21 Finance, is PED and the Secretary, not you. 22 So often you guys are a little bit of the 23 watchdog. 24 COMMISSIONER BURT: I can clarify a little 25 bit more. I'm mostly just asking about the urgency</p>	<p style="text-align: right;">52</p> <p>1 myself. When we finalized the agenda last Thursday, 2 this was nowhere near as clear. 3 COMMISSIONER BURT: Right. 4 MS. JULIA BARNES: So those felt like -- 5 and I just want to reiterate -- emergency action on 6 Tuesday morning at 8:00. And there was a lot of 7 conversation about moving the other schools later. 8 COMMISSIONER BURT: Why was the emergency 9 on Tuesday? What was happening today at the school 10 to where they could not function that they would 11 need to be revoked today is my question? 12 THE CHAIR: So can I partly answer that. 13 COMMISSIONER BURT: Yeah. 14 THE CHAIR: So I think the -- the 15 unanswered question is do they -- do they have the 16 ability to create that new board. So that's where 17 the urgency comes in. Because if they -- if the 18 answer is no, they don't have that, then the school 19 has to close. 20 So that's where -- to say we're going to 21 wait another month, another month for what? So the 22 question -- to me, it's yes, the Board of Finance is 23 a big question, you know, because we've had 24 revocation hearings because head administrators were 25 signing checks, and PED came to us and said, "The,</p>
<p style="text-align: right;">51</p> <p>1 of moving to revoke because there was no Board of 2 Finance for that moment. Like, is there a world in 3 which, if the -- I hope this never happens to any 4 school again, ever. And maybe we have some, like, 5 clarification on what that looks like in the future. 6 But what I am wondering is why we couldn't 7 issue a Letter of Concern to the school's attorney 8 and the head administrator saying, "Hey, we're 9 concerned you don't have a Board of Finance, in 10 particular. Please get this resolved immediately," 11 you know. 12 And then by their next board meeting, they 13 could arrange to have that taken care of. And then 14 they come to us. And if they didn't, then we can go 15 to breach of contract; right? 16 I'm just wondering about, like, if 17 there's, like, this immediate, like, the school 18 cannot function without a Board of Finance 19 immediately? Or is it, like, yeah, maybe checks 20 don't get signed for two weeks while they're 21 figuring this out, and then they get done, like, in 22 a bucket, in a pile later kind of thing. 23 I'm just wondering about, like, timing 24 about, what this looks like for -- 25 MS. JULIA BARNES: I'll just answer for</p>	<p style="text-align: right;">53</p> <p>1 can't do that," you know; so that that's -- that was 2 a big question. 3 But the question is will they ever be able 4 to get a board? So that had to be answered. 5 Are we going to accept the fact that they 6 can -- they can create this new board? Then there's 7 really -- there's not a -- then there's not an 8 issue. 9 But you can't keep kicking that bucket 10 down and say, "Oh, they're going to figure that 11 out." 12 Well, they -- how are they going to figure 13 it out if we don't have an answer, too, "Yes, you 14 can reorganize." 15 COMMISSIONER BURT: Okay. 16 THE CHAIR: So that's what has to be 17 answered. 18 COMMISSIONER BURT: I will just say, 19 still, I'm go back to my initial comment at the 20 beginning. When we have a school come up for the 21 first time on an issue for the rest of the 22 Commission, outside of EC, we need to do more 23 fact-finding in a meeting before we assume we're 24 going to move to a kind of an extreme stance. 25 I think it's really important -- right now</p>

<p style="text-align: right;">54</p> <p>1 what would have been good is just fact-finding for 2 the Commission; right? Like, to just have people 3 come up, have them come up, have them be ready, talk 4 to us, let us get all the information. Because I do 5 think -- my concern, once again, is it feels like we 6 jumped forward. 7 And it's not safe for schools -- not just 8 this school. But I don't -- I do not want to get a 9 reputation with our authorized charters that we are 10 going to just skip steps. 11 And I think we do have to do more 12 fact-finding in public at meetings than we're doing 13 right now, 'cause I think we skipped that step -- 14 and we've done it a couple of times -- where the 15 first meeting is -- we just go straight to -- like, 16 we skip a lot of fact-finding for the entire 17 Commission, not just the EC. 18 So I would just say in the future, again, 19 like, it would be nice to just have more information 20 brought forward to the Commission. Let us talk 21 about that. Let us figure it out and give us more 22 options for after we find the information. So... 23 MS. JULIA BARNES: I just want to say one 24 thing about the process, though. The Notice of 25 Intent to Revoke is that process that starts with</p>	<p style="text-align: right;">56</p> <p>1 that's how deep my connection to this school goes. 2 And I wanted to see it thrive. I want to 3 see it thrive. And I know it's in a survival mode 4 right now. And I want to get it back to the 5 thriving. 6 A couple of key questions. Then I have a 7 couple of comments. 8 Secretary-Designate Padilla. Is she -- 9 did she take an action yet on being the board of 10 finance for this school? 11 DIRECTOR CORINA CHAVEZ: Thank you, 12 Commissioner Brauer. Commissioners, good morning. 13 Six Directions, good morning. Thank you for asking 14 me to speak. I haven't been able to tell the CSD 15 side of the story. 16 When I learned that the school -- the 17 remaining four board members all submitted their 18 resignation on Tuesday, I immediately let everybody 19 at the PED know. 20 And the last connection I had on 21 Thursday -- mind you, Thursday, half the day and all 22 of Friday was a snow day, and Monday was a 23 holiday -- the -- the PED was discussing 24 preparations for writing a letter to take over the 25 Board of Finance for the school.</p>
<p style="text-align: right;">55</p> <p>1 the fact-finding. And you have to issue it. 2 Yeah, I understand what you're saying. 3 And the -- well, issue -- you have to send that 4 first letter. So it would trigger that first 5 letter. 6 And then that first letter has a 7 fact-finding thing as to whether we're going to move 8 to renew or have a revocation meeting. I appreciate 9 that's a technicality within our system that many 10 people might not see. So I appreciate that comment. 11 THE CHAIR: Commissioner Brauer. 12 COMMISSIONER BRAUER: Thank you, Chair. 13 Good morning, Commissioners. Thank you, 14 Six Directions team, for being here. 15 I -- I'm a harmonizer by definition, I 16 think, and by nature. It's a middle-child thing for 17 sure. It's a survivor tactic. 18 I saw this. I -- I -- first off, my heart 19 sinks a little bit, because this is a school that I 20 care deeply about. I care about all of our schools. 21 This is one that has a profound connection to me, 22 given my connection to Gallup and to the founding of 23 the school. 24 I even went to -- I even got my master's 25 degree in the building that the school uses. So</p>	<p style="text-align: right;">57</p> <p>1 So -- and Secretary-Designate Padilla is 2 aware of it, yes. 3 COMMISSIONER BRAUER: Thank you. I think 4 it would be great -- not trying to direct you to do 5 anything. It would be great, since we're all in the 6 building for this week, maybe we can get a sense 7 about what that timeliness is going to be, just so 8 that we cover any legal questions or areas of 9 concern. 10 I'm looking at the -- kind of like the -- 11 the -- thank you, Julia, Chair, and Commissioner 12 Burt, for discussing the actual language of Item 6 13 that we're on right now. I think that's important, 14 because I see that, and I'm, like, "Oh, good lord, 15 what are we doing?" And I know that wasn't the 16 intent. 17 The intent was different than the wording. 18 Because I know we would not take a revocation 19 hearing today or set up something like that. But 20 that's -- but we go by what we see. 21 And I think it's just a little bit -- it 22 just seemed to be off for me as well. 23 And so I appreciate that -- illuminating 24 that a little bit more and shedding light around 25 that process.</p>

<p style="text-align: right;">58</p> <p>1 One question I had. If we -- and then I 2 have some thoughts after this.</p> <p>3 In lieu of the actions that we do today, 4 accepting the notification of resignation -- I know 5 that's something that we do during consent agendas 6 often. We also accept or approve new members to 7 Commissioner -- to governing councils.</p> <p>8 If we do that action today, is there -- 9 I'm not assuming there is but I won't vote for it if 10 there is any, like -- if we do that, that is a 11 definitive -- that puts us in a painted corner of, 12 okay, we're not going to do -- great. Thank you. 13 Because I was worried that that was going to put us 14 in a painted corner and the school in a painted 15 corner of, like, there's no way coming back from a 16 revocation hearing.</p> <p>17 I just don't feel like -- I am not there, 18 personally.</p> <p>19 Okay. With that, I just want to say just 20 a few things. I -- I really appreciate the school 21 in this moment of great trial to get together as 22 soon as possible and take action. Even if there are 23 still questions on whether those actions are 24 appropriate or possible, getting five board members 25 and two of those board members I know and I know one</p>	<p style="text-align: right;">60</p> <p>1 leaders in this process, and continue to support 2 their leadership in good ways to make this school 3 thrive. And so I hope that that's something that we 4 can take from this.</p> <p>5 But I just wanted to appreciate the 6 extraordinary effort that this school has done, that 7 we always feel wanting from all of our schools. And 8 none of that pushback today, too. I just -- I feel 9 like that's something I wanted to just mention.</p> <p>10 Last thing I just wanted to share, that 11 there is -- I know that there is not, like, super 12 clear legal processes that we have available to us 13 around this extraordinary situation. I think we 14 have good -- we can discern from the past.</p> <p>15 Mr. Ivey-Soto, you mentioned schools of 16 the past. And I know that, Julia, your information 17 is rooted in previous processes.</p> <p>18 But it's still -- like, we don't have 19 legal standing to do things. We have another 20 solution. And that's making value-based decisions. 21 We have values.</p> <p>22 Commissioner Beck, you shared those 23 values. We share them every single day.</p> <p>24 And I think that those values, they are 25 stubborn. They are stubborn sometimes. Like, you</p>
<p style="text-align: right;">59</p> <p>1 super well and it's, like, great that you have 2 connected with them, at least to that degree, to 3 have them be part of the leadership of the school.</p> <p>4 And I think that's something, 5 Commissioners, we always feel when we have a school 6 that's in a bind, when we see no urgency, we wonder, 7 like, "Are you taking this stuff serious?"</p> <p>8 You know, I know I've said it so many 9 times in this room. Almost every month. I'm, like, 10 "Good gracious. Why is there no action? Do you not 11 get what's going on?"</p> <p>12 So I appreciate taking the ownership of 13 this.</p> <p>14 I have heard zero pushback from 15 Mr. Ivey-Soto or from you, Becca, about, like, "No, 16 this is not what happened. You're wrong."</p> <p>17 This feels like we have are in a same -- 18 similar spot. And that is refreshing. It doesn't 19 change that there's a lot of stuff that needs to 20 happen at that school.</p> <p>21 And a lot of lessons learned, I think, 22 that I don't know about. But I think there are 23 lessons learned. So I hope we are all humble enough 24 to take those lessons, learn from them, and see the 25 absolute beauty in our students who have been</p>	<p style="text-align: right;">61</p> <p>1 know, there are some times when we want to make 2 decisions and -- look one value up versus the other. 3 Like, and that's helpful, and it's nice, and it 4 feels good to have that.</p> <p>5 And I know I'm guilty of that righteous 6 indignation about one value over another sometimes. 7 And it's great that we have ten of us as a 8 collective to kind of balance out that.</p> <p>9 And so when we don't have the legal 10 standing, we have the value standing. This is a 11 great opportunity for us to create a value-based 12 decision that is going to be supportive of the 13 school. It's going to have very clear guardrails. 14 And we've still got to make sure the school goes 15 from hurting bad to thriving with kids.</p> <p>16 So that's where I'm at right now. I'm -- 17 I think when we don't have that legality on our 18 side, we make sure that the Secretary Designate and 19 her team moves fast on this so that we have -- we 20 can take that off -- off the plate. We can support 21 the school and figure out who are going to be their 22 governing council leadership, and make sure we're 23 getting clarity through out that.</p> <p>24 And we do that all around the value-based 25 decision-making that we're doing. Thank you.</p>

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1 THE CHAIR: I had said earlier this
 2 morning that my mind hasn't changed, because it
 3 hasn't.
 4 I expressed in an e-mail to Dr. Yellowhair
 5 the last thing I want to do is take action on this.
 6 That's -- you know, that's not what we've been
 7 trying to do.
 8 And we basically have -- we all have the
 9 same information. This happened so fast. And,
 10 unfortunately, because of weather and everything
 11 else, it was -- we were -- couldn't even get ahold
 12 of a lot of people.
 13 I struggle with the -- that gray -- I am a
 14 Hamiltonian. So I like to seize the gray areas and
 15 be able to -- "Oh, it doesn't say you can't do it,
 16 so that means I can do it." I appreciate that
 17 thought.
 18 But I also -- you know, when the
 19 conversation goes to, "Oh, new schools, yes." New
 20 schools just, "Hey, let's get a board together," and
 21 they organize this board, and, boom, they're on.
 22 But they also get that implementation
 23 year, so they kind of gradually get themselves going
 24 as that board.
 25 So there's a little piece of me that is

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1 concerned about, "Ooh, we're a board. We're going
 2 to get all our training, and we're going to be a
 3 Board of Finance, and everything is going to be good
 4 on Friday."
 5 I think we need a breath to try to make
 6 sure that this is -- this is going to succeed.
 7 So I am very much in favor -- and I know
 8 it's generally looked at as a negative of the Board
 9 of Finance taken over. But I think that -- but I
 10 think that gives space for the board to be able to
 11 gather itself and not have to worry about that for a
 12 while, so that they understand -- and I -- you know,
 13 I appreciate, especially Dr. Poblano, because I
 14 remember her from coming up here.
 15 But it's different when you're serving on
 16 that board.
 17 So I think that would be kind of a splint
 18 for a while on something that's broken, to let
 19 folks -- and I think it's -- should be on us to help
 20 support the board.
 21 This is a board that's been in crisis for
 22 a long time. You know, if we go back to all the
 23 changes, the changes have been happening over and
 24 over. And, absolutely, it is on us that we didn't
 25 know that they dropped below five a while ago. That

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1 is absolutely on us. And we have to create a better
 2 process.
 3 And I think there's an obligation on our
 4 part to make sure that there's not just -- and I'm
 5 not diminishing the training that's done to get a
 6 board together. But that's not enough. It's not.
 7 That's the minimum. That's what the statute
 8 requires.
 9 That doesn't even really mean it gives you
 10 the best preparation. And I think it's -- there's
 11 opportunities for additional board training and
 12 board support that has to be there to make sure that
 13 the problems don't continue.
 14 Because of that gray area, I do have some
 15 concerns, because I do worry. Not looking at this
 16 situation, but, overall, looking at a situation
 17 where you could have any small group of people say,
 18 you know, "If we harass that board enough, we'll get
 19 them to resign, and then we can take over."
 20 And that's not the values that we're
 21 embodying.
 22 So I think we have to work together to
 23 fill in some of that gray area so that if this
 24 happens, it happens in a more orderly fashion, and
 25 that there's a process that goes on for dealing with

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1 the situation as we move forward.
 2 Because my only experience is with -- when
 3 we were -- we had a board member come to us and say,
 4 "We only have two people left."
 5 And when we held the hearing, no one from
 6 the school showed up.
 7 So we closed the school, you know. If the
 8 school's not going to come to show us that they care
 9 enough to continue, well, then, we're going to close
 10 the school.
 11 That's not the case -- I get that. I get
 12 that wholeheartedly, you know. And those voices
 13 have been heard.
 14 And, you know, it's unfortunate that when
 15 those voices came for the first time last month, it
 16 was shortly after that that the board decided to
 17 resign, you know. And that, you know -- tried to
 18 work last week briefly with Dr. Yellowhair to see if
 19 we could get a quorum together to get a meeting to
 20 on-board new people. I didn't have a whole lot of
 21 hope for that, and, obviously, it didn't happen.
 22 So I'm just -- you know, it's those gray
 23 areas that I like. But when I sit on this side,
 24 sometimes those gray areas worry me.
 25 But, you know, I think we have to work on

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1 it. But, like I said, I'm -- more in favor of that
2 Board of Finance -- the -- if there -- if we move
3 forward with the new board, that that not happen
4 right away.

5 MR. IVEY-SOTO: And we will -- if I may,
6 just real quick, Madam Chair? We will consult with
7 the Secretary's Office and the Deputy Secretary for
8 Finance to -- to, A, let them know what we've done;
9 also find out how they would like to proceed on
10 that.

11 And I'm also happy to share the concern
12 that you've articulated. Since we're talking about
13 the creativity that might happen in a gray space,
14 not that I'm making this as a recommendation, but,
15 certainly, I think one option the board may have --
16 the Commission may have -- would be to also appoint
17 a mentor to the board, since they're all coming in
18 at the same time, but midstream. I don't know how
19 that would work. I'm just thinking out loud; right?

20 But I think that there are things along
21 those lines that certainly we would be open to and
22 that might give some assurances to the Commission
23 and have somebody reporting straight back to the
24 Commission as far as how they're going. So I'm just
25 putting that out there.

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1 THE CHAIR: I mean, we're not in the --

2 MS. MELISSA BROWN: Commissioner
3 Clahchischilliage has her hand up.

4 THE CHAIR: We're not in the position of
5 appointing a person. But we do have, through the
6 REC. We do have a contract through PCSNM for board
7 training. We've offered it as support to other
8 schools. So that, certainly -- we can talk about
9 that.

10 MR. IVEY-SOTO: That's a Friday
11 conversation. But, still, I wanted to let you know
12 we're open to those conversations.

13 THE CHAIR: Sure. And I think that --
14 like I said, I think that would be important. And I
15 think, you know, moving forward, I -- you know, I
16 know there's community engagement now. But I think
17 there -- I think there's some team building that
18 needs to happen.

19 MR. IVEY-SOTO: Absolutely.

20 THE CHAIR: So that we don't end up with a
21 board in crisis again --

22 MR. IVEY-SOTO: Uh-huh.

23 THE CHAIR: -- you know. And maybe, you
24 know some boundaries set.

25 MR. IVEY-SOTO: Yeah.

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1 THE CHAIR: Thanks.

2 VICE CHAIR CARRILLO: I'll just be brief.
3 Fridays (audio distortion) on this. It's -- I
4 haven't seen a school in my four years on this
5 Commission take something so seriously so quickly
6 and move to get it resolved. So just kudos to you
7 for doing that. And then we're work out a lot on
8 Friday and the time after.

9 I agree completely with the Chair that
10 it's not a sign of weakness to let your Board of
11 Finance get taken over by the PED for a short time,
12 as you on-board, if you will, because you don't have
13 the whole implementation year.

14 And, obviously, CSD with all the support
15 you need. We'll work all this out.

16 In terms of why this was here, I would
17 completely agree with Mr. Brauer and Ms. Burt. If I
18 was not on the EC and saw this all of a sudden on an
19 agenda, I would be like, "What the heck?" And
20 Mr. Pahl, Matt Pahl, said the same thing. "What the
21 heck?"

22 It was a 72-hour thing. We needed to give
23 ourself options. I want Matt to realize -- and you
24 realize -- we had no information at that point
25 except letters of surrender from a board. So we

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1 were kind of in uncharted territory. What are we
2 going to do? We needed to list something 72 hours
3 in advance if we were going to take have to take
4 action Friday.

5 So another 30 days doesn't go by. All
6 that does is hurt the families and the kids.

7 You've clearly shown initiative on the
8 school side, and kudos to the students on the
9 student side, for moving this forward and having a
10 successful outcome.

11 THE CHAIR: Commissioner Clahchischilliage
12 is on, and she would like to speak.

13 COMMISSIONER CLAHCHISCHILLIAGE: Okay.
14 Can you hear me? Hello? Okay.

15 THE CHAIR: Yes, we can.

16 COMMISSIONER CLAHCHISCHILLIAGE: Okay.
17 Good morning, Chair, and Commissioners.

18 I am -- I'm listening to all of this. And
19 I guess I'm encouraged to hear that there isn't a --
20 I don't hear a need to shut down the school
21 immediately and go with those extreme measures
22 without a lot of consideration being given to what
23 is before us right now.

24 I -- I, too, am very concerned about the
25 transition. And it sounds like the Board of Finance

<p style="text-align: right;">70</p> <p>1 is the biggest concern that we have currently. 2 So I'm -- I can hear what Commissioner -- 3 what all the various Commissioners have said. And 4 this is my question. 5 I was wondering, what can we do as a 6 Commission to talk -- well, continue this -- the 7 discussion of what needs to be done? 8 I have a lot of questions that I feel like 9 we need to -- I need answers to regarding what work 10 to do as Commissioners. And then we need to, I 11 guess, communicate that information to the school. 12 And then vice versa. I'm sure the same 13 exists on the school side. 14 So I'm wondering, since this issue -- or 15 this request of this nature is not on the agenda, I 16 was wondering, when would there possibly be a time 17 that we could discuss all of this to answer a lot of 18 the questions that -- like Rebekka was saying we 19 needed to talk through. 20 I feel like the process right now has a 21 lot of questions on both sides. 22 So I -- like I said, my question is being 23 that it isn't on the agenda. When can this 24 discussion occur before decisions are made? 25 THE CHAIR: It's -- so, Commissioner, it's</p>	<p style="text-align: right;">72</p> <p>1 it, there is no information that we can actually 2 gets in terms of the process of allowing this board 3 to recreate itself. There is -- there is only -- 4 there's a limited past experience, and there's 5 nothing in statute or rule that -- that speaks to 6 it. 7 So we're really in very, very unchartered 8 territory. 9 COMMISSIONER CLAHCHISCHILLIAGE: Ah. I 10 see. Okay. 11 So I guess, Commissioner, this is probably 12 why Mr. Ivey-Soto mentioned help, so to speak, 13 through a -- a tutor-like type person. 14 THE CHAIR: Now, that is for -- to help -- 15 if the decision is made that this new board is going 16 to go forward, that would be to make sure that this 17 is successful. 18 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 19 THE CHAIR: And to move forward so that 20 we're supporting the school moving forward, the 21 board moving forward. 22 COMMISSIONER CLAHCHISCHILLIAGE: Okay. 23 Commissioner. My -- I want to make sure I 24 understand this correctly then. So we're not 25 looking at an immediate decision right now to close</p>
<p style="text-align: right;">71</p> <p>1 on the agenda for Friday for our regular meeting. 2 COMMISSIONER CLAHCHISCHILLIAGE: So -- 3 okay. So, Commissioner, between now and then, I 4 guess I was wondering, with us, as Commissioners, is 5 there a time that we could discuss this maybe off 6 the record? 7 THE CHAIR: No, there isn't. We have to 8 do it all publicly. 9 COMMISSIONER CLAHCHISCHILLIAGE: Oh. 10 Okay. Okay. That's -- that's where I was coming 11 from. 12 And do we have enough information to be 13 able to -- considering all the factors that have 14 been discussed morning, that -- do we have enough 15 information to present a -- an agreeable decision on 16 both sides, our side and the school side, that would 17 help the -- I guess the operating of the school by 18 Friday? 19 THE CHAIR: I'm just going to say we have 20 as much information as we're ever going to get at 21 this moment in time. We're not going to get any 22 addition -- I think whatever information is 23 available is sufficient enough for us to make a 24 decision. 25 Because I -- once again, I think a lot of</p>	<p style="text-align: right;">73</p> <p>1 the school. We're still stepping towards what to 2 do; am I correct on that? 3 THE CHAIR: We're not taking any action 4 today, no. 5 COMMISSIONER CLAHCHISCHILLIAGE: Okay. 6 THE CHAIR: And there will be a further 7 discussion on Friday. And there will be some form 8 of action taken on Friday, either to accept the new 9 board, or there's multiple options there. But there 10 will be mostly some action on Friday. 11 COMMISSIONER CLAHCHISCHILLIAGE: Okay. 12 Okay. I just -- I guess I'm just really concerned 13 that, listening to the -- my, gosh -- the 14 responsibilities that the students assumed, and then 15 the support of the community, the Navajo Nation, 16 it's very positive for me. 17 But, still, we're looking at the 18 functionality of the school. And that also is my 19 concern. 20 I'm just looking at making sure that all 21 these areas are merged correctly and that we're not 22 leaning clearly on, I guess, one particular 23 direction. And I feel comfortable about that. I 24 feel like everyone's on board. 25 The -- I'm -- and I'm hoping I'm reading</p>

<p style="text-align: right;">74</p> <p>1 this correctly.</p> <p>2 So I understand that. And I think</p> <p>3 that's -- that's been made clear to me. So I see</p> <p>4 what we're going to be doing on Friday. So thank</p> <p>5 you for that information.</p> <p>6 THE CHAIR: Okay. Thank so you much.</p> <p>7 So thank you. And thank everyone here.</p> <p>8 Your voices have been heard. Absolutely. We</p> <p>9 appreciate all of the efforts that have been made in</p> <p>10 support of this school, like I say.</p> <p>11 Last school? So that speaks volumes. And</p> <p>12 I think what has always been is the school has</p> <p>13 been -- you know. So we will see you Friday.</p> <p>14 MR. IVEY-SOTO: We looked forward to the</p> <p>15 conversation on Friday. Thank you very much.</p> <p>16 THE CHAIR: Appreciate it.</p> <p>17 Commissioners, can we take a ten-minute</p> <p>18 break? Thanks.</p> <p>19 (Recess taken.)</p> <p>20 THE CHAIR: So good morning everyone. We</p> <p>21 are now on to Item No. 7 on the agenda, which is</p> <p>22 charter renewals.</p> <p>23 And I want to thank everyone in the</p> <p>24 audience for hanging in there with us this morning.</p> <p>25 A little unusual, as we have said. We had to change</p>	<p style="text-align: right;">76</p> <p>1 Baylor Del Rosario. I'm the head administrator of</p> <p>2 South Valley Preparatory School, South Valley Prep.</p> <p>3 My name is spelled B-a-y-l-o-r. Last name</p> <p>4 is Del Rosario. D-e-l R-o-s-a-r-i-o.</p> <p>5 MS. BRITTNEY BARRERAS: Good morning,</p> <p>6 Chair and Commissioners. My name is Brittany</p> <p>7 Barreras. I'm the chair of the governing council.</p> <p>8 My first name is B-r-i-t-t-n-e-y. My last name is</p> <p>9 Barreras. B-a-r-r-e-r-a-s. Thank you for having</p> <p>10 us.</p> <p>11 THE CHAIR: So Item No. 1 is the Public</p> <p>12 Education Depart's evaluation. So, Director?</p> <p>13 DIRECTOR CORINA CHAVEZ: Good morning,</p> <p>14 Chair Gipson, Commissioners, folks in the audience.</p> <p>15 My name is Corina Chavez. I am the Director of the</p> <p>16 Charter Schools Division, and I am here to provide</p> <p>17 the PED evaluation for South Valley Prep.</p> <p>18 But, first, before going into the details</p> <p>19 of South Valley Prep, I wanted to share with the</p> <p>20 Commissioners that the Charter Schools Division made</p> <p>21 every effort to evaluate the schools fairly and to</p> <p>22 apply the renewal rubric consistently and with</p> <p>23 fidelity.</p> <p>24 However -- and I'm going to ask Ms. Brown</p> <p>25 to please put the rubric on the big screen so we can</p>
<p style="text-align: right;">75</p> <p>1 things kind of quickly.</p> <p>2 So this is day one. And the first school</p> <p>3 that we have up is South Valley Preparatory School.</p> <p>4 So I'm going to -- oh, that's right.</p> <p>5 Yeah. I'm going to ask if we have any -- let me</p> <p>6 just double-check. Is everyone still online?</p> <p>7 MS. MELISSA BROWN: We still have</p> <p>8 Commissioner Manis. We have Commissioner Taylor and</p> <p>9 Commissioner Clahchischilliaje.</p> <p>10 THE CHAIR: Still have six. Thank you.</p> <p>11 So I'm going to ask, at the beginning of</p> <p>12 these hearings, if there are any Commissioners that</p> <p>13 feel that they need to recuse themselves from any of</p> <p>14 the hearings today. You can identify now.</p> <p>15 If not, we'll move on.</p> <p>16 (No response.)</p> <p>17 THE CHAIR: Okay. Thank you. So once</p> <p>18 again, this is South Valley Preparatory. And</p> <p>19 welcome. So if you will, at the beginning here,</p> <p>20 introduce yourselves, your title, and then you don't</p> <p>21 have to do that again through the remainder.</p> <p>22 The light has to be on. Sometimes you</p> <p>23 have to press it hard.</p> <p>24 DR. DEL ROSARIO: Good morning,</p> <p>25 Madam Chair, members of the Commission. My name is</p>	<p style="text-align: right;">77</p> <p>1 all look at it. I would like to discuss the wording</p> <p>2 of the rubric, which caused some difficulty in the</p> <p>3 process of rating the schools.</p> <p>4 First of all, you can see that the rubric</p> <p>5 has three categories: meets Standards, which means</p> <p>6 that there's all green. The school is doing just</p> <p>7 great.</p> <p>8 And the second category is Demonstrates</p> <p>9 Substantial Progress, which is really specific about</p> <p>10 either showing improved data or demonstrating</p> <p>11 through systemic improvement.</p> <p>12 This is where the school's written</p> <p>13 application for the renewal process, Part B, is</p> <p>14 really important, and where the school site visits</p> <p>15 to have discussions and to see firsthand what's</p> <p>16 going on at the school to see how it's being played</p> <p>17 out, is really, really important.</p> <p>18 That's where we take note of whether the</p> <p>19 written application, which should address the</p> <p>20 systemic improvement, is actually being demonstrated</p> <p>21 through the adult actions at the school.</p> <p>22 But the rubric also wants for it to be the</p> <p>23 most recent ratings of the annual performance of the</p> <p>24 school, to show that. And it's a pretty high bar.</p> <p>25 So the third rating is Failing to</p>

<p style="text-align: right;">78</p> <p>1 Demonstrate Progress.</p> <p>2 And a school would get Failing to</p> <p>3 Demonstrate Progress if it does not have a</p> <p>4 demonstrated record of meeting all the standards in</p> <p>5 each of the years of the contract term if an</p> <p>6 evaluation of data and evidence for the academic</p> <p>7 performance does not show at least two years of</p> <p>8 sustained improvement.</p> <p>9 And as we know, sometimes there's a year</p> <p>10 of sustained improvement -- of improvement, and then</p> <p>11 a school might take a step back. And it doesn't</p> <p>12 always work out that there's two years</p> <p>13 consecutively.</p> <p>14 And so in the Charter Schools Division</p> <p>15 mind, that means that the rubric provides an A</p> <p>16 option, a B -- all of us former teachers know that</p> <p>17 the grading school can be an A, a B, or an F.</p> <p>18 And so in some cases, a C rating might be</p> <p>19 warranted. But that's not currently an option.</p> <p>20 Also -- and if the school took a dip in</p> <p>21 the last year or two, that could drop the rating to</p> <p>22 failing, simply because they were not showing</p> <p>23 substantial progress. In some cases, the dip was a</p> <p>24 result in change in leadership. And we will point</p> <p>25 out the schools where there has been a change in</p>	<p style="text-align: right;">80</p> <p>1 the rubric from the -- from sharing, that would be</p> <p>2 fine. You all can find it in, again, the</p> <p>3 instructions for the renewal application.</p> <p>4 And now I'll shift my focus to this</p> <p>5 particular school, South Valley Preparatory School,</p> <p>6 also known as South Valley Prep.</p> <p>7 This is a school that has been open for</p> <p>8 15 years now. It is a school that serves grade</p> <p>9 levels six through eight.</p> <p>10 It has an enrollment cap of 210. The</p> <p>11 building itself is a school building that was</p> <p>12 provided to them. They are in full ownership of the</p> <p>13 building. And its capacity is 234.</p> <p>14 At last enrollment count for '23-'24</p> <p>15 school year, 120th day, there were 145 students. It</p> <p>16 really focuses on the middle school grades, which is</p> <p>17 unusual to have a six through eight school, and</p> <p>18 teachers that loop with the students.</p> <p>19 The school was founded by a school leader</p> <p>20 who retired during this charter term. And the</p> <p>21 school has gone through a lot during these past five</p> <p>22 years.</p> <p>23 So I'm going to transition to provide the</p> <p>24 recommendation, and then talk about why we have made</p> <p>25 the recommendation for the school.</p>
<p style="text-align: right;">79</p> <p>1 leadership, as we know that that can be very</p> <p>2 disruptive for a school community.</p> <p>3 And so it is -- it is worth noting that</p> <p>4 that doesn't necessarily mean that there are</p> <p>5 failures on the part of the school. It's also worth</p> <p>6 noting that in most educational settings, that there</p> <p>7 would have been another option.</p> <p>8 We say this only to illustrate that some</p> <p>9 of the challenges in using the rubric -- so it might</p> <p>10 be jarring when you see Failing to Demonstrate</p> <p>11 Progress.</p> <p>12 And I just wanted to clear the air and</p> <p>13 call your attention to the rubric that is embedded</p> <p>14 in the instructions for the renewal application,</p> <p>15 that CSD, I think, did a really good job of holding</p> <p>16 on to fidelity, but also maybe in the future, we can</p> <p>17 talk about revising it so that there is a little bit</p> <p>18 more.</p> <p>19 I happen to be a person that doesn't think</p> <p>20 the world is black and white, that there are some</p> <p>21 gray areas. And I really appreciated Commissioner</p> <p>22 Brauer talking about you-all making values-based</p> <p>23 judgments.</p> <p>24 So I'm going to -- I just wanted to say</p> <p>25 that. And I think, Ms. Brown, if you wanted to pull</p>	<p style="text-align: right;">81</p> <p>1 The Charter Schools Division recommends</p> <p>2 that South Valley Prep be renewed for the charter</p> <p>3 contract term of five years without conditions.</p> <p>4 Although a preliminary recommendation</p> <p>5 contemplated a few conditions, one would be to</p> <p>6 improve academic outcomes, and, two, that the school</p> <p>7 be compliant with all PEC and CSD governing body</p> <p>8 requirements, we have documentation that shows the</p> <p>9 school has already made progress in these areas.</p> <p>10 So a condition of renewal is not needed.</p> <p>11 South Valley Prep is a school that has</p> <p>12 experienced significant challenges during its</p> <p>13 current charter term, as I said. Aside from COVID,</p> <p>14 which was huge for all schools, the school</p> <p>15 experienced a transition from the founder leader</p> <p>16 retiring after serving for ten years in 2021 school</p> <p>17 year.</p> <p>18 It also experienced a turnover in business</p> <p>19 managers, several other staff, and governing board</p> <p>20 members have changed at the school during this</p> <p>21 charter term.</p> <p>22 I would consider the school -- I would say</p> <p>23 the school stayed afloat under an interim head</p> <p>24 administrator and has been in turn-around since the</p> <p>25 '23-'24 school year when Dr. Del Rosario was hired</p>

<p style="text-align: right;">82</p> <p>1 as the head administrator.</p> <p>2 As you all noted earlier today, that today</p> <p>3 was the release of new Vistas data. And so the most</p> <p>4 recent performance data shows that their academic</p> <p>5 performance on Vistas has improved. And this is</p> <p>6 why, if you're looking at Part B of the charter</p> <p>7 application, you'll see a lot of redaction, because</p> <p>8 the schools actually receive these data before they</p> <p>9 can be made public. So we blacked it all out. And</p> <p>10 we're waiting for, today, when that information can</p> <p>11 be released.</p> <p>12 But Dr. Del Rosario knew at that time that</p> <p>13 his school had made some good improvement.</p> <p>14 In 2022-'23, the Vistas score was 36.2,</p> <p>15 and the data that was released today shows that the</p> <p>16 '23-'24 Vistas score was 49.9.</p> <p>17 The school has maintained a Traditional</p> <p>18 designation status.</p> <p>19 South Valley Prep's ELA proficiency went</p> <p>20 up to 42 percent, which is better than state and APS</p> <p>21 both. The math still -- still has some room for</p> <p>22 improvement.</p> <p>23 And the subgroup data, I could review as</p> <p>24 well, although, ideally, we are looking at a</p> <p>25 chart -- hold on a sec.</p>	<p style="text-align: right;">84</p> <p>1 Albuquerque; and 13 percent at the state level.</p> <p>2 Similarly, English Learners outperformed</p> <p>3 both Albuquerque and the state with 26 percent at</p> <p>4 South Valley Prep being proficient, and 23 percent</p> <p>5 in Albuquerque; 19 percent in New Mexico.</p> <p>6 In math, we see an opposite trend with the</p> <p>7 school underperforming both Albuquerque and the</p> <p>8 State of New Mexico. And in science, similarly,</p> <p>9 there is room for growth both with all students and</p> <p>10 with subgroups.</p> <p>11 The school has maintained the designation</p> <p>12 as Traditional. And the renewal application</p> <p>13 highlighted many of the adult actions and programs</p> <p>14 that, in the service of student progress and</p> <p>15 verification of those programs and adult actions</p> <p>16 during the renewal site visit, clearly demonstrated</p> <p>17 that the school has made substantial progress.</p> <p>18 When we look at the financial and the</p> <p>19 organizational performance of the school, we see</p> <p>20 that the school -- and it's delineated in Part A of</p> <p>21 your renewal application. And the school has</p> <p>22 maintained mostly Meets Standards or green ratings</p> <p>23 for its financial performance for most years of the</p> <p>24 charter contract, except for in 2022 and 2023. But</p> <p>25 '23 and '24, we see improvement.</p>
<p style="text-align: right;">83</p> <p>1 So, Commissioners, we put in your renewal</p> <p>2 folder all the data so that you have that with the</p> <p>3 schools. And what we have is, by each charter up</p> <p>4 for renewal, we have the proficiency for all</p> <p>5 students, and we contrast with the Albuquerque</p> <p>6 Public School district and with the State of New</p> <p>7 Mexico.</p> <p>8 So, again, for all students, South Valley</p> <p>9 Prep had a 42 percent proficiency. Albuquerque had</p> <p>10 39. New Mexico had 39.</p> <p>11 Then we provide the subgroup information</p> <p>12 when it's available. A lot of information is masked</p> <p>13 because of the low number of students. But in</p> <p>14 South Valley Prep's case, the Hispanic student</p> <p>15 scores, or proficiency level, at 41 percent also</p> <p>16 surpassed both Albuquerque and the State of New</p> <p>17 Mexico. South Valley Prep had a proficiency of</p> <p>18 41 percent; Albuquerque Public Schools, 32; and the</p> <p>19 State of New Mexico, 35.</p> <p>20 White students also slightly outperformed</p> <p>21 both Albuquerque and New Mexico with a 42 percent</p> <p>22 proficiency rate. Albuquerque had 40; New Mexico</p> <p>23 had 40. Students with disabilities also surpassed</p> <p>24 both Albuquerque and New Mexico with 23 percent</p> <p>25 proficient in -- at the school; 11 percent in</p>	<p style="text-align: right;">85</p> <p>1 Again, we see that the school itself has</p> <p>2 put into place some actions that would continue to</p> <p>3 show improvement in the school's performance. The</p> <p>4 Charter Schools Division feels confident that the</p> <p>5 school is on the right track and that data will --</p> <p>6 will demonstrate that in time.</p> <p>7 One of the areas that the school also did</p> <p>8 not meet standard was with the Mission-Specific</p> <p>9 Goal. And while we were at the school, one of the</p> <p>10 things that we found out was that one of the staff</p> <p>11 members responsible for tracking and producing the</p> <p>12 results of the Mission-Specific Goal was no longer</p> <p>13 in place. So it slipped away from the school having</p> <p>14 it ready.</p> <p>15 We talked about systems and how the school</p> <p>16 would need to put into place systems so that it is</p> <p>17 consistently collected and reported no matter who is</p> <p>18 in place at the school.</p> <p>19 And I think, given the PEC's increased</p> <p>20 attention on how mission-specific goals are written</p> <p>21 and rated and reported to you, I don't see that</p> <p>22 being an issue with the school, showing that they</p> <p>23 can meet standard in relation to that.</p> <p>24 In terms of governance responsibilities,</p> <p>25 the governing board is primarily made up of new</p>

<p style="text-align: right;">86</p> <p>1 members and has been in the process of rebuilding 2 after a period of significant transition.</p> <p>3 Although the school did face some serious 4 gaps in board training, they've shown progress. 5 Last spring, when I called Ms. Brittany on the phone 6 and said, "You guys are up for renewal, what are you 7 talking about with the governing board trainings," 8 she listened. She didn't resist. She came to me. 9 And she continued to work with the existing board.</p> <p>10 And correct me if I'm wrong. But I think 11 all members have completed all board training for 12 this year, save maybe three hours, or one hour of 13 one board member. They've demonstrated that they 14 are serious about their responsibilities, and they 15 were responsive to the feedback that was given to 16 them.</p> <p>17 In terms of equity and identity, the 18 school has an active equity council confirmed by 19 students. And we know that the school holds several 20 cultural activities throughout the school year. 21 They have participated in the Language and Culture 22 Division's multicultural education programs to help 23 English Language Learners. And they are not a 24 school that needs to conduct tribal consultation. 25 Throughout the contract term, South Valley</p>	<p style="text-align: right;">88</p> <p>1 Okay.</p> <p>2 Again, my name is Baylor Del Rosario, I am 3 the head administrator of South Valley Prep. And I 4 am honored and pleased to present to you 5 South Valley Prep's charter renewal application.</p> <p>6 Our mission, as Director Chavez had 7 mentioned is a simple one, and that's to provide a 8 small, safe, family learning community for our 9 students so they are prepared for high school and 10 beyond. It's very simple.</p> <p>11 And as Director Chavez had mentioned, 12 we've been in existence for nearly 15 years, since 13 2010. We have served a particular group of students 14 and families, namely those who come from and reside 15 within the South Valley of -- of Albuquerque, 16 New Mexico.</p> <p>17 We have since moved, about seven years ago 18 to Karsten Court, which is in the Southeast quadrant 19 of the city, literally a stone's throw away from the 20 Albuquerque International Sunport, right across from 21 the -- the interstate. Yet we continue to garner 22 and enroll a large number of students who come from 23 and reside within the South Valley, almost 24 80 percent still, even after seven years. 25 We do have a sizable number of students</p>
<p style="text-align: right;">87</p> <p>1 Prep has had several Workings to Meet, or they've 2 had some Does Not Meet performance indicators to 3 address these challenges.</p> <p>4 We see that they have put into place some 5 systems.</p> <p>6 They are also still working on things. 7 For example, the school was put on an Office of 8 Special Education Corrective Action Plan that was 9 closed May 2024. And there is one that is still 10 pending with the results coming out in December.</p> <p>11 I went to the school renewal site visit. 12 I got to hear from board members, parents, and 13 students, the best part of the whole visit. And one 14 of the things that I would say is true is that the 15 students are all clear about the need for their 16 academic performance to improve, to hit a target. 17 They're all aware of their score and what they're 18 aiming for. And that was very impressive.</p> <p>19 Thank you.</p> <p>20 THE CHAIR: Item No. 2, which is Tribal 21 Input. I don't believe we have anyone, do we? 22 Okay. So item No. 3 is School Comments. 23 DR. BAYLOR DEL ROSARIO: Madam Chair -- 24 Madam Chair, members of the Commission, School 25 Comments. Is that the school presentation?</p>	<p style="text-align: right;">89</p> <p>1 that have enrolled that live within the vicinity. 2 Many of our students come from schools such as 3 Dolores Gonzales, East San Jose; of course, we are 4 in the San Jose neighborhood of the city. And 5 Lowell, just to name a few all-APS schools.</p> <p>6 In the renewal application itself, as 7 you'll see, we did identify comparison schools, 8 namely middle schools that our students would have 9 attended if South Valley Prep did not exist. Those 10 schools are Harrison, Pecos Cyber, Ernie Pyle, and 11 Washington Middle School. Washington Middle School 12 is actually -- we are located within their 13 attendance boundaries.</p> <p>14 And to keep the main thing the main thing, 15 as Director Chavez had mentioned, we exist, whether 16 as a charter school or our counterparts in 17 traditional school districts, we exist to improve 18 student achievement year in and year out. That's 19 why we exist.</p> <p>20 And as you'll see in our renewal 21 application, throughout the -- throughout our 22 contract years, minus -- minus the -- the -- the 23 years when data was unavailable due to the pandemic 24 and school closures, we have outperformed our 25 comparison schools, those four middle schools that</p>

<p style="text-align: right;">90</p> <p>1 our students would have gone to, in both ELA and 2 math.</p> <p>3 I think even more important, at least for 4 myself and for many of our faculty and our governing 5 council members, is that our Yazzie-Martinez 6 subgroups, our English Learners, our students with 7 disabilities, our economically disadvantaged, and 8 our -- our Hispanic subgroup has outperformed their 9 counterparts in those schools, at least for the past 10 couple of years, two years, since 2022-2023.</p> <p>11 And, you know, I will -- I will -- a part 12 of our presentation is you have the data in front of 13 you. But to really understand the impact that our 14 school has had over the years, we felt it was 15 important to, well, hear directly from the students 16 themselves, and as well as our alumni.</p> <p>17 Our mission statement specifically states 18 that we're here to prepare students for high school 19 and beyond. And we do have alumni who have come 20 back and are ready to provide testimony within our 21 presentation.</p> <p>22 But before we get to our -- to our 23 testimonies, we do have a very, very short, brief 24 video that Ms. Brown will -- will show to you all, 25 especially for those of you who are not as familiar</p>	<p style="text-align: right;">92</p> <p>1 thing is going to be about my SVP experience, 2 South Valley Prep experience, as far as we can tell 3 our teachers anything, and they'll help us overcome 4 it or help us do it, do good. And we get hot 5 breakfast, hot lunch, and hot dinner if you go to 6 after school. If you go to after school, you study 7 and do work. Then you can do clubs, like arts and 8 crafts -- arts and crafts, art, sports, and Legos 9 and more. That's it.</p> <p>10 FROM THE FLOOR: I'm talking about my 11 experience as well from South Valley Prep. It's 12 been very nice. All the teachers are very, like, 13 nice. You can tell them anything else, as Czar 14 said.</p> <p>15 I've been doing good. Everyone here is 16 very nice. And tall all, too. I'm not experienced 17 with tall people, so -- yeah.</p> <p>18 FROM THE FLOOR: Hello. My name is Jacob 19 Gallegos. Jacob, J-a-c-o-b. Gallegos, 20 G-a-l-l-e-g-o-s.</p> <p>21 This is my second year here at 22 South Valley Prep. I'm in seventh grade. And from 23 my experience so far, I've liked it. There's been a 24 lot of opportunities that I've had, including this 25 opportunity.</p>
<p style="text-align: right;">91</p> <p>1 with our school.</p> <p>2 And afterwards, we'll also have a short 3 presentation by our students for you all.</p> <p>4 MS. MELISSA BROWN: Should we be hearing 5 sound?</p> <p>6 DR. DEL ROSARIO: Yes, you should be. 7 (Video is played.)</p> <p>8 DR. BAYLOR DEL ROSARIO: We do have our 9 student performance, a very brief one for you all, 10 too. Students, if you could please stand. 11 (Student performance conducted.) 12 (Applause.)</p> <p>13 DR. BAYLOR DEL ROSARIO: Madam Chair, 14 members of the Commission, you know, the last part 15 of our presentation for you is actually, again, to 16 hear directly from our current students and from our 17 alumni. So students who have signed up, as well as 18 alumni who have signed up, if you can please come to 19 the front and to the side here? That way we can 20 come in pairs.</p> <p>21 FROM THE FLOOR: Hi. I'm Luis, L-u-i-s. 22 my last name is Flores, F-l-o-r-e-s.</p> <p>23 FROM THE FLOOR: Hi. My name is Czar 24 Davis. C-z-a-r. Davis, D-a-v-i-s.</p> <p>25 FROM THE FLOOR: This is -- this whole</p>	<p style="text-align: right;">93</p> <p>1 The bilingual system here is really good. 2 And all the teachers, they help you whenever you 3 don't understand something.</p> <p>4 And whenever you're going through a 5 struggle or, like, you're struggling with something, 6 they could help you. And you could tell them 7 anything.</p> <p>8 And we have some, like, cool, like, 9 activities that we can do during the day. Like, in 10 PE, physical education, we can do a lot of things 11 like play games that we want to do and have fun over 12 there. And nobody could, like -- yeah, it's just, 13 like, a -- it's a good school. I like it a lot, and 14 I'm glad that I had the opportunity to be in this 15 school and be in this community.</p> <p>16 FROM THE FLOOR: Good morning, Chair and 17 Commissioners. My name is Christina Gallegos. 18 Christina, C-h-r-i-s-t-i-n-a. Gallegos, 19 G-a-l-l-e-g-o-s.</p> <p>20 I'm honored to speak today as an alumina 21 of South Valley Preparatory. I attended school in 22 2011 for my seventh- and eighth-grade years of 23 middle school. And it played a pivotal role in 24 shaping who I am today, both as an individual and as 25 an educator.</p>

<p style="text-align: right;">94</p> <p>1 When I reflect on my time here, what 2 stands out most to me is the sense of community. It 3 wasn't just about academics; it was about being 4 seen, valued and supported. 5 The teachers and staff at South Valley 6 Prep didn't just teach lessons; they taught life 7 skills. They taught me the importance of 8 responsibility, hard work, and perseverance. Their 9 high expectations were always paired with 10 encouragement and support, which gave me the 11 confidence to strive for my best. 12 One of the most powerful things the school 13 gave me was the ability to connect. I built lasting 14 relationships with my teachers, not just as 15 students, but as people. They took the time to get 16 to know me, to understand my strengths, and to help 17 me grow in areas where I struggled. 18 These connections were not only 19 motivating; they were transformative. I saw 20 firsthand how education could change lives, and I 21 wanted to be part of that positive impact. The 22 values I learned at South Valley Prep, 23 responsibility, hard work, and the powerful -- the 24 meaning of powerful relationships, are the same 25 values I carry with me into my classroom every day.</p>	<p style="text-align: right;">96</p> <p>1 safe and supportive environment that encouraged us 2 to challenge ourselves, ask questions and aim high. 3 The skills I developed at South Valley 4 Prep have empowered me to take on leadership roles, 5 such as leading my own community service club at my 6 high school along with my best friend who I met 7 there Ariana, whom hear from soon. And I'm also 8 serving as vice president of my school student 9 senate. 10 The foundation I gained in student 11 communication, responsibility, and empathy prepared 12 me to contribute to my own community. South Valley 13 Prep has truly impacted me beyond academics, and I 14 am proud to continue representing the values I 15 learned there. 16 Overall, the preparation, I -- I received 17 at SVP set me up for high school and college in ways 18 I couldn't have imagined. The school's focus on 19 community and cultural understanding helped me feel 20 a strong sense of pride in connection to my 21 heritage. 22 I am grateful for the positive impact the 23 school has had on me, and I'm very confident that 24 renewing its charter will allow many more students 25 to benefit from this amazing system.</p>
<p style="text-align: right;">95</p> <p>1 Today, I'm proud to be an educator, and I 2 attribute much of my success to the foundation I 3 built here. This school is more than just a place 4 of learning. It is a place where students grow, 5 thrive, and are equipped for life's challenges. 6 I can't overstate how important it is for 7 the community to continue to inspire and shape 8 future generations. 9 Thank you for the opportunity to share my 10 story. I am grateful for the impact South Valley 11 Prep had on my life, and I look forward to seeing it 12 continue to inspire others for years to come. 13 FROM THE FLOOR: Good morning. My name is 14 Julia Rodriguez. J-u-l-i-a. Rodriguez, 15 R-o-d-r-i-g-u-e-z. Thank you for having me today. 16 Okay. I graduated as Class of 2021 from 17 South Valley Prep. And attending South Valley Prep 18 has been one of the best academic journeys I've 19 taken. 20 The schools's commitment to academic 21 excellence and its deep-rooted support in the 22 majority Hispanic student community made a huge 23 difference in my life. At SVP, I felt valued and 24 understood by teachers who were truly invested in 25 our success. They went above and beyond to create a</p>	<p style="text-align: right;">97</p> <p>1 FROM THE FLOOR: Hi. My name is Ariana 2 Gurule. A-r-i-a-n-a and then G-u-r-u-l-e. 3 I attended South Valley Prep five years 4 ago and today, I am a senior in high school at 5 College and Career High School, and I will be 6 graduating with not only my high school degree, but 7 three college degrees and two certificates. 8 I would not have been able to have gotten 9 where I am in my academic career without the help of 10 my teachers at South Valley Prep, from learning to 11 divide fractions in Ms. Montez's math, to learning 12 different geological aspects of the earth in 13 Mr. Blea's science class, as well as reading Night 14 by Elie Weisel in Mr. Bitner's reading class. 15 Without these classes and teachers, I 16 would not be able to take on high school and college 17 classes together. 18 Now, something that I want to highlight is 19 half of my seventh-grade year and all of my 20 eighth-grade year was online. And without the 21 persistence, patience, and understanding from these 22 teachers and staff, I would not have been as 23 successful as I was. 24 Overall, South Valley Prep is an amazing 25 school, and it has been an honor to attend there.</p>

<p style="text-align: right;">98</p> <p>1 FROM THE FLOOR: Hello -- is it on? My 2 name Anisa Gallegos. A-n-i-s-a G-a-l-l-e-g-o-s 3 My name -- sorry. It is both an honor and 4 a privilege to speak to you today as a proud alumni 5 of South Valley Prep, where I not only grew up, but 6 also had the opportunity to give back as a staff 7 member. 8 When I first walked through the doors of 9 South Valley Prep, I was just a little kid with big 10 dreams, like love for basketball. The school 11 provided me with much more than just education. It 12 gave me a sense of community and a place to grow and 13 a team to be a part of. 14 As I reflect on my time here -- and I'm 15 still here -- I realize that the impact of the 16 school extends way much beyond academics. The 17 teachers, coaches, and staff members shaped me into 18 the person I am today. They not only cared about my 19 success in my classroom, but also as my growth as a 20 person. 21 I learned how to work hard and to face 22 challenges with confidence and how to be a part of 23 something bigger than myself. And they're still 24 lessons I still carry to this day. 25 Now, as a member of the staff here, I have</p>	<p style="text-align: right;">100</p> <p>1 It's all about helping us grow. Thank 2 you. 3 FROM THE FLOOR: My name is Adrian Gurule. 4 A-d-r-i-a-n G-u-r-u-l-e. I am a sixth-grade student 5 at South Valley Prep School, middle school. All of 6 the teachers, if you ever need their help, are 7 always there. The teachers are strict, but when 8 they are strict, they also help you learn better 9 instead of just being super nice. 10 If you -- Mr. Baylor is always outside 11 greeting the students as they walk in. And if -- 12 he's always available if you ever need him in the 13 halls. 14 FROM THE FLOOR: Hello, my name is Raymond 15 Barranca. R-a-y-m-o-n-d B-a-r-r-a-n-c-a. 16 I'm a sixth-grade student here in 17 South Valley Prep. They teach -- here they teach us 18 grit and resilience, and resilience meaning 19 Mr. Lopez, he's teaching us about positive self-talk 20 and never bring yourself down. And the most 21 negative emotion is fear, and never let fear control 22 you. 23 And every day, if you have something 24 personal, you could go to the reset room and talk to 25 anyone, Ms. Isabel, Ms. Mari, Ms. Nora, Ms. Ashley</p>
<p style="text-align: right;">99</p> <p>1 the unique privilege of working alongside some of 2 the educators who once guided me. It's incredibly 3 rewarding to be able to give back to the school that 4 helped me shape my future. I can now mentor 5 students the same way I was mentored, sharing with 6 them the same sense of pride and purpose that was 7 installed on me all those years ago. 8 FROM THE FLOOR: Hi. My name is Maria 9 Barranca. M-a-r-i-a B-a-r-r-a-n-c-a. I want to 10 share what I love most about SVP. First off, it's 11 an amazing company -- community -- where you can 12 make new friends. The roles we take on help us 13 learn important lessons and what to do and what to 14 not do. If you ever find yourself needing to talk 15 something personal, we have amazing teachers like 16 Ms. Ashley, Ms. Lisa, Ms. Anisa, Coach Aho, Ms. Mari 17 and Ms. Isabel. 18 This school really makes me feel included 19 when you meet new friends and teachers. They feel 20 like family. 21 We are also learning about essential life 22 skills through our emotional learning program, like 23 (inaudible). We focus on things like setting goals, 24 visualization, breathing, teaching, positive 25 self-talk, and resilience.</p>	<p style="text-align: right;">101</p> <p>1 or Ms. Lisa. 2 And they also have really unique 3 electives. They're not normal electives. We have 4 arts, folklórico, and karate. And that's it. 5 FROM THE FLOOR: Good morning. My name 6 Tatyana, T-a-t-y-a-n-a, Trujillo, T-r-u-j-i-l-l-o. 7 I'm proud to be sitting here as an alumina 8 and also a past employee here at South Valley Prep. 9 I was a part of the first seventh-grade 10 class. 11 Very nervous at first, because I was part 12 of the public school -- public schools all through 13 elementary, middle school at Harrison Elementary 14 School -- I mean Middle School. Sorry. I'm a 15 little nervous. 16 And I went to South Valley Prep and was 17 just immersed in the culture and the education of 18 the South Valley. 19 It is what has led me to the career path 20 I'm in now, which is in food and food policy. The 21 rich agricultural knowledge and education that 22 South Valley Prep is immersed in is really important 23 to keep -- preserve and to keep going through our 24 education school systems. 25 You've heard a lot of testimonies from</p>

102	<p>1 students that I have worked with and really enjoyed 2 working with when I was at South Valley Prep. And 3 so I sit here really encouraging for this school to 4 continue its really amazing classes, education 5 opportunities, and service learning opportunities 6 for the students here -- well, not here in 7 Santa Fe -- but in the South Valley of Albuquerque, 8 New Mexico.</p> <p>9 It provided me so much opportunity and has 10 guided me in ways of where I'm at now. So I really 11 encourage that this school continues to move forward 12 and keep giving students the educational 13 opportunities that are much needed in small learning 14 environments. Thank you.</p> <p>15 FROM THE FLOOR: Hello. My name is Haylie 16 Hatfield. Haylie, H-a-y-l-i-e. Hatfield, 17 H-a-t-f-i-e-l-d. I'm a freshman at Cibola High 18 school. I went to South Valley Prep sixth through 19 eighth grade. South Valley Prep helped me with my 20 reading and math, and they also prepared me for high 21 school.</p> <p>22 FROM THE FLOOR: Hey, I'm Keanon Brazile. 23 K-e-a-n-o-n B-r-a-z-i-l-e. I am a sophomore at 24 Cibola High School. I was going to be in a 25 (incomprehensible) next year and how SVP affected me</p>	104	<p>1 THE CHAIR: Just sayin'. And thank you 2 for all your hard work into the application. 3 So, welcome, and Commissioners? Oops. I 4 assumed they did their public comment through that. 5 Did anyone else -- 6 MS. MELISSA BROWN: No, their public 7 comment was -- 8 THE CHAIR: Their public comment was that. 9 They all signed up. 10 Commissioner Beck, Commissioner Carrillo. 11 SECRETARY BECK: Yes. It's really not 12 fair when you bring those kids; so great. Guys, I 13 appreciate you guys sitting through an hour of some 14 work that we had to do that was pretty critical, so 15 that was great. Love the public input. 16 It's -- it's definitely a challenging 17 geographical area where you guys are. I know it 18 pretty well. And seems to be you're doing great. 19 A few questions, though, wondering -- you 20 know, obviously, we all acknowledge that you're 21 having some challenges in math that kind of bleed 22 over a little bit into science a little bit. 23 What are your strategies for trying to get 24 that -- you know, the improvement in that area? 25 DR. BAYLOR DEL ROSARIO: Keep it simple.</p>
103	<p>1 as a student, where they helped me accomplish 2 success in reading, writing, and math, and they 3 helped me with a connection with the teachers that I 4 needed, the help I needed. And that's pretty much 5 it. Thank you.</p> <p>6 DR. BAYLOR DEL ROSARIO: Madam Chair, 7 members of the Commission, it's -- the school is 8 about people. The school is people. It's not a 9 building, not even a place.</p> <p>10 And that's why we wanted to make sure that 11 you had heard directly how our mission of preparing 12 our students for high school and beyond. You've 13 heard from, you know, food corps leaders to a 14 teacher to a current employees, and even those who 15 have played athletics in the collegiate level and so 16 forth.</p> <p>17 We've got some rising high school students 18 as well, too, that are going to be doing some big, 19 amazing things that they're already adding to.</p> <p>20 And that's -- that's what we want wanted 21 you all to see is the impact on those students and 22 those alumni.</p> <p>23 And I'll stop there and -- and just open 24 it up to any questions you may have -- or the next 25 agenda item.</p>	105	<p>1 We have a small faculty. The number of our core 2 teachers is six. If you can't move an institution 3 with six teachers, I don't know what you can do. 4 Last year -- I'll be upfront and 5 transparent. It was my first year. And I think a 6 number of the staff and the back office, and staff 7 as well, too, I mentioned that we just want to get 8 to first base. "I don't care what you guys do, but 9 we just need to improve our reading, our ELA." 10 And we were able to improve it by nearly 11 doubling it. 12 SECRETARY BECK: You did great there. 13 Yeah. 14 DR. BAYLOR DEL ROSARIO: A little over 15 18 percent to a little over 40 percent. And it's 16 the first time in a long time, even beyond this 17 current contract year, that we were able to finally 18 break through within a short period of time, 19 outperforming our surrounding district and the 20 state. 21 We're super confident. I can tell you 22 specifically what we're doing. It's -- it's so 23 simple. 24 We did an item analysis of our most recent 25 NM MSSA data, painful as that might be, when we see</p>

<p style="text-align: right;">106</p> <p>1 zeros as the mean for the items that we examined. 2 And, essentially, we -- we only have two math 3 teachers in the school; two math teachers, two 4 humanities teachers, and two science teachers. And 5 what we did is just basically create lesson plans 6 specifically for those -- those areas that we need 7 to improve in. 8 The other thing that we did was that in 9 the afternoons, we have a very short period of time 10 where all the core teachers teach a course called 11 RTI, Response to Intervention. It's essentially a 12 math intervention. 13 We have asked and required our non-math 14 teachers to implement at least one of those lessons 15 once a week, initially. 16 So that way, our students will become 17 familiar with those items when they pop up on the 18 annual state-mandated assessment. 19 And in a nutshell, that's literally our 20 strategy. 21 SECRETARY BECK: Great. I appreciate 22 that. 23 One more question. 24 It's kind of a two-part. I noticed from 25 '22 to '23 -- or '21 to '22 -- you went down</p>	<p style="text-align: right;">108</p> <p>1 SECRETARY BECK: I do have one little 2 question. And this is -- I was a teacher for the 3 last 13 years of my career, so I have a little pet 4 peeve. What's your cell phone policy? 5 DR. BAYLOR DEL ROSARIO: That's a great 6 question. Students will tell you -- I should have 7 them come up here. We, actually -- you had asked 8 earlier -- they really do want to say something -- 9 you had asked earlier if we had experienced some 10 challenges. We did. 11 And the turnover was partly due to -- it 12 was a rough patch. Any time that there's not an 13 established succession plan, especially for head 14 administrator, as you all know in your dealings, it 15 typically goes which way? And that's where it went. 16 And I'll be quite frank and super 17 transparent. For probably a year, maybe a couple of 18 years, there was a little bit of chaos in the 19 hallways. Students were not doing -- or they were 20 doing some inappropriate things and so forth. 21 I'll go beyond the cell phones. We 22 actually collect cell phones in the morning and 23 redistrict them in the afternoon. That's our 24 policy. We meet with parents to let them know that 25 that's how we function.</p>
<p style="text-align: right;">107</p> <p>1 significantly in teacher retention from 2 90-some percent to 60-some percent. It's not -- I 3 don't know what you did this year. But the two-part 4 question is, is there a challenge there with teacher 5 retention? And, if so, what are your plans to 6 improve that? 7 And then also do you have some type of 8 mentorship program where more experienced teachers, 9 with your school and your culture, you know, help 10 out the newer teachers? 11 DR. BAYLOR DEL ROSARIO: Great question. 12 And I appreciate that, Commissioner Beck. We do 13 have, not just a seasoned teacher in Ms. Carmela 14 Montez, she's actually a founding teacher. So she's 15 been not only at South Valley Prep since the very 16 beginning, almost 15 years ago; she was actually at 17 the -- I guess you would call it the pilot site, 18 when she was at Kit Carson when Kit Carson had 19 brought in a middle school program, but then later 20 on, disbanded it, which gave rise to the South 21 Valley Prep. 22 So that is one of our main mentor teachers 23 for any -- any teachers who may not just be new to 24 the profession, but also new to the school. So 25 she's assigned to those -- those faculty.</p>	<p style="text-align: right;">109</p> <p>1 If there is ever an emergency, we will -- 2 we will get ahold of them. We'll provide that 3 information. 4 The other thing we've done -- and I'll 5 extend it further. I'm sure the students have 6 qualms about this. We actually lock all our 7 bathrooms. You can't actually be -- you can't 8 actually be unsupervised walking through the 9 hallways without someone there watching you. 10 And we've made -- we've had counts of -- 11 "Yeah, we let about 140 kids in a restroom today." 12 We're a small school, by the way. 13 And these are some things that I have 14 heard directly from our parents. Some of our 15 parents with their students now here had actually 16 had students or nieces and nephews all the way back 17 to 2010. And -- and the sixth through eighth grade 18 middle school is a dying breed. And we -- we 19 decided, as a leadership, as a -- as a governing 20 council, the trend of charter schools expanding, 21 maybe someday. 22 But we're not interested at this point. 23 We want to provide that small, safe learning 24 community where the faculty know each and every 25 student by name. And so that's -- that's our</p>

<p style="text-align: right;">110</p> <p>1 response to --</p> <p>2 SECRETARY BECK: Yeah. The student that</p> <p>3 said that teachers can be strict, but, you know, "we</p> <p>4 can come to them," that warmed my heart for sure.</p> <p>5 Thanks.</p> <p>6 VICE CHAIR CARRILLO: Thank you very much</p> <p>7 for the presentation. And for the students, thank</p> <p>8 you for coming up and supporting your school. Just</p> <p>9 very impressed with the cell phone policy and the</p> <p>10 restroom policy. It's just -- it's minuscule, for</p> <p>11 God's sake. These are these ages where everyone is</p> <p>12 pushing boundaries and finding out who they are and</p> <p>13 just testing things. So I'm impressed with that.</p> <p>14 And so a couple of things I've written</p> <p>15 down. I share the same concerns -- I see the leaps</p> <p>16 you've made in especially reading. And I -- it's</p> <p>17 the foundation of absolutely everything -- right? --</p> <p>18 if you can't read. And so -- and math, I share the</p> <p>19 same concerns with Secretary Beck. And we want to</p> <p>20 see improvement there.</p> <p>21 And I was reading about what you called</p> <p>22 your "weekly extended response." Can you explain</p> <p>23 that a little further and how you expect that to</p> <p>24 develop progress in mathematics?</p> <p>25 DR. BAYLOR DEL ROSARIO: Yeah. I mean, I</p>	<p style="text-align: right;">112</p> <p>1 simple in a small school.</p> <p>2 And I'm just rambling on. I apologize.</p> <p>3 But I'm super confident that we'll make those same</p> <p>4 gains and confident enough to say we likely will be</p> <p>5 seeking Option 1, not interested in a safety net.</p> <p>6 We're going to go for a home run.</p> <p>7 VICE CHAIR CARRILLO: Good. Happy to hear</p> <p>8 that. I looked up -- when you said Harrison,</p> <p>9 Polk -- I only go down La Bajada for Demon athletics</p> <p>10 for Santa Fe High. Otherwise I don't go down La</p> <p>11 Bajada, so I'm not familiar with the area.</p> <p>12 I looked up Harris, Polk, and another</p> <p>13 school that you mentioned. It's, like, holy smokes.</p> <p>14 What you have in this area, these are terrible</p> <p>15 schools. I mean, like, scores like 5 and 11, and an</p> <p>16 8. I was stunned when I read that.</p> <p>17 So kudos for the scores that you have and</p> <p>18 what you've created in this area.</p> <p>19 One of the things we seem to hear from the</p> <p>20 students that spoke was the support they felt</p> <p>21 personally from staff, from teachers, and just in</p> <p>22 general, and it being a safe place to be who they</p> <p>23 are.</p> <p>24 Because let's face it. We all remember</p> <p>25 middle school. And often it's challenging. So I'm</p>
<p style="text-align: right;">111</p> <p>1 probably should call our math teachers up here, too,</p> <p>2 to provide that explanation. But we share -- we</p> <p>3 absolutely share your concerns, especially in math.</p> <p>4 I can tell you this. If we were fortunate</p> <p>5 enough to -- for our charter to be renewed, and we</p> <p>6 enter into a contract, our faculty -- we have a</p> <p>7 leadership team as well, too, comprised of some</p> <p>8 members of our faculty.</p> <p>9 But our faculty as a whole, our staff as a</p> <p>10 whole, and our governing council as a whole, we've</p> <p>11 already spoken and talked about potentially what</p> <p>12 kind of Option 1, 2, or 3 we would want in the</p> <p>13 contract if we were so fortunate.</p> <p>14 And we're leaning heavily toward Option 1,</p> <p>15 because we feel that with the leaps and gains that</p> <p>16 we were able to make in reading -- there are very</p> <p>17 few guarantees, you know, other than death and</p> <p>18 taxes. But we're not waiting two or three years to</p> <p>19 improve our math scores as well as our science.</p> <p>20 We're looking at, this spring, in NM MSSA,</p> <p>21 and that's what we're looking at. And no</p> <p>22 guarantees.</p> <p>23 But I will tell you that, like I had</p> <p>24 mentioned to Commissioner Beck, it's very simple</p> <p>25 strategies that we have to keep -- just to keep it</p>	<p style="text-align: right;">113</p> <p>1 very impressed with the teachers and you creating</p> <p>2 that kind of safe space.</p> <p>3 One thing I'm concerned about here. And</p> <p>4 I -- in looking at Vistas -- attendance. Okay. So</p> <p>5 what are you going to do about that? Because this</p> <p>6 is not very good.</p> <p>7 And, no, it's just not good. If it's at</p> <p>8 67 percent, that means it's -- of the time that you</p> <p>9 have 90 percent of the kids there and everything.</p> <p>10 So what is your plan for attendance, and how might</p> <p>11 you be involving parents, and maybe parents</p> <p>12 collectively, in attendance? Because let's face it</p> <p>13 middle school, you're not driving yourselves to</p> <p>14 school, hopefully. And what's your plan?</p> <p>15 DR. BAYLOR DEL ROSARIO: First, I want to</p> <p>16 agree. It's horrible. Attendance is horrible. And</p> <p>17 did you hear that, students and parents? We have</p> <p>18 some in the audience.</p> <p>19 VICE CHAIR CARRILLO: If you're not there.</p> <p>20 DR. BAYLOR DEL ROSARIO: No, no. One of</p> <p>21 the things we've been doing is we've been doing home</p> <p>22 visits with a number of our high-absentee students.</p> <p>23 I want to reiterate, though. You had mentioned that</p> <p>24 students feel like they have support in the</p> <p>25 classrooms and in the hallways.</p>

<p style="text-align: right;">114</p> <p>1 One thing that we didn't mention was that 2 we have SEL interventionists, social-emotional 3 learning interventionists. Let me tell you. They 4 are actually here today: Ms. Isabel and Ms. Mari. 5 And they are from the community. They are -- they 6 have had children matriculate through our school, 7 and we've hired them on. 8 And the connection that we have with them, 9 they actually -- we have gone out on home visits 10 with some of our students -- for some of our 11 students with them, at least with one of them. 12 And I think that's one of the things that 13 we've tried to emphasize. It's not a certificate or 14 a license or a degree. But if you can connect with 15 students and families, that's what we're trying to 16 focus on. 17 And to know where the neighborhoods are, 18 where -- who the families specifically are, I -- 19 when I came to South Valley Prep, I -- I actually 20 thought I was in a small town, because everybody 21 knew everybody, and they knew everybody's business. 22 And, yes, we're taking advantage of people within 23 the community to help us bring kids to school. 24 The other thing that we just started last 25 month, actually, is we -- like many charter schools,</p>	<p style="text-align: right;">116</p> <p>1 about your school. 2 As far as the board goes, you've had the 3 privilege of sitting through that last -- you learn 4 a lot when you sit through those things. And you 5 see when boards start to go south, it's very 6 difficult to self-correct. And so, Ms. Basseras 7 [ph]? 8 FROM THE FLOOR: Barreras. 9 VICE CHAIR CARRILLO: I was wanting to get 10 that right. As Chair, what things do you have to 11 make your board more effective and cohesive and more 12 active in the school? Where it can be (inaudible); 13 it can be whatever it is. But what's your thought 14 overall there? 15 MS. BRITTNEY BARRERAS: I think that we 16 have a really great strong board right now. And a 17 lot of that was me, you know, getting it together, 18 and as Chair. And that was over a year of losing 19 one member after another. 20 I'm the only board member that's here that 21 was here a year ago; so, yeah, we had a mass exit. 22 And I think that holding one another 23 accountable and just supporting one another. But 24 because we have new -- new board members. And I'm 25 also still -- consider myself still new. So we're</p>
<p style="text-align: right;">115</p> <p>1 it's much easier to just hire a vendor to do our 2 meals. 3 We've done away with that. We actually 4 already are cooking our own meals and encouraging 5 kids that, "Hey, breakfast is served right at 7:30. 6 School starts at 7:45. So there's hot cakes and 7 sausages ready for you here." 8 So those are some of the things we're 9 actually doing to make it more home-like and 10 encouraging our families to -- to get their students 11 here. 12 We also -- we also started transportation 13 that winds itself around -- throughout some spots in 14 the South Valley Southwest, too. We know it's a 15 drive for a number of our parents, like in many 16 charter schools. And we'd like to hold onto that, 17 the to-and-from funding that we get. And we'd like 18 to encourage more of our families to take the bus. 19 Right now, not as many are as we had 20 hoped. But those are some of the strategies that 21 we've implemented thus far. 22 VICE CHAIR BURT: I'm very impressed with 23 that. And I also just -- I'm taken by the -- what 24 you exude when you talk about your school, kind of 25 the joy that you personally exude when you talk</p>	<p style="text-align: right;">117</p> <p>1 learning together, and we're helping one another. 2 And I think that bringing that in has made 3 a huge difference. 4 We're also listening to feedback, and 5 we're going to start proactively getting that 6 feedback from everybody in the community. 7 VICE CHAIR CARRILLO: Thank you. Two more 8 quick things. 9 One is do you teach U.S. History at all? 10 In those grades, I'm not sure what the State 11 requires. 12 DR. BAYLOR DEL ROSARIO: We combine -- we 13 have a course called Humanities, and it combines 14 English Language Arts and Social Studies; so, yes. 15 VICE CHAIR CARRILLO: So jot down this 16 note. (Inaudible). And it included Grover 17 Cleveland, Woodrow Wilson, and President Harrison. 18 And it was the focus on U.S. History and how kids 19 learn better judgment from that and everything. 20 It's just something that I'm reading 21 about, and we don't teach it enough in our schools. 22 And just very -- when the kids -- many of them said 23 positive self-talk. 24 You know I've been to seminars as an adult 25 to get certification and things, and that's talked</p>

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1 about all the time, because sometimes -- we hold
 2 ourselves back the most. So a number of kids said
 3 say "positive self-talk." Very impressed with that.
 4 That's something that's throughout your school. So
 5 thank you very much for your commitment and what you
 6 do for our kids.

7 THE CHAIR: Commissioner Brauer and
 8 Commissioner Burt.

9 COMMISSIONER BRAUER: Thank you, Chair
 10 Gipson. Thank you, Dr. Del Rosario and
 11 Ms. Barreras. Thank you to the students yourself.
 12 It's great to say "students." I actually say no
 13 holds barred. I don't think that's breaking the
 14 rules. So I think the more students, the better.
 15 So thanks for that. It takes courage to come up
 16 here and do -- experience with us as well. So I
 17 really appreciate the courage that you all shared.

18 I just want to build off of what
 19 Commissioner Carrillo asked Ms. Barreras.
 20 Congratulations on being the president. And with
 21 that comes great responsibility. And that is one of
 22 the areas of focus.

23 We do have a compliance issue there that's
 24 been historic in completing hours. And I think
 25 sometimes hours, it seems like just a compliance,

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1 check-the-box thing. It actually can be. I'm a
 2 governing council of a district charter. And, you
 3 know, there are requirements that we have. But it's
 4 a representation of what those requirements mean is
 5 where my heart goes.

6 So compliance moves into commitment, and
 7 so I think that's the challenge for you, as the
 8 president, to make sure that, you know, your team of
 9 governing council members, are really -- you know,
 10 keyed in. And I know that they are. And that we
 11 are completing some of those more like nuanced
 12 things like hours and stuff like that. Because it
 13 looks like it's almost an across the board of
 14 everyone needed more hours this year.

15 That wasn't the case historically all the
 16 time. It's a great opportunity. But for you, not
 17 making it all about hours done and talking to Missy
 18 to see what we can do, but seeing that work for you
 19 all and what you need for this moment of coming out
 20 of the transition now, because you're moving out of
 21 the transition of -- I think Ms. Chavez said a
 22 turnaround kind of moment.

23 So now this is an opportunity to move
 24 towards thriving and what do you all need to really
 25 lead the school. So kudos to you and thank you.

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1 Dr. Del Rosario, thank you for all the
 2 work that you've done. It's always great to see you
 3 here, too. Like, you take the relationship with us
 4 very seriously. And I think that's -- that's a
 5 really -- you're a good role model in that respect
 6 for charter leaders, in many ways. But that's
 7 something that I just wanted to share, that it does
 8 not go unnoticed that you are here working building
 9 relationships with your authorizer, and you're
 10 always available. And so thank you for that.

11 My question for you -- and I'm -- I -- I
 12 look at your results, and I know within the
 13 subgroups, three out of the five race ethnic
 14 subgroups are masked. And I'm not going to ask you
 15 to, like, tell me what's the numbers or anything
 16 like that. So I want to nuance this.

17 But oftentimes in schools where there's a
 18 majority demographic -- and it looks like most --
 19 most of your demographics are Hispanic and White --
 20 oftentimes there's work to be done to make sure that
 21 the smaller groups of students, the ethnic groups of
 22 students who are representative of your school
 23 receive what they need, both academically,
 24 culturally, and just, like, humanly.

25 And so I wanted to just kind of just have

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1 you address that a little bit about -- I know you
 2 mentioned Martinez-Yazzie and those groups.

3 But I want to just hear you extrapolate a
 4 little bit more, knowing that we can't -- we don't
 5 know how, like, those students did with the results
 6 that we see.

7 But what do you notice are areas of focus
 8 to make sure that all of your students, especially
 9 the subgroups that are masked, are receiving, you
 10 know, a quality education and quality opportunities
 11 as your other students?

12 DR. BAYLOR DEL ROSARIO: Yeah,
 13 Commissioner Brauer. A great question.

14 Yes. We are -- we have a large Hispanic
 15 subgroup. But we also have a number of students who
 16 are Black or Indigenous background. And many of the
 17 needs do cross over at times.

18 But one of the things that we're working
 19 with -- and we don't have necessarily a -- a
 20 solution, but we definitely will face it head-on --
 21 is more the social element that's occurred and that
 22 has occurred within our school.

23 And I am super transparent when I say that
 24 we've had some incidences where I've had to send out
 25 texts to parents and so forth that address students

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1 both in -- in positive and consequence or negative
 2 ways for certain things that have happened on
 3 campus, such as using the "N" word.
 4 These things, I don't have -- I don't have
 5 100 percent answer to. But at our school, we have
 6 100 percent response, that we will treat it both
 7 with a balanced approach, both with discipline and a
 8 learning opportunity.
 9 And so I think those are the challenges I
 10 would say that are -- the subgroups that I had just
 11 mentioned have experienced in our school.
 12 You know, when we talk about inclusive
 13 education, it's not just about students with
 14 disabilities; it's actually all students.
 15 At the beginning of the year, I made it
 16 clear for the staff that one of our presenters was
 17 from the Transgender Resource Center of New Mexico.
 18 I felt that it's one group -- I'm not going to get
 19 political here; I really am not.
 20 It's one group that I had felt, over the
 21 course of my career, not just at South Valley Prep,
 22 but outside, it's the one group that people will
 23 tell me is so small, why are you concerned about it?
 24 But that's the reason why we're concerned about it.
 25 And we felt like we needed to start off there.

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1 And when you exclude the one, you exclude
 2 everyone; right?
 3 And so the challenges that we have, I'm
 4 going to say is not as much around the academic
 5 piece, but around the social piece and their
 6 interactions among our students.
 7 COMMISSIONER BRAUER: Thank you very much.
 8 COMMISSIONER BURT: Hi, Dr. Del Rosario.
 9 Always nice to see you.
 10 Hello.
 11 MS. BRITTNEY BARRERAS: Hi.
 12 COMMISSIONER BURT: I have nothing -- I
 13 have no reason to non-renew this school. It's a
 14 great school. I'm glad that you're there for your
 15 students. Glad to have this place there.
 16 And the increases that I've seen in the
 17 last couple of years in your data are really
 18 promising, not just in the reading, which,
 19 obviously, like, seeing that, getting up to
 20 42 percent proficiency is -- you're on the right
 21 trajectory. Keep doing that in addition to adding
 22 math.
 23 But also I noticed you built up your cash
 24 on hand balance to where it was, like, really
 25 minimal. And now you have a healthy cash on hand

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1 balance. Even those little things make a difference
 2 in a school, too.
 3 I know if there's any other charter
 4 leaders, especially founders, listening to this, I
 5 do hope -- it's always so concerning to me when
 6 schools are based around a person, and especially a
 7 founder.
 8 It is -- it is -- and, I mean, the truth
 9 of the matter is when schools don't plan for that,
 10 for people to change over, the kids don't change
 11 over. And they only had that one seventh-grade
 12 year. They only had that one eighth-grade year.
 13 And they still went to that school during this
 14 transition time; right?
 15 So it is important that schools -- not
 16 that you guys can go back in time and do anything
 17 different. But schools need to always be thinking
 18 about how to have seamless transitions, because kids
 19 can't afford a year, two years, three years of
 20 transition; right? They don't get to do that.
 21 Just as a word of, like, always be
 22 planning for -- you know, you're not going to be
 23 there forever. You're not going to be there
 24 forever. Like, planning on how do you keep this
 25 school going? How do you keep it viable? How do

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1 you keep this at a really high level regardless of
 2 who's at the school?
 3 So I'm glad you guys are on the other side
 4 of that and coming forward. But, hopefully,
 5 everyone is taking that, like, seriously when you
 6 come to succession planning next, which is going to
 7 bring me to my next part.
 8 I'm actually very confident in you as a
 9 person; right? Like, I know you as a person. I'm
 10 very confident. I'm happy that you're at this
 11 school.
 12 The math scores are too low to ignore. I
 13 love that in the spring, we're going to see results.
 14 That's great.
 15 But I don't have data that shows that
 16 there's any -- anything good going with math right
 17 now, yet; right? Yet.
 18 So I do think -- I actually really
 19 appreciated your response to the preliminary
 20 analysis that said you were open to some conditions,
 21 and one being that math plan. So I would actually
 22 really support that in renewing, and then, like,
 23 let's -- let's see it; right?
 24 And I would even say I'd be open to, like,
 25 once their math proficiencies reach the State level,

<p style="text-align: right;">126</p> <p>1 then we can remove that condition, or something 2 along those lines to where it's not for forever. 3 And if you get those increases, you won't need that 4 additional oversight. But I think I want to see it 5 before I can kind of move past it. 6 So that's one thing. 7 Actually -- and then also I'm very 8 concerned about the mission-specific goals, once 9 again, knowing -- I do not hear absconding from any 10 accountability on that, and I appreciate that. But 11 at the same time, it's been really, like -- I mean, 12 to have nonexistent mission goals for several years 13 is very concerning to me. 14 And I don't know if that's necessarily, 15 like, a condition, because I know it's going to be 16 required in the new performance framework. So I 17 don't know exactly how to tackle that. That was 18 very concerning. 19 Those mission goals are what makes your 20 school special. It's the promise you're making to 21 your families, to your kids, that, "We're going to 22 do these things, in addition to educating kids"; 23 right? 24 I think that's one thing families always 25 assume, that you're going to teach them reading;</p>	<p style="text-align: right;">128</p> <p>1 But that is -- those are my two things 2 that I would say I 100 percent support the school. 3 Keep going. And, actually, just so you all know. I 4 love middle-schoolers. I love middle-schoolers. 5 You're my favorite of all humans. Especially the 6 eighth-graders. 7 How many eighth-graders are here? Just 8 one? Then my -- two? You guys are my favorite in 9 the whole room then. Eighth-graders are my absolute 10 favorite. I absolutely love middle-schoolers. So, 11 seriously, thanks for coming up and being here 12 today. 13 And I want to learn your dance and song 14 now, because it was so catchy. So thanks for -- 15 like, the way you all spoke about your school. The 16 alumni who came up, thank for you that. And, yeah, 17 the community is -- it's noticeable, present, 18 heartfelt. And those are sometimes the hardest 19 pieces in a school to connect; right? 20 So if you have those connections and 21 you're continuing them and building them, if we can 22 just get those academic pieces to where you're 23 delivering on that promise to your kids that they 24 really are going to be ready for high school, that's 25 my only trajectory up I want to see moving forward.</p>
<p style="text-align: right;">127</p> <p>1 you're going to teach them math. They're assuming 2 that. Those always need to be at a high level. 3 Those mission goals, how you're doing your mission 4 is another promise you're making that's very 5 explicit. So not being able to provide any data at 6 all during that transition time is concerning as 7 well. 8 You came with a plan for all these -- I 9 appreciate so much the acknowledgment of where the 10 school is struggling and the plans that have already 11 been created for do better. 12 The governing board already getting its 13 training hours in. Right? Like, it's those things 14 that make -- it gives me a lot of confidence to 15 renew the school, like, with no concerns in that 16 way. 17 But I do want to -- like, I'm worried -- I 18 would like to see a little bit of extra oversight 19 over especially the math, just to boost, like -- 20 let's get those -- get those scores up. And I don't 21 know. I'm open to the mission-specific goals, of 22 like, really looking at those over the next couple 23 of years. And if you're able to successfully 24 provide the information, then, once again, we can 25 kind of level it off.</p>	<p style="text-align: right;">129</p> <p>1 THE CHAIR: I was thrilled when I heard 2 that Dr. Del Rosario was going to take over at the 3 school. He worked with the Charter School Division 4 for a while when I was on the Commission. So I knew 5 the school was landing in a -- in a good spot. So 6 I'm really happy for that. 7 One of my notes was I think I do need a 8 condition for the math. And I think we're good with 9 that. 10 And I struggle with the -- and I do have 11 the concern with the mission-specific goal. 12 The only thing I think might help with 13 that new process is the -- after the second year, 14 they would get the Notice of Uncorrected 15 Unsatisfactory. So that -- so that would trigger 16 potentially the Intervention Ladder. So there could 17 be an intervention in between those five years. 18 So I think on the mission-specific, I 19 think maybe there has to be a look at why it didn't 20 work, you know. 21 And I -- and I read through what you said 22 with the transition, 'cause I think it was more the 23 data wasn't collected. Because I think it's clear 24 from what the students have said, it wasn't that it 25 wasn't being carried out; it was just that we didn't</p>

<p style="text-align: right;">130</p> <p>1 track it.</p> <p>2 And that is -- you know, it shouldn't</p> <p>3 matter who's in that seat, that the tracking should</p> <p>4 be happening, you know. And that's that -- but that</p> <p>5 happened.</p> <p>6 But I do have -- so Commissioner Carrillo</p> <p>7 mentioned about the Vistas, that attendance was not</p> <p>8 good. But on our Part A, it's -- it says that</p> <p>9 attendance was 89 percent. So where is the</p> <p>10 disconnect from Vistas and what's in Part A?</p> <p>11 And, also, the -- at the top of Part A, it</p> <p>12 says the student enrollment is 145 at the 120. But</p> <p>13 then down below, it says at the 120, or EOY, it was</p> <p>14 185.</p> <p>15 So I don't -- where is -- where are we</p> <p>16 getting that disconnect?</p> <p>17 DR. BAYLOR DEL ROSARIO: Madam Chair,</p> <p>18 Commissioners, the school actually had three strands</p> <p>19 at one time. For about two years, we had three</p> <p>20 strands of grades; so three humanities classes,</p> <p>21 three science classes, three math classes at one</p> <p>22 time, for about two years, because of the challenges</p> <p>23 that the school had faced with the departure of the</p> <p>24 administrator and some of the staff, and, of course,</p> <p>25 behavioral challenges that go along with that when</p>	<p style="text-align: right;">132</p> <p>1 run it with one administrator.</p> <p>2 I do want to just respond to Commissioner</p> <p>3 Burt's comments earlier --</p> <p>4 THE CHAIR: Well, before you go on --</p> <p>5 because I apologize, because I think my question was</p> <p>6 more why are there discrepancies in our reports? In</p> <p>7 the Vistas report. Because the Part A that I have</p> <p>8 says your attendance rate was 89 percent. But then</p> <p>9 Vistas is saying -- so which is right?</p> <p>10 DIRECTOR CORINA CHAVEZ: So, Commissioner</p> <p>11 Gipson, I want to make sure that we're looking at</p> <p>12 the same tables, because there's annual data that</p> <p>13 was published. And depending on the window of time</p> <p>14 that we're looking at, it could be different. And</p> <p>15 we know that the Nova data being certified took a</p> <p>16 bit.</p> <p>17 So Ms. Valenzuela is going to share</p> <p>18 screen. And I want to make sure that we're looking</p> <p>19 at the same tables.</p> <p>20 So you were wanting to look at enrollment</p> <p>21 in Part A. And this is Part A.; right?</p> <p>22 And so we had pending for Fiscal Year '24</p> <p>23 and the -- the number.</p> <p>24 DIRECTOR CORINA CHAVEZ: Okay. '23 is</p> <p>25 185; right? Okay?</p>
<p style="text-align: right;">131</p> <p>1 there's not necessarily discipline in the hallways</p> <p>2 and so forth.</p> <p>3 We lost quite a few students. So we went</p> <p>4 down to two strands, two humanities, two science,</p> <p>5 two math. It's actually what the original, first --</p> <p>6 I want to say the first nine years of the school was</p> <p>7 just two strands.</p> <p>8 And our discussions with our governing</p> <p>9 council, and even with our faculty and our</p> <p>10 leadership, was that -- I think I had mentioned it</p> <p>11 earlier -- maybe -- I shouldn't say "maybe" -- to</p> <p>12 buck the trend of expand and grow and so forth.</p> <p>13 And the vision of the school, at least for</p> <p>14 me, is to actually get back to where it was when it</p> <p>15 was on Gun Club Road deep in the South Valley.</p> <p>16 And it's not necessarily expanding and</p> <p>17 adding on. We have that opportunity. Our next-door</p> <p>18 neighbor would love to sell to us, has offered to</p> <p>19 sell to us. But when I ask current parents what</p> <p>20 they really -- what they really want is -- is that</p> <p>21 small community. And I couldn't argue with that.</p> <p>22 Even this year, I want to say it's the</p> <p>23 first year we've not had an assistant principal or</p> <p>24 an instructional-type coach of some sort to help</p> <p>25 with administration. With a small school, you can</p>	<p style="text-align: right;">133</p> <p>1 THE CHAIR: And up above, at the very</p> <p>2 beginning of the information that's at the -- right</p> <p>3 at the start, it says -- oh -- '23-'24. Got you.</p> <p>4 That was my fault.</p> <p>5 DIRECTOR CORINA CHAVEZ: All right? We're</p> <p>6 good?</p> <p>7 THE CHAIR: No. This is the '24-'25. So</p> <p>8 it says '23-'24. The 120 was 145. But then if you</p> <p>9 look at that chart, then -- am I incorrect? If</p> <p>10 it's -- it's the end of year.</p> <p>11 DIRECTOR CORINA CHAVEZ: The 120 and</p> <p>12 end-of-year data.</p> <p>13 THE CHAIR: For '23 -- so that's -- you</p> <p>14 know, the total for '23, which I'm assuming is</p> <p>15 '23-'24. It says 185.</p> <p>16 DIRECTOR CORINA CHAVEZ: That's the</p> <p>17 '22-'23 school year as opposed to the '23-'24. So</p> <p>18 in this table, we have it as "Pending."</p> <p>19 THE CHAIR: Yeah. So that absentee rate</p> <p>20 that says -- '22-'20- -- so '22-'23 absentee rate</p> <p>21 was 89 percent. And '23-'24 is going to be</p> <p>22 68 percent? Yes?</p> <p>23 DIRECTOR CORINA CHAVEZ: Okay. So</p> <p>24 we're -- it says 68 percent for Vistas? Okay.</p> <p>25 THE CHAIR: Okay.</p>

<p style="text-align: right;">134</p> <p>1 DIRECTOR CORINA CHAVEZ: So one of the 2 things, Commissioners, that has been a challenge 3 with this year's renewals is that we switched from 4 S.T.A.R.S., which collects student and teacher 5 information, to Nova. And a lot of the -- as we 6 have gone through with our own business rules for 7 the performance framework, a lot of the business 8 rules, definitions, ways of capturing and reporting 9 data has changed. We aren't always looking at 10 apples compared to apples. 11 Somebody sent me a message earlier today 12 that says, "Caution. We're not looking at apples 13 compared to apples." 14 But if you would like Dr. Russell to give 15 more narrative to that? 16 THE CHAIR: No, I'm good. I'm good. 17 DIRECTOR CORINA CHAVEZ: Okay. 18 THE CHAIR: I'm good. So without putting 19 you on the spot, could you at this point in time 20 give us a general idea of what your attendance rate 21 is for this year? Just -- if you can't, I'm fine 22 with that, you know. I'm not going to hold you to 23 it. 24 DR. BAYLOR DEL ROSARIO: Yeah, no. No. I 25 appreciate that question. Right off the spot, I</p>	<p style="text-align: right;">136</p> <p>1 week or two ago or so. We've self-imposed an action 2 plan, a Corrective Action Plan, both for our 3 governing council -- it's not just about meeting 4 hours; it's actually on the agenda to be talking 5 about and holding one another accountable. 6 And I am sure that Ms. Barreras can speak 7 to that. 8 But our math piece, again, I had said 9 earlier our condition was exactly -- our proposed 10 condition was exactly what Commissioner Burt had 11 mentioned. If you meet the State standard for two 12 years in a row, then you can have the standard 13 removed. That's literally what we had. 14 And we came up with that because -- it's 15 not a disrespect. But I had seen other renewal 16 conditions that seemed to be kind of broad. And we 17 wanted it to be very specific for us, with something 18 that was reachable. 19 So that. 20 And I do want to address the 21 mission-specific goals that we quite frankly have 22 not done very well and failed in over the past four 23 years. 24 You know, when they say when a fish dies 25 in a pond, it's the fish, but when five fish die in</p>
<p style="text-align: right;">135</p> <p>1 don't know what it is. I do know it needs to 2 improve with some of our students. 3 THE CHAIR: Okay. And I get it. I mean, 4 attendance is a tragic problem nationwide, and we 5 reflect that. It is. It is. So I think as a 6 system, we have to do something to also help support 7 that. I do. 8 So -- but if you want to speak to 9 Commissioner Burt, fine. 10 DR. BAYLOR DEL ROSARIO: Absolutely. And, 11 again, with attendance, I do want to make a public 12 apology. I know we have parents in the audience. I 13 made a comment around, "Are you listening, parents, 14 around attendance?" 15 I just want to make clear that for myself 16 and for our faculty, I personally have never met a 17 parent that didn't want what's best for their child. 18 And I think our parents, the way we approach it is 19 they're doing the best they can with what they have. 20 There are no bad parents, at least from my 21 vantage point and from our faculty's vantage point. 22 I just want to make that clear. 23 As far as Commissioner Burt, I completely 24 100 percent agree with you as well to let's look at 25 the math piece. We had written a letter -- maybe a</p>	<p style="text-align: right;">137</p> <p>1 a pond, it's probably the pond. 2 And Madam Chair mentioned that I did work 3 at one time in Charter Schools Division. And I 4 actually had visited South Valley Prep. And they 5 had the same goal back then. 6 I'll be honest. Having laid eyes on it 7 back then, even now, I'm actually kind of confused 8 with how it's written. And I know that many others 9 have, especially when you're a new teacher, a new 10 faculty or a new governing council member. 11 So we've had discussions around that. 12 We've even sent out a survey to our faculty: How 13 would you like to alter -- if we were, again, 14 fortunate enough to receive a renewal and engage in 15 contract negotiations, would we want students to 16 complete this assessment that comes out of the work 17 of Angela Duckworth; right? Around grit? Do we 18 want the staff to do it? Do we want a combo to do 19 it? Do we want to simplify it? 20 I actually think it's the simplifying that 21 needs to happen. So if we get to that point, at 22 some point, that's actually what we would do is to 23 simplify it. Clearly, a guy from Charter Schools 24 Division seven or eight years ago had some confusion 25 with it. He came in, still was confused with it.</p>

<p style="text-align: right;">138</p> <p>1 We probably needed to change it. So --</p> <p>2 you mentioned as well, too, Commissioner Burt, about</p> <p>3 succession planning.</p> <p>4 It's -- we're not just interested in</p> <p>5 succession planning for the head administrator. In</p> <p>6 fact, some of our alumni, joking and not joking</p> <p>7 around, I have already mentioned, "You're the next</p> <p>8 executive director." I'm not going to say names,</p> <p>9 because they're in here in this meeting.</p> <p>10 But we've actually mentioned that as well,</p> <p>11 too, with our -- particularly with our office staff,</p> <p>12 our back office and staff. They're probably sick of</p> <p>13 me saying, "You need to train for your replacement,</p> <p>14 and we need to cross-train," over and over. Whether</p> <p>15 it's Nova and S.T.A.R.S., or whether it's our</p> <p>16 finances, a small school like ours tanks when one</p> <p>17 person leaves.</p> <p>18 So the succession planning is more of a</p> <p>19 culture that we've -- I think we've built in the</p> <p>20 short amount of time that we're there. And it's not</p> <p>21 just revolving around the head administrator; it's</p> <p>22 actually all the important pieces of the school.</p> <p>23 Operations makes the world go around; so --</p> <p>24 (Off-mic discussion.)</p> <p>25 VICE CHAIR CARRILLO: In front of me --</p>	<p style="text-align: right;">140</p> <p>1 (Off-mic discussion.)</p> <p>2 MS. JULIA BARNES: There are draft motions</p> <p>3 in the document. If there is a condition,</p> <p>4 consistent with what we did last year, we -- which</p> <p>5 you can continue or not. But the performance</p> <p>6 framework has Unsatisfactory Performance, and then</p> <p>7 the next year, you have Uncorrected Unsatisfactory</p> <p>8 Performance.</p> <p>9 So a school has two years' notice of an</p> <p>10 issue, and then, the next year, a much bigger</p> <p>11 concern.</p> <p>12 The way that we did the conditions last</p> <p>13 year was we triggered that process right now. So</p> <p>14 they have -- they're on notice, right now, for</p> <p>15 example, on math scores, and they have a year to</p> <p>16 correct it. And if that correction isn't</p> <p>17 satisfactory, the PEC's performance framework</p> <p>18 triggers the next step.</p> <p>19 So it is a condition that will go away,</p> <p>20 just like any other issue in the record of</p> <p>21 performance of the school the way the motion is</p> <p>22 drafted.</p> <p>23 COMMISSIONER BURT: I was going to say --</p> <p>24 I can wait until after the motion is made and tell</p> <p>25 you why I wouldn't support a part of it or do it</p>
<p style="text-align: right;">139</p> <p>1 because I always have a Columbo moment. Those of</p> <p>2 you who remember the series Columbo, that's how he</p> <p>3 solves the case in the last ten seconds. "Oh. By</p> <p>4 the way, that door was open."</p> <p>5 Attendance -- this is going to be</p> <p>6 important for me. You had mentioned home visits.</p> <p>7 And I just wanted to commend you for that. There</p> <p>8 was -- I was on the Santa Fe Public Schools board</p> <p>9 for nine years and went to these conferences. There</p> <p>10 was one I heard -- it was someplace in Indiana.</p> <p>11 That's the part I'm remembering is Indiana.</p> <p>12 They had home visits for all of the kids</p> <p>13 before school started -- before the term started, to</p> <p>14 really understand, well, what's going on. And in</p> <p>15 this case with attendance also, there's usually</p> <p>16 something that someone doesn't want to talk about</p> <p>17 and "What can we do to support you in that?"</p> <p>18 And it's amazing what you can find out.</p> <p>19 Like, maybe for those incoming sixth-graders, by</p> <p>20 having that first home visit, "What can we do to</p> <p>21 support you for your kids?"</p> <p>22 You're right. No parent doesn't want</p> <p>23 great for their kids, but how can we support you in</p> <p>24 that? I was just impressed with the home visit</p> <p>25 piece that you said. That's all.</p>	<p style="text-align: right;">141</p> <p>1 now.</p> <p>2 Okay. So the only -- I think -- I</p> <p>3 don't -- I wouldn't support a condition on</p> <p>4 attendance. Not saying that it's not important;</p> <p>5 it's definitely important. But I don't think we</p> <p>6 have a lever to rate them in any way. We don't hold</p> <p>7 schools accountable for their attendance.</p> <p>8 So I would -- I think it's important, you</p> <p>9 all -- every -- and I also think we would have to do</p> <p>10 it on every school, because -- I mean, every school,</p> <p>11 not just in New Mexico, across the country, is</p> <p>12 around that percentage right now. I mean, it's just</p> <p>13 really low. And it's since COVID.</p> <p>14 You know, I don't -- I think my kids are</p> <p>15 actually one of them, because one of them tore her</p> <p>16 ACL last year. She was one of them that got listed</p> <p>17 in that. Things happen.</p> <p>18 But I don't see a lever for us to hold a</p> <p>19 school accountable for the attendance rate, so I</p> <p>20 don't support it being a condition.</p> <p>21 (Off-mic discussion.)</p> <p>22 COMMISSIONER BRAUER: Madam Chair, I would</p> <p>23 echo that as well. I think it's important for us,</p> <p>24 when we have a pretty clear identifiable area that</p> <p>25 needs to be focused in on and we know that the</p>

<p style="text-align: right;">142</p> <p>1 school is already -- their heart is in it, I think 2 adding a bunch of different things or things that 3 might not be as specific, I think this doesn't help 4 us or the school to, like, really drive towards 5 that. 6 So I think increasing math is the area of 7 focus. And I would be -- I would really be in favor 8 of having just one condition for this school. 9 THE CHAIR: I agree. I think we have to 10 acknowledge -- 11 SECRETARY BECK: Me, too. 12 THE CHAIR: -- the increased growth in 13 ELL -- ELA, and just focus on the math. And I 14 agree. Attendance is a problem. But unless we make 15 this a condition in virtually every school that we 16 have, then it's -- everyone -- I think everyone 17 acknowledges -- and we have no levers to do anything 18 about it. 19 So -- Commissioner Carrillo. 20 VICE CHAIR CARRILLO: I disagree. I think 21 there's a number of -- (audio distortion). And I 22 think there's a number of schools that have 23 attendance rates that are 85 and 90 that might tweak 24 things here and there. 25 But if the attendance rate is in the mid</p>	<p style="text-align: right;">144</p> <p>1 Public Education Commission approve the application 2 for South Valley Preparatory School for a five-year 3 term with the following condition: 4 That the school's record of performance 5 demonstrate improved student academic growth in 6 math, beginning with specific immediate action as 7 outlined in the school's negotiated charter 8 contract. The first Annual Report will confirm 9 completion of each item listed above, or, if 10 either con- -- yeah. Yeah. 11 SECRETARY BECK: Of the item. 12 THE CHAIR: Of the item listed. And if 13 the concern -- okay. I'll redo that last sentence. 14 The first Annual Report will confirm 15 completion of the item listed above, or, if the 16 concern is not corrected, will identify the 17 Uncorrected Unsatisfactory Performance that may be 18 subject to further PEC action. 19 SECRETARY BECK: Second. 20 THE CHAIR: There's a motion by 21 Commissioner Gipson, a second by Commissioner Beck. 22 Any further -- 23 VICE CHAIR CARRILLO: I'd like to 24 entertain a friendly amendment. If you don't want 25 to, that's fine. But I'd like you to entertain a</p>
<p style="text-align: right;">143</p> <p>1 to low 60s -- I think it's perfectly reasonable. I 2 know you're hearing this, anyway, whether it's a 3 condition or not. It's not a hill I'm going to die 4 on. But it's, like, I think it's great if we end up 5 having to have a condition on attendance in half the 6 schools we're renewing, because the attendance is 7 that poor. 8 Is there a lever? No. But there is the 9 requirement for them to come back and report. We 10 want to see the number go up, and we just want to 11 know that you -- what plan are you putting in place. 12 I mean, the part of the plan is, is it 13 transportation? How are we going to reach out? 14 Maybe we partner with another partner; maybe we 15 partner with Albuquerque Public Schools. That's 16 something systemic statewide that we are working on 17 as a Commission is transportation being funded and 18 available for all kids, because that becomes an 19 equity issue; right? 20 But I would want it to say -- I mean, you 21 know, if I'm overruled, I'm overruled. That's all 22 fine, because I know you're hearing this. And I 23 know it's a concern for you. But I believe it 24 should be a condition. 25 THE CHAIR: Okay. So I move that the</p>	<p style="text-align: right;">145</p> <p>1 friendly amendment that would include attendance as 2 part of the condition. 3 THE CHAIR: So something unique that I've 4 just learned is that there really is no such thing 5 as a friendly amendment. 6 VICE CHAIR CARRILLO: Why do we use that 7 term, anyway? 8 THE CHAIR: I was at a meeting, and there 9 was a Roberts Rules person there. And they said 10 there is no such thing as a friendly amendment, that 11 amendments actually just get stacked. You want an 12 amendment? Throw it in there. And they just get 13 stacked. And you vote, actually, on the amendment 14 first, and then go down to the -- so that there is 15 not an acceptance -- 16 VICE CHAIR CARRILLO: I will stop using 17 that term. We should all stop using that term. 18 THE CHAIR: -- of that amendment, if 19 someone -- and it doesn't have to be seconded 20 either, which really confused me. 21 VICE CHAIR CARRILLO: An amendment request 22 doesn't have to be seconded? 23 THE CHAIR: That's what they told me. I 24 think that's wrong. I really do. I don't think 25 that's right. I questioned them on it, and they</p>

146	<p>1 said, "No, you're wrong." 2 So it's, like, "Thank you very much for 3 hearing me." 4 VICE CHAIR CARRILLO: That could be our 5 procedure, that we want a second on an amendment. 6 We could make that our procedure. It's like when 7 people say, "With all due respect," you know what's 8 coming afterward is... 9 COMMISSIONER BURT: You can do a friendly 10 amendment in which the original person who made the 11 motion, they don't -- you can amend your motion by 12 yourself. You don't have to do that with everyone 13 else, because it's your motion. 14 That's why it's a friendly -- that the 15 original person basically has sole power to accept 16 it or not. But if they don't, you can still propose 17 a formal amendment in which it gets voted and that 18 would need to be seconded in order to be voted. 19 THE CHAIR: This is from the national 20 person. They said that's wrong. And -- and I said, 21 "I think you're really wrong on that." So I'm 22 just -- I'm just saying that. 23 But I'm going to say if we're doing -- I 24 am -- I am not willing to change the wording of my 25 motion. That, I'm not willing to do.</p>	148	<p>1 SECRETARY BECK: What am I doing? That's 2 what happens when you're 69. 3 Commissioner Burt. 4 COMMISSIONER BURT: Yes. 5 SECRETARY BECK: Commissioner Manis. 6 COMMISSIONER MANIS: Yes. 7 SECRETARY BECK: Commissioner Ingham. 8 (No response.) 9 SECRETARY BECK: Commissioner 10 Clahchischilliage. 11 (No response.) 12 SECRETARY BECK: Commissioner Armijo. 13 (No response.) 14 SECRETARY BECK: Commissioner Taylor. 15 (No response.) 16 SECRETARY BECK: Secretary Beck, yes. 17 We have six for, zero against. The motion 18 passes. 19 THE CHAIR: Thank you. Congratulations. 20 DR. BAYLOR DEL ROSARIO: Thanks so much. 21 THE CHAIR: Okay. Do you want to take 22 a -- 23 (Recess taken.) 24 MS. MELISSA BROWN: Did everyone in the 25 room have an opportunity to sign up for public</p>
147	<p>1 VICE CHAIR CARRILLO: So if a motion -- 2 THE CHAIR: (Inaudible due to simultaneous 3 speaking) an amendment, and then it would have to be 4 seconded. 5 VICE CHAIR CARRILLO: Then I move to 6 propose an amendment which is to add attendance as 7 part of the original motion. 8 THE CHAIR: Do we have a second? 9 (No response.) 10 VICE CHAIR CARRILLO: Okay. It's now part 11 of the record. So great. 12 SECRETARY BECK: Secretary Gipson. 13 THE CHAIR: Yes. 14 SECRETARY BECK: No, no, no. You were 15 just demoted. 16 THE CHAIR: I answered it. 17 SECRETARY BECK: You just got demoted. 18 Chair Gipson. 19 THE CHAIR: Yes. 20 SECRETARY BECK: Vice Chair Carrillo. 21 VICE CHAIR CARRILLO: Yes. 22 SECRETARY BECK: I've got a fly on my 23 computer here. 24 Chair Brauer. 25 COMMISSIONER BRAUER: Yes.</p>	149	<p>1 comment if they wanted to? 2 Thank you. 3 THE CHAIR: There's no one here from -- 4 okay. Thank you for bearing with us. 5 It's not this one; it's the other -- yeah. 6 The school -- 7 THE CHAIR: Okay. We are now on to -- 8 we're continuing with our renewal hearings. 9 And we are on to "b.," ACES Technical 10 Charter School. So welcome. If you will just, for 11 the first and only time that you'll have to do it 12 today, if you'll introduce yourself, spell your last 13 name, and identify your role. And then we'll move 14 on with the rest of the presentations. 15 The little green light has to be on. You 16 have to be -- 17 DR. JERON CAMPBELL: Good afternoon. 18 Jeron Campbell. C-a-m-p-b-e-l-l. Is that it? 19 And I am founder and principal at ACES 20 Technical Charter School. 21 MR. WARREN WILHELM: Warren Wilhelm. 22 W-i-l-h-e-l-m. I am the board chair at ACES Tech. 23 THE CHAIR: Okay. If there's anyone else 24 that's going to speak, as you do speak, I'll -- 25 DR. BRIGETTE RUSSELL: Thank you, Chair</p>

<p style="text-align: right;">150</p> <p>1 Gipson. And, Ms. Brown, if you could promote me to 2 the panel so I can share screen. 3 The charter -- this is Brigitte Russell, 4 Deputy Director, Charter Schools Division. 5 CSD visited -- 6 MS. MELISSA BROWN: We're still showing 7 Commissioner Manis and Commissioner Taylor present. 8 DR. BRIGETTE RUSSELL: Thank you, Chair 9 Gipson. 10 CSD visited ACES Technical Charter School 11 on September 24th. Cheryl Rowe was the team lead. 12 The Director, Corina Chavez, Lucy Valenzuela, and 13 Kristen LaVolpa were present in person. Kim Norris 14 participated remotely. 15 The final recommendation says that I was a 16 remote participant, but I did not end up 17 participating in the visit remotely. 18 This is ACES Technical's first renewal. 19 The school opened in 2020, serving grade 6 with a 20 plan to add a grade a year to serve grades 6 through 21 12, but amended its contract to serve grades K-12 22 and currently serves grades K through 9. 23 The school's focus is on producing 24 graduates who are college- and career-ready, 25 particularly in the fields of science, engineering,</p>	<p style="text-align: right;">152</p> <p>1 issues identified in the August 13th, 2024, 2 Technical Assistance and Focus Monitoring Letter 3 from the PED Language and Culture Division. 4 And, 3, the school provides a needs 5 assessment, systemic framework, and affirmation of 6 tribal consultation. 7 So the -- the ratings in -- in the -- on 8 Part B are as follows. 9 Wait. Hang on. 10 So the school's ratings on Part B are as 11 follows: 12 The school Meets the Standard in mission 13 goals. They met or exceeded their goals each year 14 of the contract term. 15 And in terms of educational program, the 16 school is implementing its educational program with 17 fidelity, offering engaging STEM programming, 18 offering robotics and computer programming and 19 music. Computer is built into the school day and 20 students say it is extremely helpful. 21 The social-emotional learning curriculum 22 has evolved over the charter term in response to 23 data. 24 The school received a rating of 25 Demonstrates Substantial Progress.</p>
<p style="text-align: right;">151</p> <p>1 and health care. 2 Their core beliefs include maintaining 3 high expectations for students and using data to 4 drive instruction. 5 Because the school opened in 2020, and 6 ESSER and other COVID federal funds were based on 7 the 2019-'20 Title I allocation, the school missed 8 out on those funds and really struggled during that 9 year when other schools were so well-funded. And as 10 a new charter school, it was -- it was really hard 11 to watch a new school not have access to those 12 funding -- those funds. 13 The current school leader is Dr. Jeron 14 Campbell, who was the founder of the school and has 15 been the head of the school since it opened. 16 The Charter Schools Division recommends 17 renewal for five years with the following condition: 18 1. The school expands special education 19 support by hiring at least one licensed special ed 20 teacher, and compliance with Office of Special 21 Education monitoring and technical assistance to 22 make improvements in serving students with 23 disabilities. 24 2. The school identifies and serves 25 English Learners appropriately, correcting all</p>	<p style="text-align: right;">153</p> <p>1 And the director, in the prior renewal, 2 talked about how the rubric has three ratings: 3 Meets the Standard, where everything meets by data. 4 Demonstrates Substantial Progress, and Failing to 5 Demonstrate Progress. And there's no interim in 6 between those. 7 So the school was rated Demonstrating 8 Substantial Progress in three areas: Student 9 outcomes, financial compliance, and governance. 10 Student outcome data is brand new out 11 today. Vistas data is published on the website 12 today. It's either out now or will be out later in 13 the day. 14 But ACES Technical was rated Traditional, 15 and outperformed 69.62 percent of other schools in 16 the state. 17 Its Vistas -- its Vistas score was 57.1. 18 And it's proficiencies were above the State and 19 district average. 20 I'm going to share screen. And rather 21 than just read them off -- let me share -- I'm 22 handicapped by using only one screen when I'm used 23 to three. 24 So the chart here shows ACES Technical 25 compared to Albuquerque Public Schools and the State</p>

<p style="text-align: right;">154</p> <p>1 of New Mexico as a whole.</p> <p>2 For all students, ACES outperformed</p> <p>3 Albuquerque and the State by 1 percentage point,</p> <p>4 with 40 percent overall proficiencies in ELA,</p> <p>5 performed -- outperformed by 1 percentage point for</p> <p>6 math with 24 percent overall proficiency, and</p> <p>7 outperformed the State by quite a bit for science</p> <p>8 proficiency, which one would expect in a</p> <p>9 STEM-focused school.</p> <p>10 Moreover, ACES outperformed the State and</p> <p>11 the district for several subgroups as well.</p> <p>12 Notably, Native American students are -- achieved</p> <p>13 ELA proficiency: 14 percent statewide, 13 percent</p> <p>14 at APS, and 21 percent at ACES.</p> <p>15 Oh, that was math. Beg your pardon.</p> <p>16 Yeah.</p> <p>17 ELA, similarly high: 44 percent versus 32</p> <p>18 and 35 percent. And math, while 21 percent</p> <p>19 proficiency is nothing to celebrate, when you</p> <p>20 compare it to how APS and the State are doing,</p> <p>21 it's -- it's noteworthy.</p> <p>22 These proficiencies are -- represent an</p> <p>23 increase from last year's proficiencies, also, for</p> <p>24 ACES.</p> <p>25 So the other areas where the school</p>	<p style="text-align: right;">156</p> <p>1 serving ELs and some compliance issues with the</p> <p>2 Office of Special Education.</p> <p>3 The third area where the school is rated</p> <p>4 Failing to Demonstrate Progress was in tribal</p> <p>5 consultation. As of last week, the school had not</p> <p>6 yet conducted tribal consultation as statutorily</p> <p>7 required, but was working with the PED Indian</p> <p>8 Education Division to correct -- to correct that.</p> <p>9 The school -- the CSD did indicate in the</p> <p>10 preliminary recommendation that the tribal</p> <p>11 consultation rating was pending. We didn't hear</p> <p>12 from the school in between the preliminary and the</p> <p>13 final.</p> <p>14 We did hear back from the school after the</p> <p>15 final recommendation rated them Failing to Make</p> <p>16 Progress.</p> <p>17 They are working with Indian Ed, as I</p> <p>18 said, and Dr. Campbell can address where they are</p> <p>19 right now in terms of -- in terms of tribal</p> <p>20 consultation.</p> <p>21 Thank you.</p> <p>22 THE CHAIR: So, Missy, do we have anyone</p> <p>23 on -- I don't believe there's anyone here for tribal</p> <p>24 consultation.</p> <p>25 But do we have anyone on?</p>
<p style="text-align: right;">155</p> <p>1 Demonstrated Substantial Progress was in financial</p> <p>2 compliance. The school had only two Working to Meet</p> <p>3 financial ratings during their charter term. They</p> <p>4 had very few audit findings, and none of the</p> <p>5 findings were repeats or material weakness or</p> <p>6 significant deficiencies.</p> <p>7 In terms of governance, there were some</p> <p>8 late notifications. And some members fell short of</p> <p>9 meeting their training hours in year two. But the</p> <p>10 school maintained a full board across the charter</p> <p>11 term, and the last two years showed significant</p> <p>12 improvement in terms of training hours and</p> <p>13 notifications.</p> <p>14 The school is rated Failing to Demonstrate</p> <p>15 Progress in three areas:</p> <p>16 Equity and identity, because they don't</p> <p>17 have an equity council and have not fulfilled all of</p> <p>18 the requirements of the Indian Education Act or the</p> <p>19 Black Education Act.</p> <p>20 However, they do have -- they have</p> <p>21 conducted restorative justice training, and</p> <p>22 anti-racism is a part of the advisory curriculum.</p> <p>23 Other performance indicators:</p> <p>24 As indicated in the conditions, there are</p> <p>25 some Language and Culture Division issues around</p>	<p style="text-align: right;">157</p> <p>1 MS. MELISSA BROWN: There's nobody with</p> <p>2 their hand raised for public -- for comment for the</p> <p>3 tribal consultation.</p> <p>4 THE CHAIR: Okay. So I'll just ask. If</p> <p>5 there is someone in the audience that is here for</p> <p>6 that, if you could raise your digital hand so that</p> <p>7 we would be able to identify you and promote you?</p> <p>8 (No response.)</p> <p>9 THE CHAIR: Okay. All right. So we'll</p> <p>10 move on to Item No. 3, which is the school's</p> <p>11 opportunity.</p> <p>12 Someone just raised their hand? This</p> <p>13 school has specific tribal -- well, we won't know</p> <p>14 until they come on board.</p> <p>15 FROM THE PUBLIC: Hi. Hello. Can you all</p> <p>16 hear me?</p> <p>17 MS. MELISSA BROWN: Yes, we can.</p> <p>18 THE CHAIR: Yes, we can. Could you please</p> <p>19 identify -- spell your -- state your name, spell</p> <p>20 your last name, and identify your role, please?</p> <p>21 FROM THE PUBLIC: My name is Alexander</p> <p>22 Wauneka, spelled W-a-u-n-e-k-a. I am a teacher here</p> <p>23 at ACES public schools. I am the high school social</p> <p>24 studies teacher.</p> <p>25 I am also a Native American, of Native</p>

<p style="text-align: right;">158</p> <p>1 American -- I am Navajo. I teach here, and I'm also 2 part of the Native American program here at the 3 school. 4 Some of the things I do here at the school 5 is I help facilitate student learning and culture 6 for all K-through-9 grades. 7 THE CHAIR: So I'm sorry. I don't mean to 8 interrupt you. But your comments are more 9 appropriate for the public comment. The tribal 10 consultation at this point in time is for those 11 identified as -- that the school needed from the 12 Navajo Nation, because I believe Navajo Nation is 13 the only -- but I think that's who your -- who 14 you've been identified as you having to do tribal 15 consultation with. So that it's leaders from the 16 Navajo Nation education. 17 It's their opportunity to speak. And 18 you'll have more than ample opportunity during the 19 school's public comment. 20 FROM THE PUBLIC: Okay. Sure. 21 THE CHAIR: Thank you. I appreciate it. 22 FROM THE PUBLIC: Thank you. 23 THE CHAIR: There is no one else; correct? 24 Okay. Thanks. 25 DR. JERON CAMPBELL: All right. Good</p>	<p style="text-align: right;">160</p> <p>1 So pretty broad. A lot of schools have 2 very similar missions, but I can assure you it is 3 something I take very seriously. 4 Here's a visual for what students do when 5 they leave. For me, it's all about the outcomes. 6 Trade school, military, two-year -- 7 MS. MELISSA BROWN: You're not sharing 8 anything. Do you want to be sharing? 9 DR. JERON CAMPBELL: I'm sorry. You had 10 it up earlier. Okay. Sorry. So, okay. There's 11 the vision -- with the vision. There's the mission. 12 And there's the -- where I'm at now. 13 So, obviously, we don't have many options 14 for students after secondary: Trade school, 15 military, two-year college, four-year college. Our 16 goal is for every student to be accepted to a 17 two-year college, at least one. But you still have 18 choices. 19 I won't say they're going into the 20 military. I've seen people go into the military and 21 do very well in life. So any of these options can 22 work out really well for you, but we want you 23 prepared either way. 24 What are our big goals? 25 Improve the academic performance and life</p>
<p style="text-align: right;">159</p> <p>1 afternoon, everyone. Good to see all the 2 Commissioners again. Thank you to everyone in the 3 community who also came to provide public comment 4 and those who may be online. 5 I did prepare a presentation today. 6 Obviously, this is our first time going through a 7 five-year. I wasn't quite sure what to put in the 8 presentation. So there's quite a bit of information 9 here. But I am going to try to get through it in 10 the time allotted. 11 All right. So the presentation is pretty 12 much aligned along four different categories: 13 Mission and goals, outcomes to date, 14 challenges, and opportunities for the school. 15 Starting with vision. 16 Every student is a responsible 17 contributing citizen in a diverse and constantly 18 evolving world. This is a vision statement created 19 by the board before we started, and it hasn't 20 changed. It is the same. 21 Mission statement: 22 ACES Technical Charter School will provide 23 students with a challenging and exciting education 24 and graduate -- and graduate students exceptionally 25 prepared for any college career of their choice.</p>	<p style="text-align: right;">161</p> <p>1 outcomes of students. 2 I'm from Detroit, Michigan. I grew up in 3 a very poor neighborhood, on welfare assistance, my 4 entire -- zero through 18 -- until I went to 5 college, grew up in an impoverished area, high 6 violence, crime, and to have to overcome those 7 things. 8 So we know that the life outcomes of those 9 kid doesn't tend to be too good. And here in 10 New Mexico, it's very similar in a lot of areas. So 11 our goal was to improve that. 12 Graduate -- graduate students who are 13 prepared again and ready to succeed, not just get in 14 but succeed in post-secondary life. And, then, of 15 course, to hire and retain high-caliber staff where 16 everyone is respected, contributes to our success, 17 and has the opportunity to grow professionally. 18 Our core beliefs. These five core beliefs 19 have not changed since day one. 20 First of all, I went to a gifted and 21 talented middle school in Detroit, Michigan. I 22 remember what that was. And after that experience, 23 I used to always say we were already smart before we 24 got there, you know. So it wasn't the school that 25 made us smart.</p>

<p style="text-align: right;">162</p> <p>1 And the other thing that was also 2 interesting to me is we were only evaluated in 3 English and math. But I have friends who are gifted 4 in many other things; right? So for me, every kid 5 has a gift of some sort. And our goal is to find 6 it, help them find it, and then develop it. 7 High expectations for all students. 8 So we look at our longer school day, 9 longer school year, outstanding rigorous curriculum. 10 You must do music. You must do coding in my school. 11 Very high expectations for our students. 12 Everybody doesn't like it. It doesn't 13 work for everybody. But for those who stay -- as we 14 say at Michigan, those who stay will be champions. 15 All right? 16 Data must drive decisions and instruction. 17 So I ran -- I was chief of data for two school 18 districts on the East Coast. So I'm a data guy. My 19 background is electrical engineering, as many of you 20 know. And so I do use my data a lot. I research a 21 lot. I do a ton of spreadsheets, really trying to 22 help me understand where we are, what we're doing, 23 whether it's working, and we make changes along the 24 way. 25 Healthy people in relationships, our key</p>	<p style="text-align: right;">164</p> <p>1 biggest reason is our facility. We're pretty much 2 out of space. We're using all the classrooms. 3 We're adamantly looking for a facility right now. 4 So that search continues. And until we get a new 5 facility, our growth has more or less stagnated. 6 Total of teachers has gone from six in the 7 first couple of years. Obviously, as we added those 8 grades, it went up to double digits. 9 Secretary. I didn't have a secretary the 10 first two years. I ran the school alone. The last 11 three years, I have had a secretary. We do have an 12 outstanding one now. 13 Total admin staff has just been me, the 14 only administrator in the school. I essentially 15 refuse to hire anybody else, just put that money in 16 the classroom and into our budget where I think it's 17 best needed. 18 So I do every single job. I interact with 19 every single bureau alone. I do all the data alone. 20 So -- and it's my skill set, though. I 21 realize that I was made to do that. As an engineer, 22 I'm actually comfortable doing a lot of these. 23 Plus, being in leadership positions in more than one 24 district in the past, I know a lot of these jobs. I 25 know what they're for. I know how to interact with</p>
<p style="text-align: right;">163</p> <p>1 to success. I'll talk out our social-emotional 2 learning program. 3 But relationships and people are, at the 4 end of the day, what makes make the place run and 5 what's going to make us successful as a school. 6 And then every scholar has a skill. What 7 I mean by that -- that's something I got when I 8 worked in Virginia -- is not only do we want our 9 kids to be academically strong, but we want them to 10 have a skill. We want them to get a certificate of 11 some sort, things like that, as they go through 12 K-12. 13 Outcomes to date: 14 Heres the first chart I'll show you. 15 We're going to read this left to right. But this is 16 year to year. All five years are here. 17 As you see grade levels, we started with 18 grade six during the COVID year. We added one 19 grade. I was approved at elementary. So we added 20 six grade levels in one year in year three, which 21 was quite challenging, but we got it done. And then 22 in the last two years, this year and last year, 23 we've been K through 9. 24 Enrollment has gone from 45-65 up to 160, 25 and you'll see it's more or less plateaued. And the</p>	<p style="text-align: right;">165</p> <p>1 the people. 2 So I just happen to bring a skill set that 3 allows me to basically run this school, interact 4 both with the parents, the students, the teachers, 5 and everybody at PED, and my board effectively and 6 get it done. 7 It's not what I prefer to keep doing 8 long-term, though. So my board is trying to get me 9 to hire more people. And as we get the budget to do 10 so, I will, absolutely. 11 Free and reduced lunch. This is 12 interesting. Again, I grew up free and reduced 13 lunch. It's always been a passion for me to 14 continue to feed kids. We were at 22 percent in the 15 COVID year. It quickly got to over. And now, it's 16 around 75 percent. 17 So over time, even though our population 18 hasn't changed much, our free and reduced lunch 19 percentage has. 20 Students with IEPs, we started about a 21 quarter. It went down a little bit, but now it's 22 back up. This year, we're up to 25 percent students 23 with IEPs. 24 ELLs. We have not had a lot of official 25 ELLs. We have a lot of students come in labeled but</p>

<p style="text-align: right;">166</p> <p>1 turn out not to be and things of that nature. For 2 instance, they're ELL, but they've never spoken 3 another language in their whole life. But because 4 of an answer they put on their language use survey, 5 they've always had that label. 6 And so we work through ensuring our 7 students are properly labeled. In ELL, if they are, 8 of course we do pullout services for them. 9 All right. Racial diversity. This is a 10 big source of pride for me as well. I can easily 11 say that ACES Tech is one of the most racially 12 diverse schools in the state of New Mexico. We're 13 one of the very few with double digit in multiple 14 races, including Black, Latino, and Native American. 15 Again, I'm very proud of that, especially when I see 16 the results we're able to get. 17 Once again, the top part of this graph is 18 just the strict races, according to the census. And 19 you see, again -- we'll just look at year five; 20 right? We don't have that many Pacific Islanders 21 and Asians, but a significant percentage of Black, 22 White, and Native American. 23 And then if you break the Hispanic out, 24 which I like to do -- because, in the past -- and, 25 again, I was a data guy in more than one district --</p>	<p style="text-align: right;">168</p> <p>1 that we're on record. Of course, COVID affected the 2 first two. We did significantly well that second 3 year, in particular. Then we added all those grade 4 levels in the third year, and it did take a dip, for 5 sure, in our data. But last year, we did see 6 improvement. 7 This next slide for me is really the most 8 important slide in the entire deck, because it shows 9 improvement, whether you improved. 10 So from '23 to '24 -- and I'll add this 11 current data soon -- but the last column, 12 year-to-year difference. And that shows what did 13 third grade do when they became fourth-graders; 14 right? So, again, if you stay; right? We can't 15 necessarily work a miracle with a kid in three 16 months. But if you stay and you go through the 17 rigor we're putting our kids through, you will 18 improve; right? 19 And so this shows that. And I'm very 20 proud of that, that every single -- I wasn't 21 expecting this myself. Every single opportunity 22 where a grade went to the next grade was green. 23 Sometimes only 1 or 2 percent. Sometimes 24 40 percent. But as long as it's green, I know we're 25 moving in the right direction.</p>
<p style="text-align: right;">167</p> <p>1 Hispanic typically trumps other races; right? And 2 so if you put Black and Hispanic, you're just 3 Hispanic, and you don't even see that they're Black; 4 right? So I like to break it out so you can see 5 that there are a significant number of Hispanic 6 people who are not White; right? They are Black; 7 they are Asian; they are Native. But they're still 8 Hispanic; right? So I like to show that 9 differentiation to continue to show the diversity 10 that we have. So that is there. 11 Enrollment reach. Our students come from 12 all over Albuquerque. You can see all the different 13 ZIP Codes that we have and how they're represented. 14 We are getting heavier in our current ZIP 15 Code, which is -109. So you can see that does 16 dominate. It's walking distance for a lot of those 17 kids who live in apartments around our neighborhood 18 and they just walk to school. They do come from the 19 westside, and the far southeast, etc., as well. So 20 we do have a pretty broad reach throughout the city 21 for students who are really interested in a STEM 22 program. 23 Here's the NM MSSA data. The data just 24 came out this morning for this year. I wish I had 25 it before for this chart. This is the four years</p>	<p style="text-align: right;">169</p> <p>1 The one thing I will say. Sledding gets 2 heavier in the higher numbers; right? It's much 3 easier to go from 10 percent to 20 than it is from 4 50 to 60. Expect those improvements to slow down as 5 you improve over time. But we don't want to stay 6 low at all. We want to continue to see these green 7 boxes. 8 So very proud of this slide in particular 9 in terms of the academic achievement that our 10 teachers and our students are able to attain. 11 Lastly, I'll talk about financials. She 12 talked about it already, Ms. Russell. And it's 13 another thing -- it's a very big point of pride for 14 me is being a really good steward of public dollars. 15 When I was in Virginia -- I've mentioned 16 this to this body before -- that's where I learned 17 about conservative budgeting. They were prideful 18 they were a top tier in terms of budgeting in that 19 district I was in, Chesterfield County. 20 So I really carried that with me, that you 21 must take care of public dollars. 22 So here, you can see -- we do have 23 findings. I've had typos on forms that caused 24 findings. And so it happens. But in terms of 25 repeat findings, material weaknesses, and</p>

<p style="text-align: right;">170</p> <p>1 significant deficiencies, we've had zero. And I'm 2 very happy that audit, the independent auditors, 3 have shown those results. So I wanted to make sure 4 I highlighted that. Thankful, also, I will say, to 5 the Vigil Group for all the support they give us 6 throughout the year all this time. 7 All right. Challenges. 8 Now I'm going to kind of switch from the 9 school's level focus to more of a, I would say, a 10 statewide, national-wide kind of focus. And, again, 11 I'm not from here. I've had the privilege of 12 working in four different states before coming to 13 New Mexico. So I keep a national viewpoint when I 14 do this work. 15 And so here, I am going to quote some 16 things out of a -- one of my former adviser's books. 17 Richard Elmore was a professor at Harvard. He 18 passed away a few years ago. But some of his 19 writings have been pretty influential on me, so I'm 20 going to channel some of that in the rest of this 21 presentation. 22 So, for one, the issues are not new in 23 education. It's actually mind-boggling how 24 consistent some of these issues are. 25 So this is a woman named Dr. Nieto. And</p>	<p style="text-align: right;">172</p> <p>1 meet our deadlines. I definitely understand that. 2 But it is exhausting to schools. 3 And you hear this if you listen to some of 4 the meetings that we have with the Secretary and 5 things like that. They repeat this over and over. 6 So continue to work on that. It's going 7 to be necessary. 8 Inconsistent support from PED. Some of 9 you staff are awesome, very supportive, always 10 answer the phone. But you've got others that 11 definitely do not; right? And that makes it 12 challenging -- right? -- to get a lot of work done. 13 So, again, I just want to point that out. 14 Lack of strong processes and overall 15 strategy to serve districts well. And I know the 16 turnover and the vacancies are an issue at PED; 17 right? If you can't keep a Secretary in the seat 18 for a year and a half, it's going to be a problem 19 overall in terms of leadership and in terms of 20 strategy. It's very difficult to implement a plan 21 when the turnover just keeps occurring. 22 I get that problems are legitimate. But 23 they still are. We feel that in the schools. 24 Weak professional culture, overall. 25 I'm going to take this back to the school</p>
<p style="text-align: right;">171</p> <p>1 she's writing about her experiences in 1966. 2 Turnover teachers, a deplorable 50 percent. Student 3 mobility was a problem. Many teachers were 4 disenchanted and tired. Some were outwardly racist 5 and dismissive to their students. And most of the 6 students were unmotivated and alienated. 7 Now, you can say that in 2024 in quite a 8 few places, and it would fit. We're talking 70 9 years ago; right? So a lot of issues aren't new. 10 We continue to work on these. But I think 11 when people walk into a school and say, "Why is your 12 turnover so high," well, I don't think it's that 13 person, you know, not necessarily. I mean, these 14 are issues that we've seen that really are deeper 15 than just coming in and blaming somebody -- 16 right? -- that need to be addressed. 17 And when we look at New Mexico in 18 particular -- and this is my experience in the four 19 years that I've been doing this. 20 Policy overload. Every year, more 21 mandates, often unfunded, are created for schools. 22 Checklists are given priority over educating 23 students. 24 And this is necessary. We have to check 25 the boxes; we have to get the reports in; we have to</p>	<p style="text-align: right;">173</p> <p>1 level. 2 No consequences for teachers that miss 3 work, arrive late, quit midyear. Something needs to 4 be done. Legal precedent limits that prevent 5 reprimanding or firing teachers. 6 Again, we feel that at the schools. 7 I looked at a few other states. 8 Unapproved resignations. In states like Georgia, 9 you can get 90 days suspended license for an 10 unapproved resignation. 11 In Texas, it can be a year. 12 It's not that you can't quit, but it has 13 to be approved. Your superintendent has to sign 14 off; right? And so -- 'cause we go through the 15 training for the PD in the summer. And then by two 16 weeks later, they quit; right? And there's nothing 17 I can do about it. I call Dan every time, and he's 18 like, "Well, you know, post the job." That's 19 basically all you can do. 20 So I think these are things that really 21 require work if we truly want to move New Mexico 22 forward. 23 I'm not about punishing teachers, by the 24 way, and I'm not anti-union by any chance. At the 25 end of the day, these are things that would improve</p>

<p style="text-align: right;">174</p> <p>1 education for students overall, if we put some 2 guardrails on some of these things. 3 Disparity in public funding. That's 4 another one that's a sensitive topic for some, but I 5 have no problem talking about it. 6 Those who are connected and White receive 7 preferential treatment for competitive federal 8 grants, which is public money, and federal 9 (incomprehensible). This is my experience in 10 New Mexico in the last five years. 11 Larger amounts of support for certain 12 schools and leaders, while straight-up denial for 13 others who are deserving to get certain funds. 14 I'm going to name my experience with CSP 15 was this way. And, again, those were federal public 16 dollars. But the way it was implemented by the PED 17 was definitely not the way it was meant to be laid 18 out. 19 And then two organizations, Excellent 20 Schools of New Mexico and Homewise, I have gone 21 after. I have met with the leadership. And we've 22 been absolutely denied, while schools that are 23 approved before us and schools approved behind us 24 that have school leaders that don't look like me 25 were openly approved and have been basically</p>	<p style="text-align: right;">176</p> <p>1 One thing I look to do is I look at the 2 enrollment population, again, and I look at the 3 school's academic results. 4 So I looked at 24 PEC charters over the 5 last three years that have been approved. Any of 6 them who had over 5 percent population in these 7 minority subgroups, I included on my chart. 8 There were seven of them. 9 When I look at Black students, you can 10 compare -- this is 2023 data. As the number and 11 percentage of African American students grows in a 12 school, the academic performance goes down. 13 I will say I did this in Connecticut, and 14 I did this in Virginia before coming to New Mexico, 15 and I've seen the same results in all three states. 16 The -- with ELA, the trend line is 17 negative 4.3. With math, it's 6.9 negative. 18 Let's go over to Native Americans. When 19 you look at the eleven PEC charters in the last 20 three years that had 5 percent or more Native 21 American testers in their school, if you have more 22 Native Americans, the ELA scores go down by 3.8 23 trend line, 4.8 negative for math. 24 If we look at Asians -- and we know 25 nationally, Asians are doing very well academically</p>
<p style="text-align: right;">175</p> <p>1 provided with new buildings, while I've been denied 2 even a discussion around a building. Despite my 3 results, despite my growth, despite anything, any 4 proposal I can put forward, they will just blatantly 5 not even come to the table and talk to me. 6 I won't say I know exactly why that is, 7 because I haven't been given a formal reason. But 8 as an engineer, I look at the data. And everybody 9 else in my little cohort of schools that have been 10 approved many of whom are PEC schools, are being 11 served, while we are not. You have to wonder why. 12 This directly contradicts the spirit of 13 rulings such as Yazzie vs. Martinez and the 14 universally stated desire to achieve more equity in 15 education. My school is the most diverse of all 16 those schools. We have academic improvement; we 17 have strong financials. There's no reason why I 18 shouldn't be getting some of the same results and 19 opportunities that some of these other folks are 20 getting. 21 The lack of fairness and equity in inputs 22 will perpetuate the lack of progress in outcomes, 23 which we continue to see here in New Mexico. 24 All right. Now I'm going to look at some 25 other data.</p>	<p style="text-align: right;">177</p> <p>1 as SAT results show that, et cetera. 2 So here, no different. For schools that 3 have 5 percent Asian students, you can see, the more 4 Asian students you have, the higher your scores. 5 Plus 6.2, plus 5.9 on trend lines. These are data 6 coming from the State's website. All I do is chart 7 it to make it more available for people to 8 understand. 9 So the next thing people will say is 10 you're looking at race. What about economics? Of 11 course, I'm going to look at economics. Free lunch 12 is our proxy for economic status. 13 So here, you see all 24 have 5 percent of 14 their testers qualify for free lunch. But look at 15 the slope. It is negative, but it's not as severe; 16 right? Every time I compare the slope line for 17 races versus economics, the racial lines are 18 stronger. 19 That's something we don't necessarily talk 20 about a lot, but it's something that needs to 21 change, so I want to point that out openly in a 22 public setting so people know there are people 23 looking at this and hoping to change it. 24 All right. So that is that data. Now 25 we're going to move on to opportunities.</p>

<p style="text-align: right;">178</p> <p>1 All right. Going back to Richard Elmore. 2 One of the things he wrote about strongly was he 3 called the "instructional core." There are only 4 three ways to improve student learning at scale. 5 One, raise the level content students are 6 taught. 7 Two, increase the teachers' skill and 8 knowledge. 9 Three, increase the level of students' 10 active engagement in the class. 11 You have students, teachers, content. If 12 you're not improving one of those three, you will 13 not improve learning. Right? That's his argument. 14 Improving learning at ACES Tech. Here are 15 the adults. We have professional development. I 16 talked about this earlier. We have a full week of 17 professional development before every school year. 18 I've done it every year. The agenda is packed. 19 There are three focuses. One is learn 20 your curriculum; right? We have a lot of turnover, 21 of course, so we may have as many as a third new 22 teachers. They walk in; they don't know the 23 curriculum. So you have to make sure they learn it. 24 Learning the technology. We are a 25 technology-rich school at ACES Tech, so the</p>	<p style="text-align: right;">180</p> <p>1 has introduced a program called RULER out of Yale. 2 I sent her and another teacher to get the training. 3 They're doing training with our staff around 4 social-emotional learning. And that is a huge part 5 of our program. You may have heard of Circles 6 before. 7 Most of our teachers are doing Circles, 8 and we feel like it is a game-changer for our 9 students; the way students feel, the way they feel 10 safe, they feel that their voices are heard. We're 11 hearing a lot more positivity around those things. 12 We have very little in terms of fights and 13 things like that. We had one fight the entire year 14 last year. It was two girls, seventh-graders, at 15 the end of the year, ten-second skirmish. 16 But I don't tolerate it in my building. 17 Nobody puts hands on people. We respect our peers, 18 our teachers; we respect our facility. That culture 19 is really permeated. SEL helps us to keep that 20 going throughout the school year, so the culture in 21 our building is really good. 22 Career opportunities. I want to make 23 adults feel like they can grow as well. So I've 24 sent people to conferences paid for by the school, 25 and also we do activities together. And we've --</p>
<p style="text-align: right;">179</p> <p>1 passwords are just the beginning of it. You have to 2 learn how to use the big 75-inch monitors. You see 3 one in that picture. How to get into those 4 programs, how to use your interventions, how to do 5 the programs within your curriculum, how to get to 6 those different multimedia aspects, how to use those 7 robots that I have in every single classroom in my 8 school. It takes time. So the professional 9 development, we take very seriously. 10 Instructional growth in SEL. So with your 11 curriculum, I like to make sure every teacher meets 12 with -- obviously seasoned teachers in the building, 13 to make sure that they help them in terms of getting 14 used to the curriculum. But also with the 15 representatives that we have from those companies. 16 Because curriculum should be taught in a certain 17 way. Just because you get the textbook doesn't mean 18 you know how to teach it. 19 So we want to make sure that you are 20 teaching the curriculum, using the tools that 21 they're providing in the way that they are intended 22 to be taught as well. Because they have experts at 23 these companies as well developing this curriculum. 24 And then social-emotional learning. We 25 have an outstanding English teacher, Ms. Romero, who</p>	<p style="text-align: right;">181</p> <p>1 I've also done recommendations for people to go back 2 and do their Ph.Ds as well. 3 All right. The students. High-quality 4 curriculum. Starts with that. All the way from 5 kindergarten. If you come to my school, 6 kindergarteners have English and math textbooks in 7 my school, at their grade-appropriate, of course. 8 So you see a student here. She's in first 9 grade reading that math book right there. So they 10 get to write in that book. You have colors. It's 11 grade-appropriate, age-appropriate, et cetera. But 12 you have a book in my school. 13 You will be reading. You will be doing 14 pencil to paper at every grade level. 15 We also have multimedia. So they also use 16 that 75-inch monitor to do the singing and the 17 different things, of course. And, then, of course, 18 you have your interventions. You have your STEM 19 activities. So every -- from kindergarten up, they 20 have robotics. 21 We have Botley robots, for instance. We 22 have Zumi robots, and Botball robots for the 23 secondary. Everybody is learning how to code. 24 Everybody is getting exposure to STEM. 25 Music is required for every student, K</p>

<p style="text-align: right;">182</p> <p>1 through 7, in my school. So every single day, 2 you're doing music, as well, because the research 3 says if you do music, it helps you with your other 4 classes; right? So depending on that research to 5 work.</p> <p>6 So that talks action about the curriculum. 7 Very high-quality. Nothing secondhand in my school. 8 Broad STEM focus. I talked about that. 9 World-class technology. We have a set of 10 Chromebooks K to 4. Five and up is laptops. I'm 11 not talking about the cheap ones. I probably spend 12 more per laptop than anybody in the state. All 13 Lenovo, HP, high-quality touchscreens. Our students 14 get high-quality materials in our school. 15 Year-round tutoring and SEL support. She 16 mentioned earlier -- this was one of my big model 17 things.</p> <p>18 When I was in these other districts, the 19 biggest thing I saw is we had all these kids 20 failing, and we didn't help them; right? 21 So what I did when I designed this school 22 is I put the tutoring in the middle of the day. 23 Captive audience. You don't have to come after 24 school, on a weekend. We will put you in that room 25 if you are behind in your classes.</p>	<p style="text-align: right;">184</p> <p>1 All our technology is web-based. Canvas 2 and PowerSchool are web-based. So a kid can be at 3 their grandmother's house in Kansas and see all of 4 their assignments, all of their grades every day. 5 That is available as well.</p> <p>6 Instrument and music for all kids. You 7 start with piano and recorder at kindergarten 8 through 5. We play guitar in secondary. And, of 9 course, we have the piano lab where you can do music 10 production as well.</p> <p>11 Full inclusion. This is the last point 12 with equity. We are a full inclusion school. Every 13 kid with an IEP, every kid who is ELL is with their 14 peers all day learning grade-level instruction in my 15 school.</p> <p>16 We do pullouts for the services. So 17 whether you need SLP, occupational therapy, those 18 types of services, social work, we pull you out. If 19 you need ELL services, we do it during the tech time 20 period in lunchtime.</p> <p>21 So the -- so the students are receiving 22 services. But this was something, actually, that 23 the team that came and reviewed us put in words for 24 me, because they said it's not often that they see 25 the ELL students and the special ed students getting</p>
<p style="text-align: right;">183</p> <p>1 There's English and math tutoring every 2 single day in our school. So the students are 3 benefiting from that. We talked about the SEL 4 already.</p> <p>5 Equity. You heard from Ms. Russell as 6 well that we got a low score on equity. Yeah. All 7 of these things have been in place since day one. 8 All I really want to do for kids is 9 provide the best opportunity, free transportation 10 for all students, free and low-cost clothing for all 11 students, free breakfast, lunch, and snacks every 12 day, free aftercare from 4:00 to 6:00.</p> <p>13 I don't even know a school doing free 14 aftercare like that. But that's what we do. I use 15 grant money. I find funds to make sure all these 16 things are free to every single kid every single 17 day. Doesn't matter your income.</p> <p>18 Here's more. All of these have been in 19 place as well.</p> <p>20 One-to-one technology with available 21 sign-out. If you have a kid that doesn't have a 22 laptop, we will sign it out for you and let you take 23 it home. There are places you can go to get free 24 Internet, but you still need that laptop, and we do 25 let you take it home.</p>	<p style="text-align: right;">185</p> <p>1 grade-level instruction. And every kid in our 2 school gets grade-level instruction. That's 3 something else that we're very proud of.</p> <p>4 We talk about equity. We're not having a 5 bunch of meetings; we're just doing the work; right? 6 We're making sure the kids get services they need 7 and making sure they get treated fairly every single 8 day. And that's just how we do our business.</p> <p>9 Improving learning. These are three 10 quotes I took out of one of Elmore's books. 11 So passion and love for children is not 12 enough.</p> <p>13 As you might be able to tell, I have a 14 great passion for young people, I always have, in 15 helping them to learn. But you have to have purpose 16 and you have to have strategy and you definitely 17 need skills to get this work done, because there are 18 so many requirements.</p> <p>19 Application of multiple intelligence. You 20 can tell from the various things we expose our kids 21 to, whether it's music, whether it's English, 22 whether it's science, whatever it is you're good at, 23 we want to find it. We want to help you find those 24 things you're passionate about as a student so that 25 we can help you develop those intelligences.</p>

<p style="text-align: right;">186</p> <p>1 And then constant evaluation and 2 adaptation is required.</p> <p>3 Many of the things that happen at ACES 4 Tech, Jeron Campbell didn't create. There are 5 students, parents who have come in and given me 6 ideas. We have staff meetings twice a month. And 7 with at, I give open floor to teachers. If they 8 have ideas, they can present those. So a lot of the 9 ideas -- which is a power of charters; right?</p> <p>10 That was one of the things that was 11 original to charters. We have that ability to turn 12 on a dime. And we have done that at times. When we 13 see something not working, we can shift almost 14 immediately, and we are doing it at ACES Tech when 15 it's needed.</p> <p>16 To the State, I also look again to 17 contribute to PED. I've been here to meetings at 18 the PEC, actually, to workshops in the past. But 19 here, two examples of what I've included.</p> <p>20 When you talk about inclusion and data 21 reporting, I would go to community meetings. And 22 you have certain groups who feel marginalized, 23 because, as you may recall, when you look at the 24 State report, there are lot of asterisks; right? So 25 it's like because the number is too small.</p>	<p style="text-align: right;">188</p> <p>1 is successfully implementing it's STEM focus plan. 2 We have more work to do to reach our goals, and we 3 are working towards those goals. But in terms of 4 success, I feel overall we've been very successful.</p> <p>5 This is a quote from Richard Elmore. 6 "We learn to do the work by doing the 7 work, not by making more policies about the work, 8 not by spending money on the next new idea about the 9 work, not by asking people to do what they do not 10 know how to do and pretending they do, and not by 11 claiming things are getting better when one part of 12 the distribution is improving while other parts are 13 staying the same or getting worse."</p> <p>14 I think this embodies part of what I'm 15 trying to say today. That is my final slide, and 16 here are the sources I used today, and I'm ready for 17 any Q and A that you have. Thank you very much.</p> <p>18 MS. MELISSA BROWN: We have one person in 19 the room and two people online. Okay. So we have 20 three people online.</p> <p>21 All right. Our first speaker is Bianca 22 Romero. You're allowed to talk. Please spell your 23 name for the court reporter and try to keep your 24 comments to about two minutes.</p> <p>25 FROM THE PUBLIC: Thank you. I am Bianca</p>
<p style="text-align: right;">187</p> <p>1 So what we were doing was if it was ten or 2 below students in a particular school, we put 3 asterisks; it's too small. I said, "We need to 4 lower that to five." I literally sent a proposal to 5 leadership. I didn't get a response, but it did 6 happen.</p> <p>7 A recommendation to decrease, and, again, 8 differentiate Hispanic. Hispanic was hiding other 9 races. You would see a school that you knew had 10 10 percent of Black kids, but it said 5, because the 11 other 5 were lost in the Hispanic pile.</p> <p>12 I said, "You need to split that out." And 13 so as of 2023, that's what they did. They put Black 14 Only and Native Only for categories.</p> <p>15 Secondly, you have engineering pathways 16 that are pretty weak, I think right now with CTEs. 17 So I've been working with the CTE team. I 18 recommended they have a new electrical engineering 19 pathway. I drafted the course descriptions. I did 20 the codes. I basically did all the work, proposed 21 it to them. We're still working on that.</p> <p>22 But as my kids go on to high school, we're 23 going to need stronger engineering pathways.</p> <p>24 Moving forward, I would like to say, just 25 holistically to the PEC and to my board, ACES Tech</p>	<p style="text-align: right;">189</p> <p>1 Romero. Last name, R-o-m-e-r-o.</p> <p>2 And I am the -- I'm one of the founding 3 teachers at ACES. I teach eight-nine ELA right now. 4 And I just wanted to talk about, really quick, why I 5 teach at ACES.</p> <p>6 Like I said, I'm one of the founding 7 teachers, so I've been here since the zero hour with 8 us. And I think it's super important to point out 9 that being Black in New Mexico, it's like being 10 invisible almost. Especially in education, you more 11 often just are completely ignored, left out, 12 whatever.</p> <p>13 So -- excuse me -- when I heard about 14 ACES, I was really excited. I wanted to work for a 15 founder who looked like me, who understands what it 16 was like to go through the education system as a 17 Black student.</p> <p>18 I actually grew up here in New Mexico, and 19 I was homeschooled, because the education system was 20 so hard on me. I couldn't take it anymore.</p> <p>21 So I was homeschooled pretty much from 22 seventh grade through high school.</p> <p>23 And so I wanted to come here to be able to 24 make a change. Part of the reason that I became -- 25 the real reason I became a teacher in the first</p>

<p style="text-align: right;">190</p> <p>1 place was to change the world. And I don't think we 2 can do that if we ignore certain kids, or if we just 3 label them. And so I used literature to help drive 4 that world change.</p> <p>5 And so here at ACES, it's a source of 6 pride. Even though I work at a STEM school as an 7 ELA teacher, it's a source of pride to me to know 8 that what I do in my classroom affects them in all 9 their other classes.</p> <p>10 You can't read the coding manual if you 11 can't read; right? You can't -- you can't 12 participate in the science fair if you've never 13 given an interview before.</p> <p>14 So I get to support a STEM-focused school 15 in that way.</p> <p>16 I also am the crazy person behind the SEL 17 program. We have gone through so much growth and 18 change, because, as Dr. Campbell mentioned, we're 19 data-driven. And so if something doesn't work or if 20 we know we can do it better, we change it. And 21 working with the students, we're building a really 22 strong culture and program.</p> <p>23 And our focus -- if you're not a whole 24 human being, there's no way I can teach you English. 25 If you just came into class, if you've had a really</p>	<p style="text-align: right;">192</p> <p>1 opportunities for all students.</p> <p>2 And I am happy that there are a big 3 percentage of their students here at the school who 4 are a part of this program and are -- you know, have 5 the opportunity to grow.</p> <p>6 Here at the school, we're building a small 7 Native community. And I think that's important, 8 because a lot of times in charter schools, students 9 don't have a voice. And it's kind of neat to see 10 how the Native students can come together and sort 11 of talk about culture and talk about how to deal 12 with school and growing up in a city away from 13 families or their culture. So we sort of try to 14 provide that here at ACES.</p> <p>15 So we're also building cultural 16 identities. We have a lot of different Native 17 students here at our school. We have a lot of 18 Navajo students. We have Zuni, Laguna, Apaches. We 19 have a Cree and a Crow student here. And we all 20 work together. And we're also working to build 21 student success in the classroom as well, like, a 22 community to build student success. Thank you.</p> <p>23 MS. MELISSA BROWN: I don't see Dr. Harold 24 Bailey anymore. So, yes, which means we have Lance 25 Commins in the room. Do you want to come up here</p>
<p style="text-align: right;">191</p> <p>1 hard day, there's -- I have to get through that 2 first to be able to reach you with the academic 3 side. So that's super important to us as a staff.</p> <p>4 And then just the last thing that I think 5 is a big part of our culture here is that we know 6 we're not perfect. We don't even strive for 7 perfection.</p> <p>8 We're here to see progress. Every day, 9 we're, you know, boots on the ground, like, trying 10 to get these kids to where they need to be. And I 11 feel, personally, our test results show that effort 12 year after year.</p> <p>13 Thank you.</p> <p>14 MS. MELISSA BROWN: Next we have 15 Dr. Harold Bailey? Not finding him. All right.</p> <p>16 We will go to Alexander Wauneka.</p> <p>17 FROM THE PUBLIC: Hi. Hello. My name is 18 Alexander Wauneka, W-a-u-n-e-k-a. I am a member of 19 the Navajo Tribe. I grew up and was raised in Fort 20 Defiance, Arizona.</p> <p>21 And I want to speak on behalf of, like, 22 the Native American student program we have here at 23 ACES Tech.</p> <p>24 I like how Dr. Campbell was talking about 25 Native students and how he is trying to provide</p>	<p style="text-align: right;">193</p> <p>1 and --</p> <p>2 FROM THE FLOOR: All right. My name is 3 Lance Commins. We're on? All right.</p> <p>4 My name is Lance Commins, C-o-m-m-i-n-s. 5 My son is in fourth grade. And I want to say how 6 much we love the school.</p> <p>7 He was in public school from kindergarten 8 through second grade, and public school failed him. 9 He could barely read. He could do -- barely do 10 math. And I had him in tutoring an hour, two hours 11 every week for two years. I was paying over a 12 thousand dollars a month for that so he could learn 13 how to read and write.</p> <p>14 I put him in ACES in third grade. And one 15 of the main reasons is, as Dr. Campbell knows, I 16 bugged him for, like, four conferences. So I went 17 to every single one for, like, three months to learn 18 more about the school.</p> <p>19 And after the first one, Roy was with me. 20 He came out and said, "I want to go here."</p> <p>21 And after starting, he learned -- he was 22 reading; he was writing. He learned his whole 23 multiplication and division tables without me 24 helping him. That's a big deal. That's a big 25 thing. I mean, I am -- I have five college degrees,</p>

<p style="text-align: right;">194</p> <p>1 but not in math or science. I did not do well in 2 those.</p> <p>3 And I just -- he -- after last year, he 4 learned how to do Botball. He learned how to code 5 robots. There's a STEM instructor that does the 6 clubs. He said he was actually helping them to do 7 coding on robots. That's awesome.</p> <p>8 Now he's in Robotics Club. He's in Rum 9 Racing [ph] Club. He's in Animation Club. And he's 10 loving 3-D animation. He thinks that's incredible. 11 He's doing awesome. And the improvement in him is 12 just amazing. So I'm really impressed with the 13 school.</p> <p>14 MS. MELISSA BROWN: That's everybody we 15 have for Public Comment.</p> <p>16 THE CHAIR: Okay.</p> <p>17 SECRETARY BECK: Yeah. Good to see you 18 again. You went through a lot of that data with me 19 and showed me the classrooms, and it's very 20 impressive.</p> <p>21 What I was most impressed with, being an 22 ex-teacher, is how focused all the kids were when we 23 would go into the classroom. They were all on 24 point, on task, doing exactly what they should be 25 doing, you know, not -- some of the things, not a</p>	<p style="text-align: right;">196</p> <p>1 all.</p> <p>2 But how much creativity do the teachers 3 have to create their own curriculum? First 4 question.</p> <p>5 Second question. Do you have any ideas or 6 thoughts or strategies how to take that -- that 7 really strong science aptit- -- outcome and be able 8 to move that a little bit more to the math outcomes?</p> <p>9 DR. JERON CAMPBELL: Sure. Thank you.</p> <p>10 I would say -- you switched it to 11 curriculum at the end. So what I say is every 12 teacher should have a solid curriculum available to 13 them.</p> <p>14 Interestingly enough, they have a lot of 15 autonomy. I don't go in the classrooms and tell 16 teachers how to teach. But I do expect you to hit 17 the standards. When I come into a room, I expect to 18 see what they're doing and what their standard is. 19 But how you teach them and what ways you teach them, 20 I do leave that up to the teacher.</p> <p>21 And so -- and within that, I've had 22 teachers, for instance, bring in additional 23 textbooks as references. I'm fine with that; right? 24 Because you might think, "Hey, this book, I think, 25 teaches this concept better"; right. To answer your</p>
<p style="text-align: right;">195</p> <p>1 lot of kids roaming throughout the halls, doing a 2 lot of that. So it was pretty well focused.</p> <p>3 You ran across a few points that I thought 4 were important. Of course, we did look at teacher 5 retention rate in your application, A. And that is 6 obviously challenging.</p> <p>7 And the other interesting thing was the 8 (audio distortion) of how science is versus how 9 closer the math is, which usually go together. But 10 I would assume a lot of that is determined by how 11 much the kids really work in those robotic rooms and 12 all the 3-D printers you showed me and all that 13 stuff.</p> <p>14 So I guess my two questions that you could 15 answer real quick is -- when you're dealing with the 16 curriculum, how much of your curriculum can be 17 teacher-generated versus the traditional curriculum 18 that you get from the companies, et cetera, 19 et cetera? How much leeway do teachers have in 20 creating their own curriculum?</p> <p>21 For example, the teacher that you 22 introduced me to was with Sandia Labs for 40 years. 23 I would assume she would have some wonderful how 24 to -- and she showed me some of those crazy things 25 on the whiteboard, which I couldn't understand at</p>	<p style="text-align: right;">197</p> <p>1 question, they have a lot of autonomy around that.</p> <p>2 Their pacing -- I do like for them to put 3 their lessons plans; we're posting it outside of the 4 door. I don't read it to correct it. I read it to 5 make sure you're doing it, make sure I understand 6 it, make sure that I see that standards are being 7 met; right?</p> <p>8 But the teachers have quite a bit of 9 autonomy in my school. It's funny -- data 10 sometimes, you can't explain what it is; right? But 11 we know science is only two grades. I'm not sure 12 which data you're looking at, this year's or last 13 year's. But science is only a couple of grades, 14 five and eight; whereas, math is three through 15 eight. So you have more students, greater breadth. 16 There might be more of a difference there.</p> <p>17 But I'd love to see the math come up. 18 We'll look at this for sure, now that I have the 19 data. I'm just seeing this for the first time this 20 morning myself. And I'm pleased with it, but I will 21 be introducing this to my staff so we can talk about 22 why we think that the results came out to what they 23 are and what we can do to move to the next step.</p> <p>24 COMMISSIONER BURT: Hi, Dr. Campbell. I 25 remember very distinctly, when you were here asking</p>

<p style="text-align: right;">198</p> <p>1 for an increase. I was very concerned about your 2 demographics, particularly, because I noticed that 3 what you were saying you wanted to serve wasn't 4 matching with the numbers. And I can say with no 5 doubt, I -- I know the work that you put in to where 6 your students are coming from now, because the 7 numbers show exactly that. 8 Just in the year, I -- I can imagine the 9 kind of recruitment you did when you opened up all 10 those other grade levels and you added 100 kids in 11 one year. Your -- I mean, it truly is a 12 reflection -- not just a reflection of America, an 13 over-reflection of New Mexico, genuinely. 14 So I do feel like your intentions match 15 the data you have now. And I'm very grateful for 16 that. 17 So I want to say right now I can tell the 18 work that was put into it, because it does match 19 with exactly what you're wanting to do. So 20 congratulations for that. Please keep doing that, 21 because it is very encouraging to see how you've 22 been able -- I mean, I just know that you made the 23 effort. Like, that doesn't happen just organically. 24 So I appreciate that from you very much. 25 Okay. Now I'm going to get to all my</p>	<p style="text-align: right;">200</p> <p>1 students, too. 2 DR. JERON CAMPBELL: Well, it's 3 interesting. I wouldn't say stop remediation. It's 4 the way you do it. 5 I'm going to combine two of your words. 6 It's actually accelerated remediation. 7 I'm going to help you fast. I'm not going 8 to sit here and watch you fail for a whole semester; 9 right. Remediation, I include that in the 10 instruction. I tell the teachers, I want a part of 11 the day on what we call SuccessMaker. That's a 12 SAVVAS product. It's a computer-based or 13 remediation program, and I want our kids on it. 14 But the nice thing about it, we call it 15 remediation, but it can accelerate you. It can do 16 either. 17 Same with IXL. You may be familiar with 18 IXL. It's a very popular national program right 19 now. But it will adjust to your level. A lot of 20 times -- and this helps with the instruction -- back 21 to Mr. Beck's point in how are you comfortable 22 letting them have that autonomy. 23 Well, because my technology is going to do 24 a correction for me; right? If I have a strong 25 teacher or a weak teacher, I don't know that day</p>
<p style="text-align: right;">199</p> <p>1 questions. All right. 2 Okay. So, actually, one of the questions 3 I was going to have was about your proficiency rates 4 going down. But I think you explained that in the 5 presence of adding all those additional students. 6 Now you have a bigger N size; right? So I'm not 7 going to go into that too much more. 8 What I am wondering is it seems like your 9 model is proving that acceleration works over 10 remediation; right? 11 And so I'm wondering how that is -- how 12 are you using that to accelerate students that 13 aren't special ed, that aren't EL students? How is 14 that working to increase, like, get back to moving 15 up further and further for all the rest of your 16 students as well? 17 DR. JERON CAMPBELL: Okay. Thank you. 18 COMMISSIONER BURT: You're making 19 incredible -- the numbers you have for English 20 Learners and your special ed students show that 21 acceleration works and that full inclusion. I can't 22 wait to talk to people about that. Stop doing 23 remediation. Give kids access to grade-level 24 content, and it works. 25 I'm wondering about all the rest of your</p>	<p style="text-align: right;">201</p> <p>1 one. But my technology is going to know. 2 So if that kid is falling behind in your 3 class, you putting them on that computer is going to 4 help them accelerate, regardless of whether you know 5 how to do it or not. 6 So I'm getting both worlds, multiple 7 approaches, being intentional, not allowing people 8 not to do things; right? If I purchase that 9 product, I expect you to be using it; right? 10 Because I know if you don't, that kid could be 11 falling behind. I don't want that to happen; right? 12 And that program is going to tell me where they are. 13 You have those checks and balances to an 14 extent, too. It's great to think that every teacher 15 is great. But some teachers are better at teaching 16 some things than others. The programs, the computer 17 component helps. 18 So we have -- you have your core program. 19 You have your STEM component. You have your 20 remediation. You have your tutoring. These are all 21 parts of every single grade level in my school. 22 So I have the grade level. If you're 23 grade level, fine. You can keep up? Great. If you 24 can't, I'm going to catch you. One of these, either 25 a remediation program on the computer or the</p>

<p style="text-align: right;">202</p> <p>1 tutoring, one or the other is going to be able to 2 help you. 3 A lot of people don't like technology. 4 But technology can be helpful if you use it in a way 5 that's productive; right? But sticking a kid in 6 front of a computer all day is not the way to do 7 that. I would absolutely agree with that. 8 And that's why all of our tutoring is in 9 person. We don't do virtual tutoring. 10 So I would just close by saying 11 remediation is a very important part. You have to 12 help the kids who are behind, but you need to do it 13 fast, you know. 14 COMMISSIONER BURT: I think one of the 15 misnomers in education is we have to meet kids where 16 they're at; right? If they come in in third-grade 17 at kindergarten level, they give them kindergarten 18 books. That's why we're not making progress. We're 19 meeting kids where they're at. Good intentions, but 20 it doesn't help with the progress; right? 21 It was really encouraging to hear you say 22 we're giving them grade-level content. And that 23 support underneath is what gets them to there; 24 right? Just the access sometimes makes such a big 25 difference, just having access to it.</p>	<p style="text-align: right;">204</p> <p>1 condition as written is about the letter and the 2 laundry list of things that were there. 3 What has occurred since then is we had our 4 visit. The director of ELL with another one of 5 hers -- Mayra? Mayra was the director, and Ann 6 Chavez -- yeah -- those are the two. They came to 7 the school. 8 And I was prepared. Every student that 9 might be ELL, I had on a list, student number, all 10 the information, so they were able to then go into 11 their system, pull those student numbers up. And 12 even they were struggling with those. "This kid 13 shouldn't" -- well, if the experts are struggling, 14 how do you expect me to sit here as a non-ELL expert 15 to sit here and understand it? 16 So my goal is to properly identify the 17 student. Especially in ELL, I don't know who does 18 it, but they just get mislabeled. I've had a 19 personal friend, by the way, that walked into an 20 elementary school with a Spanish last name, and the 21 kid walks out ELL. I have no clue why. 22 So you write -- if you put the wrong 23 answer down in that language use survey, it could be 24 a label for the next ten years; right? It could 25 have been a mistake. Maybe you didn't understand</p>
<p style="text-align: right;">203</p> <p>1 DR. JERON CAMPBELL: You'd be surprised 2 how much influence your peers have on you, your 3 grade-level peers. They're in there helping you; 4 right? 5 COMMISSIONER BURT: I really appreciated 6 that. 7 Now I'm going to ask you. I hear your 8 teachers, I hear you, that the inclusivity, the 9 equity portion of your school is really 10 high-priority. You, as a founder, are building it 11 around that. So I am wondering what is the -- what 12 is the issue with the English Learner 13 identification? And has that been -- because I saw 14 the letter from August saying, you know, "Here's all 15 the things." And I -- and that you -- you needed 16 some sponsor, or you needed to be done by September. 17 But then I don't know where that's at now, 18 because I am -- I'm thinking about a condition on 19 it. But I don't know -- I don't even know -- I 20 don't know -- I saw your response in your 21 application saying that some of the English Learners 22 were being misidentified. So maybe you could talk 23 more about the English Learner issues that the 24 school is being identified with. 25 DR. JERON CAMPBELL: Right. Well, the</p>	<p style="text-align: right;">205</p> <p>1 the question. 2 But from the ELL official's perspective, 3 you're ELL; right? Therefore, you have to take that 4 ACCESS test every year. You have to get those 5 services. 6 So what I have found -- let's say nine 7 students may come in the building ELL. You do the 8 analysis. Three of them are really ELL; right? 9 So that's all. I try to explain that 10 sometimes to the bureaucracy. They don't understand 11 what you're trying to do, and you just get a 12 condition. 13 What we have now are four students who 14 are -- I think it's five that are ELL -- one refused 15 the services or something -- that we're actually 16 serving, and those are actually ELL kids. We have 17 others who are labeled who have to take that ACCESS 18 test, regardless. And they're still ELL. So that's 19 where we are. 20 COMMISSIONER BURT: From your viewpoint, 21 do you see this as an issue that has been solved and 22 you're moving forward? Or is it something that 23 still is being followed up from the Language and 24 Culture Division? Like, where are we with, like, 25 the solution to the letter? The official.</p>

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1 DR. JERON CAMPBELL: The official is --
2 I'm waiting for them. I sent them an e-mail. I
3 said, "Based on the visit with Dr. Mayra and Ann,
4 can you redo the letter based on where we are today,
5 and I can address whatever issues you say are still
6 remaining."

7 That's what I'm waiting on. I'm not sure
8 if I've received it yet. I don't think I have.
9 That's where I'm at. And far as at the school
10 level, we're serving those kids that need to be
11 served. So from that standpoint, it's being done.
12 But from the official standpoint, once -- if they
13 still give me any items, I will have to work towards
14 resolving whatever those items are.

15 COMMISSIONER BURT: Have you started
16 keeping cume folders now?

17 DR. JERON CAMPBELL: Okay. You want to
18 talk about cume folders now.

19 COMMISSIONER BURT: (Inaudible).

20 DR. JERON CAMPBELL: I haven't heard the
21 word "cume file" since my high school counselor said
22 it in 1999. Who keeps physical files? It's all
23 digital since the computer came out.

24 So everything we have is digital. We have
25 digital cumes. When they came down in the spring,

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1 they didn't look at anything. If you didn't have a
2 physical piece of paper to show them, well, you
3 didn't do it.

4 I said, "Everything is in the computer";
5 right? So instead of working with me to say, "Why
6 don't you find whatever we're looking for," they
7 didn't ask me some of the questions while they were
8 there.

9 I just thought it was a very bad job. I
10 didn't expect them to walk in the door. I didn't
11 know they were coming. When they got there, they
12 demanded the files.

13 I said, "I don't have the file ready. I
14 didn't know you were coming. So if you see
15 something digitally, we can do that."

16 And we are doing a better job now of
17 making sure every single kid has a file, and that
18 whatever comes up, whether it's a doctor's note or
19 whatever, goes into that digitally. We just scan it
20 and put it in now. That way we have a cume to show
21 people in the future.

22 For the first four years, I was not
23 keeping every single document for every single kid.
24 Now we do. I have the secretary just do a file for
25 everybody. We call that the cume.

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1 COMMISSIONER BURT: I was going to make a
2 completely non-official, even, suggestion,
3 especially since you have your board here with you.
4 It sounds like it was helpful to get a secretary;
5 right?

6 DR. JERON CAMPBELL: Absolutely.
7 Absolutely.

8 COMMISSIONER BURT: I actually genuinely
9 appreciate your passion to keeping the funds with
10 the teachers, with the kids. I appreciate you
11 wanting to -- like, finding your groove, finding
12 things.

13 I also wonder if maybe your board might
14 have a point that maybe you need one more person to
15 help you with some of those things that are -- you
16 know, you seem like a big-picture kind of guy. And
17 that may be where your skill set is really deployed
18 the best.

19 And maybe those little tiny things, which
20 I will say, over the course of your term, I did
21 notice that, like, the timely filings really
22 improved, especially the last one. You went from
23 red, red, to a yellow. So it is progressing better.

24 I just wonder if those are like those
25 little things that would be helpful to have another

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1 person kind of be in charge of and let you keep
2 doing that, like, higher-level teacher work and --
3 you don't have to respond, and I know you said your
4 board already suggested it, and you're telling them
5 no.

6 But it might be something that actually --
7 especially as you're growing more as well, your
8 talents might be utilized in a better way by not
9 doing those kind of nitpicky things that it also
10 takes to run a school.

11 DR. JERON CAMPBELL: This is a labor of
12 love. I mean, I'm fully confident there's no job in
13 education in this state I couldn't do, including
14 Secretary. I'm fully confident I could do the job.

15 COMMISSIONER BURT: I believe you,
16 Dr. Campbell.

17 DR. JERON CAMPBELL: This is what I'm
18 choosing to do. I love being around kids at this
19 point. And I want to see, also, the experience has
20 been really good to be on the ground to really see
21 because in the districts, I was in office, I barely
22 went to schools, didn't have time. Now I'm this
23 close, and it's awesome.

24 But believe me, if I could delegate the
25 work, I would, okay? And I tell my board this all

<p style="text-align: right;">210</p> <p>1 the time.</p> <p>2 I'll give you an example. Last year, we</p> <p>3 had a carryover, Seth? What was it? About 150,</p> <p>4 160. That's one admin. So I could have brought</p> <p>5 somebody in, give them jobs, and had, like, 20</p> <p>6 ground carryover; right?</p> <p>7 So I'm literally -- I'd rather me</p> <p>8 sacrifice, do the work and have that money in the</p> <p>9 school. So that's just --</p> <p>10 COMMISSIONER BURT: There are some of the</p> <p>11 things that I see being the challenges that the</p> <p>12 school is facing seem to be those kind of -- I don't</p> <p>13 know -- like, almost nitpicky things; right? And to</p> <p>14 me sometimes those things are an indication that</p> <p>15 it's just too much for one person.</p> <p>16 That's -- once again, this is very</p> <p>17 unofficial, because I don't -- it's up to you all.</p> <p>18 I have nothing to do with your hiring at all.</p> <p>19 That's between you all.</p> <p>20 But just -- I just wanted to -- like, as</p> <p>21 an observation from an outsider looking in, just</p> <p>22 wanted to maybe -- maybe make your board feel better</p> <p>23 about their suggestion, okay.</p> <p>24 So now the same thing. Can you talk about</p> <p>25 your process of doing your special ed processes</p>	<p style="text-align: right;">212</p> <p>1 that was a medical emergency that occurred right</p> <p>2 before 40th day. And so, again, me being the</p> <p>3 accurate, want-to-be-everything person, I just put</p> <p>4 in there, "We don't have anybody right now"; right?</p> <p>5 But it triggered a whole landslide; right?</p> <p>6 So, obviously, we've had people in place</p> <p>7 ever since. If we had IEPs that were out of date,</p> <p>8 if we had other evaluations that were overdue, you</p> <p>9 would be hearing about it; right?</p> <p>10 So, obviously, we're getting those things</p> <p>11 done. We're meeting the requirements. And it's not</p> <p>12 easy. We have a significant percentage of kids with</p> <p>13 IEPs, so you have to get it done. We have parents</p> <p>14 canceling appointments and all those kinds of</p> <p>15 things, too.</p> <p>16 But we have services getting done. We do</p> <p>17 services in social work, SLP, OT especially. We</p> <p>18 have 30 appointments during the week, and we're</p> <p>19 getting them all done. We're paying them to get</p> <p>20 that done, and those kids are being serviced. So</p> <p>21 we're meeting the requirements of our special</p> <p>22 education students.</p> <p>23 COMMISSIONER BURT: Is there an</p> <p>24 official -- has that been closed officially by the</p> <p>25 Special Ed Bureau?</p>
<p style="text-align: right;">211</p> <p>1 better after having some kind of initial kind of</p> <p>2 special ed issues? There was a -- you've been sent</p> <p>3 some letters. There's been some issues in special</p> <p>4 ed. Can you talk about if those have been resolved?</p> <p>5 Are they ongoing issues?</p> <p>6 DR. JERON CAMPBELL: If I can channel one</p> <p>7 of my students, "That cap was capped"; right?</p> <p>8 There was a Corrective Action Plan that</p> <p>9 was given that was totally undeserved; right? My</p> <p>10 only mistake was basically not lying in my data;</p> <p>11 right?</p> <p>12 So we had a special ed person on hire who</p> <p>13 was a contractor. She literally had a hard day, oh,</p> <p>14 a couple of weeks before 40-day. So when I did my</p> <p>15 40-day, as a novice, first year, I said, "We do not</p> <p>16 have anybody doing special ed today."</p> <p>17 That got flagged, at "Oh, they're not</p> <p>18 doing special ed," and I ended up with a Corrective</p> <p>19 Action Plan.</p> <p>20 By the time I even wrote the plan, it was</p> <p>21 fixed. We got another person.</p> <p>22 But I didn't know that having the audacity</p> <p>23 of putting that in a 40-day count is going to result</p> <p>24 in this trigger.</p> <p>25 So we always had a person. Like I said,</p>	<p style="text-align: right;">213</p> <p>1 DR. JERON CAMPBELL: The CAP? That was</p> <p>2 closed a couple of years ago.</p> <p>3 DIRECTOR CORINA CHAVEZ: So we talked</p> <p>4 about this in the recommendation. Let me pull it</p> <p>5 up.</p> <p>6 But my understanding is that the school</p> <p>7 never went through a special ed monitoring process</p> <p>8 that was required.</p> <p>9 Hold on a second. And so this is in the</p> <p>10 narrative in the final recommendation that talks</p> <p>11 about other indicators. So it's towards the bottom.</p> <p>12 So after Part A of the school's renewal</p> <p>13 application was completed, CSD was made aware that</p> <p>14 the school does not have a special ed teacher on</p> <p>15 staff.</p> <p>16 Dr. Campbell is correct. There is someone</p> <p>17 that is in charge of conducting all the IEPs and</p> <p>18 making sure that the paperwork is done well, and</p> <p>19 there is an IEP for special ed students. And that</p> <p>20 is the contractor that is the special ed coordinator</p> <p>21 who comes a couple of days per week.</p> <p>22 That person also communicates with the</p> <p>23 classroom teachers.</p> <p>24 And the school did not complete the Office</p> <p>25 of Special Ed Tier 3 self-monitoring for School Year</p>

<p style="text-align: right;">214</p> <p>1 '23-'24. And to date, my understanding is that that 2 has not yet been complete.</p> <p>3 Dr. Campbell asked for technical 4 assistance from Office of Special Ed. Our staff was 5 trying to coordinate a time and place that that 6 would be mutually agreeable. And then it -- we let 7 Office of Special Ed work directly with the school. 8 And I don't believe that it ever got scheduled or 9 conducted.</p> <p>10 COMMISSIONER BURT: Okay. So I think I 11 have -- I still have one other topic, but feel like, 12 for what my brain is kind of going through right now 13 is for special ed, and even for English Learner, the 14 recommendations for the condition, I don't recall 15 confident putting a condition.</p> <p>16 I do feel like this will come out in an 17 annual report, you know. And it would be -- it 18 could be monitored in that way. And if there's 19 continued, we can take action. I don't feel -- 20 it -- I'm feeling like I don't have enough 21 information to believe that the school is not 22 providing these services. Or it's like in this -- 23 in, like, FAPE, like, kids are not being served.</p> <p>24 And so I don't feel like a condition on 25 those things. I think it sounds like there may be</p>	<p style="text-align: right;">216</p> <p>1 new charter, it's always going to be pretty low. I 2 don't know if by year three or four, I would still 3 expect it to be that low. So I am worried for you 4 on that part.</p> <p>5 But, once again, I don't think that's 6 something that I would view as a condition. And I 7 will say I would never support a condition of 8 requiring the school to hire anybody. I don't think 9 that's appropriate for us to -- that's between you 10 and your board, how you hire, what that looks like.</p> <p>11 So I actually don't see it as a problem 12 that it's a contractor for special ed. I think 13 that's -- as long as -- once again, as long as the 14 Special Ed Bureau is aware, and it's connecting to 15 that kind of stuff.</p> <p>16 So I think that's where I kind of stand. 17 I actually am very impressed, once again, very 18 impressed with the work that you've done in this 19 past term, especially after seeing you after 20 Year 1-2, and to where you are today, I'm very 21 grateful for the work that you, your board, your 22 staff, the kids at your school, very happy with you 23 guys, very impressed, looking forward to your next 24 five years and supporting that.</p> <p>25 And then, yeah, just getting some of those</p>
<p style="text-align: right;">215</p> <p>1 some technical things that you're still working out 2 with PED. And keep doing that.</p> <p>3 I do think I expect to see, you know, 4 things like this could be on an annual report. And, 5 hopefully, they come out green by the time you get 6 it done, you know. But I don't know if it's a -- I 7 don't know if I support a condition on it.</p> <p>8 However, that being said, I'm going to go 9 to my last one, which is the tribal consultation. I 10 would probably support a condition on that. It 11 sounds like it's up in the air, it hasn't happened. 12 There's still not a ton of clarity on how it's 13 supposed to happen, who it's supposed to happen 14 with.</p> <p>15 And to have gone a full term without 16 connecting those dots does give me concern to put it 17 as a condition for your next term, just to make sure 18 it's being monitored and a little bit more oversight 19 to make sure that consultation, however it's 20 supposed to look, does happen in the future.</p> <p>21 I think that's kind of where I'm standing 22 right now. I was worried about your cash on hand. 23 I definitely was worried about that.</p> <p>24 So, obviously, you are very well aware of 25 what your cash on hand is. So -- and I know with a</p>	<p style="text-align: right;">217</p> <p>1 little tiny pieces taken care of to where you can -- 2 I just would rather you spend your time on the 3 things that are important; right?</p> <p>4 And it feels like you have to spend a lot 5 of time on these little teeny technical things that 6 somebody maybe can support you so you can put your 7 effort into these kids. Just throwing that out 8 there for you.</p> <p>9 I appreciate you, Dr. Campbell. Thank 10 you.</p> <p>11 THE CHAIR: Thanks. A lot of what I was 12 going to ask has kind of been touched on, because my 13 question from the letter that came out, was it the 14 TAMF, the letter, was that it actually didn't 15 happen, or it just wasn't (incomprehensible)? So 16 it's like zero of seven, zero of seven.</p> <p>17 So I guess I have a similar concern that, 18 you know -- you're never going to get out of your 19 bureaucracy, never going to happen. So we kind of 20 have to learn the strategies to manage that.</p> <p>21 And sometimes it's just easier to delegate 22 the simpler stuff to making sure that forms get 23 filled out, you know. So that's -- I'll leave it at 24 that.</p> <p>25 I am -- I do -- I do agree. I don't think</p>

<p style="text-align: right;">218</p> <p>1 we have any -- and that was one of my notes to 2 myself was we can't require a school -- outside of 3 having licensed teachers beyond that, we can't 4 mandate that you have -- as long as you're serving 5 those students appropriately and the IEPs are done, 6 and the servicing is being done by whoever, then we 7 can't mandate that you hire a special ed teacher. 8 That's -- that's outside of our purview. 9 So I can't -- I was contacted by an 10 Angelita Benally about tribal consultation. But 11 when I looked at her title, she's from Legislative 12 Services. 13 So -- and she's one of many that got the 14 notification letter, because she's listed for tribal 15 contact. But I think there -- you know, there's a 16 requirement that the school has to do it. It's not 17 saying that the school's not doing it. 18 But I think we have an obligation to make 19 the assurances to those entities that the servicing 20 is being done. 21 So I would support that. But I do have a 22 question. 23 We had the -- we did the amendment 24 request, and we recognized that. And you're now 25 serving up to nine, but you don't have nine;</p>	<p style="text-align: right;">220</p> <p>1 in it. They don't say that, first of all. Our 2 growth is really in elementary. We're going to try 3 to grow that cohort out. We tried to start with 4 secondary. It's tough. They wanted to go to bigger 5 high schools, yeah. 6 THE CHAIR: That is traditionally that 7 challenge, you know. You can't. It tough to 8 compete with the sports, all of the activities. It 9 just is. I get that that's a challenge. 10 Could you talk a little bit just about 11 future and where you are with a future facility? 12 DR. JERON CAMPBELL: I mean, it's like 13 I -- Mr. Warren here, we've been at it. I've been 14 working with CVRE pretty closely for a few years now 15 to try and identify facilities. We have identified 16 a few. We've toured multiple. For one reason or 17 another, we either can't get it or somebody else 18 gets it, or we don't have the money. 19 That's the other big deal is the money. 20 The down payment sometimes is too substantial for us 21 to go into. 22 But, you know, I'm -- so we were looking 23 at purchase, maybe, like a lease purchase would be 24 ideal. But, again, the money you need up front is 25 excessive. For instance, one of my accounts, the</p>
<p style="text-align: right;">219</p> <p>1 correct? 2 DR. JERON CAMPBELL: I do have nine. We 3 approved K-12, and we're up to nine now. 4 THE CHAIR: I thought in our Part A, it 5 said only serving to 8. That's where I had the 6 question. 7 DR. JERON CAMPBELL: Okay. 8 THE CHAIR: It didn't look like you had 9 nine. 10 DR. JERON CAMPBELL: We do. 11 DIRECTOR CORINA CHAVEZ: Chair Gipson, 12 they were phasing in a new grade each year and were 13 supposed to phase in Grade 10, and did not this 14 year. 15 THE CHAIR: Okay. Got you. 16 DIRECTOR CORINA CHAVEZ: That's what 17 you're probably thinking of. 18 THE CHAIR: So you didn't open the 10. 19 DR. JERON CAMPBELL: Correct. We stayed 20 K-9 again another year. 21 THE CHAIR: Is that because of facility? 22 I know facility was a challenge. 23 DR. JERON CAMPBELL: That particular one 24 was low enrollment. when we asked them, they wanted 25 to go to a high school that didn't have little kids</p>	<p style="text-align: right;">221</p> <p>1 State fund I'm saving? Which one? HB 33, I'm not 2 touching it. That's my facilities kitty. I can try 3 to save that, use those pennies, whatever we have, 4 because that really is where the constraint is right 5 now is the facility. 6 We have 18 classes upstairs and the 7 administration downstairs. I could double my 8 elementary size if I were to get a facility. But we 9 have to have the support to do that. Like I said, 10 we have identified a couple of buildings, but they 11 were too expensive for us to be able to entertain at 12 this time. 13 So we are actively continuing to look at 14 facilities and, hopefully, something will come up. 15 THE CHAIR: So have you engaged with 16 anyone -- I know when we were at the NACSA 17 conference, there were several individuals that 18 they're not in New Mexico, but they work to 19 facilitate conversations with potential lenders. 20 DR. JERON CAMPBELL: The only one I 21 definitely worked with was Ziegler. They've had 22 booths at our conferences here in the state. So I 23 did meet with them several times. Again, they have 24 to sell it to investors; right? So if they don't 25 see certain characteristics, whatever, certain size</p>

<p style="text-align: right;">222</p> <p>1 already, that type of thing, then they're more 2 reluctant to support.</p> <p>3 Also, even there, you're paying the price; 4 right? These people are looking for return. It's 5 an expensive route to go. So there's been some 6 challenges. We need to get, like, over 200, up to 7 250 enrollment -- right? -- to kind of show that 8 kind of inertia; right? Plus our annual balance 9 will grow.</p> <p>10 It's all financial, at the end of the day, 11 you know, with facilities. It's funny. Because, I 12 mean, being from Detroit, I remember when I went 13 into education. It was in Detroit. They had taken 14 over the district. Or the state. And Detroit 15 Public Schools had shrank by 100,000 kids at that 16 point. And we closed about 40 schools within a 17 couple of years; right?</p> <p>18 And so that opened up an opportunity for 19 the charters to get into those buildings. I know 20 that APS is in a similar position. It takes 21 political will to get them to even share. If you've 22 got a building that's only half full, why don't you 23 take upstairs, we'll take downstairs, find a way to 24 use these State-funded facilities. That would be 25 great.</p>	<p style="text-align: right;">224</p> <p>1 So -- and I was the union person, and we 2 stood behind that, because that was also our 3 reputation as well.</p> <p>4 So it just -- it amazes me that people can 5 just go and do that. I'm just -- you know. And I'm 6 always the person that says there are pathways to 7 fire staff. But you have to do it the right way. 8 Plain and simple.</p> <p>9 So -- but I am -- so, personally, I will 10 help in any we can to change that, because I think 11 it's just reprehensible.</p> <p>12 And I get it. People -- you're allowing 13 people to then just keep looking, and, you know, 14 getting -- "Oh. Now I've got an even better offer. 15 Now, I've got a better offer."</p> <p>16 And we know that it is a -- it is a market 17 where teachers have the upper hand, because of the 18 shortage. But there also has to be some integrity 19 with, you know, your word. When you say you're 20 going to show up on this day, and you're going to 21 stay, you know, for this long, that it is -- it is a 22 commitment.</p> <p>23 So that's all I have to say right now. 24 Thanks. Commissioner Carrillo. 25 VICE CHAIR CARRILLO: Just quickly. Thank</p>
<p style="text-align: right;">223</p> <p>1 I don't know how -- that's a very 2 difficult thing to do. I do realize that. But I 3 think until we look at those kind of opportunities, 4 that will really help the charter movement, for 5 sure, here in the state, if we just use what we 6 have.</p> <p>7 We are bringing dollars. We would upgrade 8 it, put the fixes in it with our own funds. We'd be 9 paying our way through, not like we're asking for a 10 handout.</p> <p>11 Until those kind of opportunities open up, 12 it's very difficult. Albuquerque is not a town with 13 a bunch of large, ready-to-go, educational-type 14 facilities ready to go.</p> <p>15 THE CHAIR: Welcome to my world in 16 Las Cruces. It's even smaller.</p> <p>17 So I'm amazed to learn today that the 18 state doesn't do much of anything about the 19 licensure of someone who just bails on a contract.</p> <p>20 I'm from New Jersey. They strip, 21 permanently, the license. If you left without 22 notice and there wasn't, you know, an -- there was a 23 crisis that happened, and that's why you left, you 24 lost your license for life, you know. And we take 25 no prisoners in New Jersey.</p>	<p style="text-align: right;">225</p> <p>1 you. Thank you very much for your presentation. 2 And -- and I, you know, would echo a great deal of 3 what Chair Gipson and Commissioner Burt said.</p> <p>4 So one of the things that -- and this kind 5 of came up, I think, in the last school. And it 6 comes up a lot when you have founders that do 7 everything.</p> <p>8 And, you know, it just -- I mean, it's 9 really clear that you have your hand in things and 10 that the school is running great. That's clear. My 11 concern is what happens when something happens to 12 you? What is your succession planning, if you have 13 one? Who are you grooming to be your "Me," even if 14 you do decide you just want to slow down a little 15 and delegate different things. What's up?</p> <p>16 DR. JERON CAMPBELL: I will just say 17 bluntly, there is not much of a succession plan 18 currently. Now, I have staff who I've given 19 additional responsibilities, done stipends, things 20 like that.</p> <p>21 There are people who -- some have 22 expressed interest in administration, and, others, I 23 have actually brought it to them that, "I think you 24 could be a promising administrator, if that was a 25 route you were considering"; right?</p>

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1 So there is some of that. But until we
2 get the budget -- right? I mean, believe me. I've
3 been in organizations where I have 40 or 50 people
4 working under me. I'd rather have that scenario.

5 But at the end of the day, this work is so
6 serious to me that I'm not going to put my school at
7 risk -- right? -- over a dollar. I'm just not going
8 to do that.

9 I would rather be there from 6:00 a.m. to
10 10:00, like I am now; right? So for me, it's that
11 serious. Again, having to overcome what I had to
12 overcome as a kid, you know, and to go from the
13 first kid in my entire family history to go to
14 college out of high school to a Ph.D from Harvard is
15 not a likely scenario. So I know what that took for
16 me to make that happen. And I want these kids to
17 have that opportunity.

18 So for me, it takes this work; right? And
19 so, you know, when we get the money, you know -- and
20 that's why I brought up the funding earlier, because
21 there are buckets of money in this state that are
22 being doled out, in my opinion, in an unfair way.

23 So I know how to write an application. I
24 know how to present data; right? So it's not like I
25 can't bring the qualifications to be a qualified

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1 Guess what? They're getting it. They're
2 getting the best. In the technology, in the robots,
3 in the instruments, I'm not buying the cheap stuff;
4 right? In order to do that, you have to spend the
5 money in those places. That's just where I've
6 chosen to put our resources up to this point.

7 VICE CHAIR CARRILLO: I don't question
8 that at all. I don't question your passion for
9 kids, for producing results or anything like that.
10 I'm looking at this as being what about you? So,
11 clearly, 6:00 a.m. to 10:00 p.m. works for you, and
12 you're getting the results you want to get.

13 This is just a matter of having an amazing
14 sales director for a company. It's important for
15 that person to pass on to others what it is they're
16 doing. God forbid, you had to take two weeks off
17 because of you went skiing and are in a body cast,
18 whatever it might be. Just so your bases are
19 covered.

20 Because there's only one of you. That's
21 all I'm saying. We've seen schools have amazing
22 founders and then retire, but they didn't leave an
23 instruction manual. And then the school falters,
24 sometimes a lot.

25 But, anyway, I'm very impressed with your

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1 candidate. But I'm not privy to it; right?

2 So until those kind of doors open as well,
3 all I can do is keep getting the work done; right?
4 So I look forward to when we have the budget when I
5 can hire appropriate staff and get the job done.

6 And I'll just say one thing. Seth is
7 sitting behind me. He's my business manager from
8 Vigil. He walks into my office one day, and he
9 says, "Like, man, I just came from another school.
10 How are you doing all this? They're no bigger than
11 you, but they have other staff that are doing all
12 these jobs."

13 And I'm, like, you know, I'm glad you
14 recognize it; right? I'm just getting it done. I
15 understand what I'm doing -- right? -- but it's not
16 the preferred way. I would rather have staff. I
17 mean, no question about it.

18 But given the circumstances I'm in and
19 what I'm trying to accomplish, you walk in my
20 classrooms, there is nothing cheap about them.
21 People walk in, and there's literally hundreds of
22 thousands of electronic equipment sitting there for
23 these students.

24 Even my staff say, "Dr. Campbell, this is
25 a little much for these students."

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1 school. You're supplying instruments? Because
2 music is key. I wanted to ask you real quickly.
3 Does your son play an instrument besides in all the
4 incredible clubs and things that he is doing? Just
5 curious.

6 (Off-mic response.)

7 THE CHAIR: Just curious. I was very --

8 VICE CHAIR CARRILLO: It's a great -- you
9 don't have to come to the thing.

10 THE CHAIR: Come to the mic, because the
11 reporter can't --

12 VICE CHAIR CARRILLO: I was just curious
13 about that, because I was very, very fortunate that
14 my mom made sure that I -- my brother quit. But I
15 had piano lessons from the time I was six until I
16 was in high school. It was just such a gift.

17 You're supplying that? We have a school
18 here in Santa Fe, Acequia Madre school, that is
19 gifted, from K-3, that all the kids get a violin.
20 It's remarkable. That's why the school performs so
21 well. I'm very impressed with that. The culture
22 that you have of mutual respect.

23 I do have one question. This may be you
24 who may have the answer to this, Ms. Chavez. In the
25 latest edition of Vistas, I don't believe this to be

<p style="text-align: right;">230</p> <p>1 true. But it says your attendance is like in the 2 60s. I can't see that happening in a school that 3 you are running. 4 DR. JERON CAMPBELL: I don't know actual 5 figures. I'll tell you what. I don't put a whole 6 lot of faith in algorithms that I've seen. I don't 7 know how they measure it. I've not seen the 8 formula. I'm not exactly sure what the daily 9 attendance is. 10 Like I said, at the end of the day, I have 11 a system that mitigates that. If you are able to 12 log in from home and see the assignment, and your 13 teacher can communicate with you, even if you're 14 absent, that helps. I worry less about whether 15 you're here. I worry about whether you're on task. 16 And I'm not even sure. But I don't -- 17 Vistas, to me -- I'm a data guy, and I don't put a 18 lot of faith in this. 19 SECRETARY BECK: That could be something 20 that PED wants to look at. Maybe it's a glitch 21 right now, because the previous school -- they said 22 they clearly had. They were challenged, but not 23 that bad. But, anyway, I made that note on 24 attendance. 25 That's all I've got. I'm impressed with</p>	<p style="text-align: right;">232</p> <p>1 played a big role in the CSP grants as we worked 2 with you. 3 I still have nightmares about that 4 process. So I'm glad that worked itself out. And, 5 hopefully, you can figure out ways, as you get your 6 new building, as you continue to expand in this 7 cycle of CSP grants, that we can level-set some of 8 those students. 9 I shared last month that one of my 10 Spotlights was going to your school in October and 11 seeing the school firsthand. And I just really 12 appreciated that in many different ways. 13 I also appreciate your work ethic and your 14 level of responsibility. I won't belabor the other 15 thoughts that others have shared. 16 I do think there is a sense of 17 sustainability. And myself, as a farmer, I think 18 about this all the time, too, about, like, having 19 not just a succession plan, but also just ensuring 20 that you're able to stay in the game and then do the 21 things you need to do and take care of yourself and 22 make sure that others are really playing a deep 23 role. 24 So that's your purview, your 25 decision-making, for sure. But no one is going to</p>
<p style="text-align: right;">231</p> <p>1 you and impressed with your school. And, especially 2 the levels to which you go to making -- to offering 3 all of these kids, like, exceptional -- an 4 exceptional learning environment and the tools with 5 that environment. So thank you. 6 DR. JERON CAMPBELL: Actually, something 7 on attendance. The other day when schools were 8 closed, we were open, and half the kids showed up. 9 VICE CHAIR CARRILLO: I love that. You 10 get this. Like, if you had a job, you know what? 11 Tomorrow's going to be a really snowy day. Clear 12 your darned driveway the night before or whatever 13 you need to do, and go to work. 14 DR. JERON CAMPBELL: Exactly. I'm from 15 Michigan. I remember the snow being higher than me 16 walking to school. So are you kidding me? Yeah. 17 VICE CHAIR CARRILLO: Thank you very much 18 for all you do for our kids. 19 COMMISSIONER BRAUER: Thank you, Madam 20 Chair. Thank you, Dr. Campbell, very much for 21 today's presentation and all the work that you've 22 put into this school. It seems like a lifetime ago, 23 Chair and Brigitte. I think we were the ones in the 24 room when the school was authorized for the first 25 time -- or maybe you weren't on staff, but you</p>	<p style="text-align: right;">233</p> <p>1 ever question your level of commitment to this 2 school. 3 One -- one suggestion I have for you. I 4 looked at some of the elements that were not 5 demonstrating the equity components, the not 6 demonstrating equity. I appreciate your feedback 7 and your thoughts today. And also within the Part B 8 of the application process. 9 And I get what you're doing and understand 10 what you're doing in service to the students. 11 One question I had for you, and 12 potentially just discussion of somebody maybe taking 13 this off your plate, is the equity council part. 14 The feedback that I have had, I want to hear more 15 about where your equity council is, and if there's 16 any other information that you have that hasn't been 17 provided from CSD on its -- its origin and the 18 ongoing work. 19 But I do wonder. That could be something 20 that somebody at your school could take on for you. 21 I know a lot of superintendents across the states do 22 the equity council work. And, personally, I've done 23 some work within that realm, and it's -- you can see 24 a difference between if it's a charter leader or a 25 superintendent is leading that work versus another</p>

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1 staff member or a community member that's connected
2 to the school, it's just a lot for a leader of a
3 school to take on.

4 And so I just wanted to see what you
5 thought about that. I think that's a low-hanging
6 fruit of something that could support your work in
7 leveling out any concern that there was for the
8 Indian Education Act, the Hispanic Education Act,
9 the Black Education Act, since that was something
10 that was there, killing birds with one stone, and
11 how that could be something that could be -- I know
12 it's more of a compliance thing sometimes.

13 But I do think there is a -- moving that
14 towards commitment and seeing a way that that could
15 support and improve the school is where I'm going
16 to. I wanted to see a little bit about that and
17 throw out that suggestion. That could be something
18 that could really provide additional impact for your
19 school as well.

20 DR. JERON CAMPBELL: Okay. Thank you for
21 the question.

22 In terms of implementation -- so we have
23 had one equity council meeting in the history of the
24 school. One year I put an e-mail out to parents and
25 asked if anybody would be willing to be on it, and

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1 day to day to make sure they feel safe and make sure
2 they're learning in an equitable way. You don't do
3 that in a council meeting. You do that in the
4 classroom; right? That's how I look at it.

5 They should change the rule so to say you
6 can implement it in different ways. We know that
7 equity doesn't happen one way. Checking a box and
8 having a meeting, I would challenge you to compare
9 schools that are doing it and schools that aren't
10 and see which schools are doing better. There won't
11 be a correlation.

12 If it's -- again, going back to the
13 Elmore, if you're not helping kids learn, what are
14 you doing? You're just doing something. That's the
15 way I personally look at it.

16 In terms of checking the box, my plan is
17 we have a strong PTO. It took me a couple of years
18 to get this PTO off the ground. I have a woman who
19 is the mother of a second-grader at this point, and
20 she's doing an amazing job. So they've been very
21 involved. They've been having regular meetings.

22 So my plan is to integrate the equity
23 council into the PTO. Since they're already having
24 meetings, we can have that a component of the
25 meeting and make sure those discussions are being

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1 if anybody would be willing to lead it. One guy
2 said he would do it, and we had that one meeting.
3 That was it.

4 Since then, I've asked staff. "Anybody
5 want to take that on?" No takers.

6 Remember. I don't have admin. This is
7 all teachers who are, like, "No, we're out of here."

8 I understand. So we haven't had anybody.

9 Now -- okay. I'll go to two other things.
10 The equity council didn't exist when I started this
11 school, first of all. So when you talk about
12 mandates; right? This was somebody's idea, and I've
13 been in ideas where we come up with ideas and force
14 them on folks. I've been on the other side of that.

15 But from my perspective, I almost have a
16 problem with the equity council idea, right? To me
17 it feels like tokenism; right? You tell me I have
18 to have these components, a Black person, a White
19 person, a Native person, like, label them, a special
20 needs person. And somehow if you stick them in a
21 room, you've got equity.

22 To me, that's not doing equity. That's
23 having a meeting and enjoying some doughnuts and
24 walking out. To me, equity is in the classroom with
25 the kids, and what you're doing with the processes

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1 had.

2 That's my plan. So I'm easing into that
3 process. Because I feel like having parents come
4 once or twice a month already is enough than we
5 trying to do it again with a whole different group.
6 That's how I hope to, quote, unquote, make sure
7 we're doing it; right?

8 I showed earlier that equity is very
9 serious to me. If you look at the way we run the
10 school, the culture of the school, equity is
11 absolutely occurring. Maybe a lot of people who are
12 talking about it should come and see what it looks
13 like in action. So that would be my response.

14 COMMISSIONER BRAUER: Thank you,
15 Dr. Campbell. And I am a people-pleaser and a
16 harmonizer and I know that not everyone values that
17 enough. And that's okay. I figure there's a world
18 where there's having a thing such as an equity
19 council and an action committee that you have for
20 the Indian Education Act as well, and your PTO,
21 there is a world where you can do -- you can use a
22 similar 160-kids' school, you don't have to have
23 three different things going on at once. It's
24 impossible to really do.

25 So the schools that I've worked with that

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1 are smaller usually bring them together. If you
 2 have a Community Schools grant, there's another
 3 council you have to do. Having one of those groups
 4 kind of doing all of that work, I think is the right
 5 approach. I'd love to work with you offline to how
 6 do you do this in the sense that you already do.
 7 I agree with you. There's no need to have
 8 a tokenized group of people coming together to talk
 9 about equity. There should be a group of students,
 10 families, you, your staff, governing council
 11 members, coming together to create a school plan
 12 with you that includes an adherence to and a
 13 profound commitment to making sure that students who
 14 are furthest away from opportunities are receiving
 15 what they need.
 16 And I know what's in your heart. I know
 17 what I've seen. I've heard what you said. There's
 18 no doubt about it. You're doing a lot of those
 19 things. But I'm wondering how we can use those --
 20 that resource, the equity council, to support all
 21 the work that you're doing in a way that feels right
 22 to you.
 23 And I think that's where equity councils
 24 are moving and evolved to, because I've worked with
 25 ones on the eastern slope of the state. And I know

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1 this is a surprise. But a lot of folks over there
 2 are, "I'm not really -- you say equity. I turn my
 3 ears off already before I even want to hear anything
 4 else."
 5 And there are ways to make it very
 6 place-based for ACES Technical and for your team.
 7 So thank you so much for the work that you're doing.
 8 And I look forward to seeing where your school goes,
 9 and I'm excited to vote soon on the next chapter of
 10 the school.
 11 DR. JERON CAMPBELL: Thank you.
 12 COMMISSIONER BURT: Okay. So I'm going to
 13 make a motion. And you'll hear in it that I am
 14 going to include the English Learner, just because
 15 it hasn't been closed out. But it's going to have a
 16 clause in here to give you an opportunity to close
 17 it out before we do negotiations, so it could not be
 18 part of your contract in the next term if we could
 19 just get something -- we can move on from it.
 20 Okay. I move that the Public Education
 21 Commission approve the renewal application for ACES
 22 Technical Charter School for a five-year term with
 23 the following conditions:
 24 One, that the school conduct appropriate
 25 tribal consultation and work with the New Mexico

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1 Public Education Department Bureau of Indian
 2 Education to ensure compliance; and, No. 2, that the
 3 school identifies and serves English Learners
 4 appropriately, correcting any outstanding issues
 5 that were identified in the August 13th, 2024,
 6 Technical Assistance and Focus Monitoring letter
 7 from the PED Language and Culture Division.
 8 If LCD confirms that all issues are
 9 resolved prior to the PEC vote on the charter
 10 contract, this condition will deem satisfied and not
 11 included in the condition documentation.
 12 The first Annual Report will confirm
 13 completion of the conditions imposed, or, if the
 14 concerns are not corrected, will identify the
 15 Uncorrected Unsatisfactory Performance that may be
 16 subject to further PEC action.
 17 THE CHAIR: There's a motion by
 18 Commissioner Burt, and there's a second by
 19 Commissioner Gipson.
 20 Commissioner Beck?
 21 VICE CHAIR CARRILLO: Commissioner Burt.
 22 COMMISSIONER BURT: Yes.
 23 SECRETARY BECK: Commissioner Taylor.
 24 (No response.)
 25 COMMISSIONER BURT: Commissioner Armijo.

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1 (No response.)
 2 SECRETARY BECK: Commissioner Manis.
 3 COMMISSIONER MANIS: Yes.
 4 SECRETARY BECK: Commissioner Brauer.
 5 COMMISSIONER BRAUER: Yes.
 6 SECRETARY BECK: Commissioner Ingham.
 7 COMMISSIONER INGHAM: Yes.
 8 SECRETARY BECK: Vice Chair Carrillo.
 9 VICE CHAIR CARRILLO: Yes.
 10 SECRETARY BECK: Chair Gipson.
 11 THE CHAIR: Yes.
 12 SECRETARY BECK: Secretary Beck, yes.
 13 There are seven votes for, zero votes against. The
 14 motion passes.
 15 DR. JERON CAMPBELL: Thank you.
 16 THE CHAIR: We are on to "c.," which is
 17 the Albuquerque School of Excellence.
 18 So thanks for -- thanks for coming and
 19 thanks for bearing with our fluctuating schedule.
 20 We appreciate it this morning.
 21 We had something that we had to put on,
 22 and it took a little bit. So thank you so much for
 23 this.
 24 From the beginning, if you'd just
 25 introduce yourself, spell your last name, state your

242	<p>1 title, and then you don't have to do it the rest of</p> <p>2 the meeting.</p> <p>3 MR. MUSTAFA AYIK: Okay. Good afternoon,</p> <p>4 everyone. So my name is Mustafa Ayik. I'm the</p> <p>5 executive director for the Albuquerque School of</p> <p>6 Excellence. Last name is spelled A-y-i-k. Ayik.</p> <p>7 MR. SEAN FRY: Good afternoon. My name is</p> <p>8 Sean Fry. I am the governing council president for</p> <p>9 the Albuquerque School of Excellence. Last name,</p> <p>10 F-r-y.</p> <p>11 THE CHAIR: We are on to the Department</p> <p>12 comments.</p> <p>13 MS. CHERYL ROWE: Hi. Good afternoon,</p> <p>14 Commissioners. My name is Cheryl Rowe, Authorizing</p> <p>15 Practices Administrator for the Charter Schools</p> <p>16 Division. I'm here to provide the PED Evaluation</p> <p>17 for Albuquerque School of Excellence.</p> <p>18 CSD conducted our renewal visit to</p> <p>19 Albuquerque School of Excellence on September 25th,</p> <p>20 2024.</p> <p>21 CSD team members who visited in person</p> <p>22 were Director Corina Chavez, Deputy Director Dr.</p> <p>23 Brigitte Russell, Kristen LaVolpa, and myself as the</p> <p>24 lead.</p> <p>25 Remote CSD attendees were Martica Davis,</p>	244	<p>1 earned additional Distinctions of Excellence in math</p> <p>2 and English learning progress. Distinctions of</p> <p>3 Excellence have not been published for 2023-'24 at</p> <p>4 this time.</p> <p>5 Their NWEA interim assessments revealed</p> <p>6 impressive growth and proficiency rates in reading,</p> <p>7 math, and science are substantially higher compared</p> <p>8 to those at the district and State levels.</p> <p>9 The PED has published the Spring 2024</p> <p>10 assessment results, and the school's Vistas</p> <p>11 designation is, once again, Spotlight.</p> <p>12 Proficiencies have gone up in math, reading, and</p> <p>13 science, especially in reading and science. While</p> <p>14 they are known for strong STEM programs, the</p> <p>15 school's leadership shared that they prioritize</p> <p>16 reading growth in order to help students excel in</p> <p>17 all subject areas.</p> <p>18 The school has also exceeded their</p> <p>19 mission-specific goals every year of the term.</p> <p>20 On the financial performance framework,</p> <p>21 the school received a rating of Does Not Meet the</p> <p>22 Standard for Indicator 2.b., accounting principles,</p> <p>23 for all four years of the contract term, due to</p> <p>24 having at least one significant deficiency or</p> <p>25 material weakness finding in each fiscal year.</p>
243	<p>1 Ken Norris, and Missy Brown.</p> <p>2 Albuquerque School of Excellence opened</p> <p>3 their doors in 2010 with the Public Education</p> <p>4 Commission as their authorizer. This is their third</p> <p>5 renewal application with the PEC.</p> <p>6 The mission of Albuquerque School of</p> <p>7 Excellence is to provide a safe and collaborative</p> <p>8 environment which will cultivate the academic and</p> <p>9 social development of its students by emphasizing</p> <p>10 math, science, and technology for the purpose of</p> <p>11 students setting and meeting higher education goals.</p> <p>12 The Charter Schools Division recommends</p> <p>13 that Albuquerque School of Excellence be renewed for</p> <p>14 a term of five years without conditions.</p> <p>15 The recommendation is based on the record</p> <p>16 of the school's performance over the course of the</p> <p>17 contract term, the renewal application, which</p> <p>18 highlights adult actions and programs in the service</p> <p>19 of student progress, and verification of those</p> <p>20 programs and adult actions during our renewal site</p> <p>21 visit and annual visit.</p> <p>22 In terms of academic performance,</p> <p>23 Albuquerque School of Excellence has been a</p> <p>24 Spotlight School each year that designations have</p> <p>25 been provided in NM Vistas. And in 2022-'23, they</p>	245	<p>1 There was never more than one of these</p> <p>2 more serious findings in any single year, however,</p> <p>3 and never more than two findings total for any</p> <p>4 single year.</p> <p>5 The head administrator and governing</p> <p>6 council finance committee chair shared that they</p> <p>7 had -- they have put processes in place to avoid</p> <p>8 such findings in the future, such as clear checks</p> <p>9 and balances, and tests of internal controls.</p> <p>10 The governing board has met nearly all</p> <p>11 requirements for the duration of the charter term as</p> <p>12 evidenced by a strong record of performance</p> <p>13 framework ratings, with only two Working to Meet</p> <p>14 ratings overall over the contract term.</p> <p>15 The board has met all training</p> <p>16 requirements, with the exception of one board member</p> <p>17 the first year of the charter term who ultimately</p> <p>18 resigned.</p> <p>19 Notifications have been timely all years,</p> <p>20 with a misstep last school year, 2023-'24.</p> <p>21 For their Part B ratings on the</p> <p>22 application, they met the standards on student</p> <p>23 outcomes, mission-specific goals, educational</p> <p>24 program, and equity and identity.</p> <p>25 They demonstrated substantial progress in</p>

<p style="text-align: right;">246</p> <p>1 financial compliance, governance responsibilities, 2 and other performance framework indicators. 3 There were no areas where the school was 4 failing to demonstrate progress. 5 Throughout the charter term, Albuquerque 6 School of Excellence has lived up to its name in 7 terms of student outcomes. The school responded to 8 learning gaps identified post-COVID by providing 9 additional lab time in math and reading, and they 10 consistently used data to inform instruction. 11 The school frequently provides relevant 12 professional development for teachers and staff in 13 order to maintain high standards. 14 The school's educational program goes 15 beyond their academic STEM focus, as they aim to 16 serve student's needs holistically through their 17 character education program, civic clubs, teacher 18 student mentorship, family activities, and a 19 carefully outlined MLSS support system. 20 The school attracts a very diverse student 21 and staff population that represent minority groups 22 not found in many New Mexico schools. 23 Seventeen different home languages are 24 spoken. Because the staff reflects the diversity of 25 the students, the students shared in the focus</p>	<p style="text-align: right;">248</p> <p>1 reflected, correct. Okay. 2 So I would like to start by, again, 3 thanking Commissioners for giving us confidence and 4 giving us chance to serve for this past five years. 5 It was my actually first year when I came 6 in 2019-'20. I was quite nervous and didn't have 7 much experience speaking in front of such people and 8 groups. 9 And so I'm very grateful for all your 10 supports, and I have met some of you already. And 11 some of you have already visited our school. And so 12 very grateful for the trust that you have given us, 13 and I'm glad that we are not putting you down and 14 your confidence and your trust throughout these five 15 years. 16 And so I would like to go ahead and share 17 some data with you and walk you through where our 18 school stands. 19 And last time, I think we had about 600 20 students. And I would like to tell you that we now 21 are serving about 1,005 students as of our 40-day 22 submission. 23 We are a K-12 STEM and college-prep 24 school. As you can see the breakdown, we have about 25 460 students in our K-5, 240 students in our 6-8,</p>
<p style="text-align: right;">247</p> <p>1 groups that they feel safe, welcome, and heard, and 2 have adults on staff whom they feel comfortable 3 talking to. The school implements authentic 4 culturally and linguistically responsive teaching 5 and learning, and they have an active equity 6 council. 7 An exceptional feature of this school is 8 that the teachers do home visits, which has been 9 hugely appreciated by families and has taken 10 relationship building to a whole other level. 11 When I first looked at their scores and 12 name and had not visited the school yet, I wondered 13 and worried if the Albuquerque School of Excellence 14 was a pressure cooker. 15 However, we have not found that to be the 16 case at all. CSD has observed lively classes with 17 happy and engaged children and abundant support. 18 THE CHAIR: Do we have anyone for tribal 19 consultation? 20 MS. MELISSA BROWN: I do not see anybody 21 in the audience for tribal consultation. 22 THE CHAIR: Okay. All right. Thank you. 23 So then we are on to 3, which is the 24 school's opportunity to present. 25 MR. MUSTAFA AYIK: So it will be</p>	<p style="text-align: right;">249</p> <p>1 and then 205 students in 9-12. 2 So this is -- being a K-12 really provides 3 some benefits for our families, because it's a 4 one-stop location for our families. 5 So as the students are growing, they are 6 able to have chance to be able to continue receiving 7 education at our school. So we're very grateful 8 with our school model and grateful that we are 9 providing that convenient for our families. 10 So when we look at our student population, 11 we have about 15 percent students with receiving 12 special education services with IEP. We have about 13 20 percent of ESL students and 6 percent gifted 14 students, with 60 percent economically 15 disadvantaged. 16 What I mean by economically disadvantaged 17 is free-and-reduced rates at our school based on our 18 numbers this year. This has been increased from 52 19 to 60 percent this year. 20 So I really want Commissioners to take a 21 look at the demographics and -- before I share our 22 data with you -- because we truly believe that our 23 demographics are really a good reflection of our 24 state averages in some areas, maybe a little higher; 25 some areas, maybe a little lower than our state</p>

<p style="text-align: right;">250</p> <p>1 averages.</p> <p>2 So moving into next one.</p> <p>3 That highlights pretty much all of our</p> <p>4 accomplishments since the last renewal. Our school</p> <p>5 had a good academic rating when we had the "A"</p> <p>6 school rating in, like, 2013, '15, '17, and '18.</p> <p>7 And since I've been as head administrator, we</p> <p>8 continue to keep up the same tradition. And from</p> <p>9 2019 up to now, our school has continued to receive</p> <p>10 Spotlight designation. And please keep in mind this</p> <p>11 is happening despite increased enrollment and</p> <p>12 despite an increase in our minority rates.</p> <p>13 We've been recognized on federal level for</p> <p>14 the last two years. Our school was recognized as</p> <p>15 National Blue Ribbon School, being one of two</p> <p>16 schools in the state in 2022. Last school year, we</p> <p>17 got National Distinction School, ESA, and we were</p> <p>18 one of the two schools in the state.</p> <p>19 So, again, National Blue Ribbon school was</p> <p>20 given for closing achievement gap. And ESA</p> <p>21 distinction was due to our extreme growth in ESL</p> <p>22 students' academic performances.</p> <p>23 So moving on to next slide.</p> <p>24 I would like to show you our state test</p> <p>25 results in a little bit in detail. And I would like</p>	<p style="text-align: right;">252</p> <p>1 those are all brief summaries about our academic</p> <p>2 success and what we are doing for the past three to</p> <p>3 five years.</p> <p>4 We do have a plan -- and let's go ahead</p> <p>5 and double-check NWEA results as well.</p> <p>6 So we have set a goal for ourself, because</p> <p>7 we definitely don't want to set our expectation to</p> <p>8 State averages. So we are -- we definitely would</p> <p>9 like to help our community as well as our families</p> <p>10 and students to be able to compete with their peers</p> <p>11 in nationwide.</p> <p>12 So our goal is actually to be able to get</p> <p>13 into 50 percentile in nation. And so if you look</p> <p>14 at -- those are breakdown for elementary, middle,</p> <p>15 and high school. But the very last column will give</p> <p>16 us this summary.</p> <p>17 As you can see over there -- can we scroll</p> <p>18 down a little more? There you go.</p> <p>19 So that very last portion from '15 to '17</p> <p>20 provides a summary for our entire school. And that</p> <p>21 very first column, the indicator where our students</p> <p>22 are compared to their peers in nation.</p> <p>23 So when you look at that, in math, for</p> <p>24 example our students are performing 65 percent</p> <p>25 better than their peers in nationwide. And they are</p>
<p style="text-align: right;">251</p> <p>1 to take your attention to, again, looking from</p> <p>2 '21-'22. If you could go to '21-'22. This is</p> <p>3 actually comparing our scores with the state</p> <p>4 averages.</p> <p>5 And if you scroll down -- we don't want to</p> <p>6 go through, like, each and every one of them. But I</p> <p>7 just wanted to highlight, back in '21-'22, our</p> <p>8 school was performing 61 percent better than the</p> <p>9 state average.</p> <p>10 And so now let's go to '22-'23. It's --</p> <p>11 that 61 percent has increased to 65 percent.</p> <p>12 Again -- and when you look at our SAT, math, and</p> <p>13 reading, again, you can see in every single area,</p> <p>14 our school was performing better than the State</p> <p>15 averages. And when it is for the last school year,</p> <p>16 '23-'24 -- and that's a difference between us and</p> <p>17 the State averages -- increased to 70 percent.</p> <p>18 So it's a constant effort with all of our</p> <p>19 administration and teachers and staff that we are</p> <p>20 trying to set that growth goal for our teachers and</p> <p>21 students, and we definitely see the results.</p> <p>22 And we will definitely talk about more on</p> <p>23 our programs that we have in place leading us to</p> <p>24 this success.</p> <p>25 But, yeah, I would like to move on to --</p>	<p style="text-align: right;">253</p> <p>1 performing 57 percent better than their peers in</p> <p>2 reading and 64 percent better than their peers in</p> <p>3 science.</p> <p>4 That is an indicator that we go through</p> <p>5 every single year to look at where our students are</p> <p>6 compared to their peers in nationwide.</p> <p>7 Unfortunately, our state is in K-12</p> <p>8 education at the last place; however, that's not an</p> <p>9 excuse for us. But we do have a goal to be able to</p> <p>10 provide education for our students that they can</p> <p>11 compete with their peers in nation.</p> <p>12 And so this data justifies -- and not only</p> <p>13 the proficiency, our comparison. But if you look at</p> <p>14 column E, for example, that shows the individual</p> <p>15 student growth. That means, like, percent of</p> <p>16 students who met their projected goal from fall to</p> <p>17 spring.</p> <p>18 And then the last column F is actually</p> <p>19 showing overall growth. That means from entire year</p> <p>20 from fall to spring. It's showing the average</p> <p>21 growth for every single student.</p> <p>22 And they are all exceeding 100 percent.</p> <p>23 So we are very grateful our teachers' efforts and</p> <p>24 our students' commitment on their studies. And we</p> <p>25 are very positive and hopeful for our -- our</p>

<p style="text-align: right;">254</p> <p>1 school's future.</p> <p>2 So with that being said, I would like to</p> <p>3 also address with Commission about our plans for</p> <p>4 future, because we feel like our school will be able</p> <p>5 to justify -- and if you can continue that</p> <p>6 presentation, actually, there are a couple of more</p> <p>7 slides that I would like to --</p> <p>8 MS. MELISSA BROWN: Yes. If you can</p> <p>9 just -- so, first of all, I forgot to set the timer.</p> <p>10 And I actually closed that window. So I just need</p> <p>11 one more second here to find it here again.</p> <p>12 I apologize. My brain has just stopped</p> <p>13 functioning.</p> <p>14 I think you might have to, but you</p> <p>15 messaged Lucy that you sent to me, and it's not</p> <p>16 there. It's just not happening.</p> <p>17 MR. MUSTAFA AYIK: I just to share with</p> <p>18 you.</p> <p>19 MS. MELISSA BROWN: Okay. Thank you.</p> <p>20 I apologize to everyone for the delay.</p> <p>21 And I did start the timer; so --</p> <p>22 MR. MUSTAFA AYIK: All right. So given</p> <p>23 the strong academic background of the school and</p> <p>24 community interest, family demands, we would like to</p> <p>25 grow and expand our capacity for our families and</p>	<p style="text-align: right;">256</p> <p>1 increase.</p> <p>2 Also, it's because -- also it really</p> <p>3 helped our functionality in school. I know many of</p> <p>4 our charter school directors are facing challenges</p> <p>5 with administration and all those. But in our case,</p> <p>6 when we grow, we -- it actually reflected as a</p> <p>7 better customer service to our own staff and our</p> <p>8 families as well. But also it resulted in a better</p> <p>9 academic standing.</p> <p>10 So I would like to show in the next slide</p> <p>11 what our current organizational chart are. So in</p> <p>12 every single building, we have -- we do have a</p> <p>13 principal.</p> <p>14 And I know I was watching the previous --</p> <p>15 previous school. And I understand, even when the</p> <p>16 schools are very small, don't have many</p> <p>17 administration. And I do get a lot of question,</p> <p>18 "How do you be able to hire so much administration?"</p> <p>19 And I do get that a lot.</p> <p>20 And yet you have access to our financial</p> <p>21 reports and everything. We do have a very strong</p> <p>22 cash on hand, and we have very strong financial</p> <p>23 indicators at our school.</p> <p>24 So it's possible. When you grow,</p> <p>25 actually, it really helps your functioning. And now</p>
<p style="text-align: right;">255</p> <p>1 community.</p> <p>2 So those are some of the bullet points on</p> <p>3 why do we want to grow. And so, again, we do have</p> <p>4 strong results in academic-wise. We have consistent</p> <p>5 demand.</p> <p>6 Last year, our school received</p> <p>7 1,267 applications for just only 280 students. And</p> <p>8 so we would not be able to accept any of the rest of</p> <p>9 the students.</p> <p>10 Convenience. We currently have about 107</p> <p>11 families actually bringing their kids to our school.</p> <p>12 They commit every day 30-minutes drive each way.</p> <p>13 And those families are all living on the westside.</p> <p>14 And they have to drive every day, like, about an</p> <p>15 hour to get to our school.</p> <p>16 So giving them that convenience. And,</p> <p>17 plus, about 1,200 applications. We do not have the</p> <p>18 count of it, but we trust that about 10 to</p> <p>19 20 percent of those who are on our waiting list also</p> <p>20 coming from the westside.</p> <p>21 And also we would also like to try to</p> <p>22 improve. And as our track record shows, that we</p> <p>23 expanded our elementary. We built a new facility in</p> <p>24 our existing location and added additional</p> <p>25 400 students. And yet the scores have continued to</p>	<p style="text-align: right;">257</p> <p>1 we are be able to -- like, we do have a little</p> <p>2 central office that takes over all federal programs,</p> <p>3 that takes over HR, that takes over ESL, special</p> <p>4 education, gifted, IT.</p> <p>5 And so those are all taken away from our</p> <p>6 administration who's supposed to be an instructional</p> <p>7 leader. So they are focused and concentrated on</p> <p>8 providing, overseeing the education that takes place</p> <p>9 day-to-day basis in their building.</p> <p>10 So with that being said, our format and</p> <p>11 our structure is readily available, and that if you</p> <p>12 are to open a new building, it will just carry out</p> <p>13 the same structure.</p> <p>14 So we will have principals. Under the</p> <p>15 principals we will have an assistant principal that</p> <p>16 oversees academics. We will have dean of students</p> <p>17 and culture that oversees discipline and culture at</p> <p>18 our school. We will follow, and we will have</p> <p>19 counselors, teachers, secretaries.</p> <p>20 So it's an easy replicable model that will</p> <p>21 help us out. So we are definitely confident about,</p> <p>22 once we are able to open a new school, we know</p> <p>23 exactly what we need to do.</p> <p>24 And we have proven that with our,</p> <p>25 actually, additional opening by elementary in 2019.</p>

<p style="text-align: right;">258</p> <p>1 We will be able to show and demonstrate with our 2 data that this system works, and it's really 3 effective. 4 So the next slide. 5 By 2019, our goal was to be able to serve 6 2,200 students from kindergarten to twelfth grade. 7 And this is part of our strategy plan. And last 8 year, our school has worked with Bellwether to 9 complete a strategy planning. And this is part of 10 that study that we believe our goal is to open a 11 K-through-8 first, and then expand to K-12 in 12 another location. 13 And I believe you will be voting for that 14 on Friday. And so -- and our goal is to, again, 15 continue focusing on our rigorous STEM education and 16 providing well-balanced and structured learning 17 environment. 18 And we will like -- our end result is we 19 want our alumni students to be character-driven 20 leaders that have problem skills (verbatim) and 21 resilience that are needed for the STEM majors. 22 We do also have key success indicators as 23 outlined there. So it's not like we are just going 24 to open a school immediately. We are meeting the 25 requirements that we have set for ourselves as a key</p>	<p style="text-align: right;">260</p> <p>1 guidance that those students need. 2 And many of our students, not everyone is 3 lucky to have an involved family and parents to 4 check with them every day; right? When they go 5 home, not many parents are checking whether they 6 have a failing class, whether they are not passing, 7 whether they did not turn in any assignments or 8 homework. 9 What helps in the school is those teachers 10 are being actively guiding those students. Like, 11 when they have failing grades, they are asking what 12 they can do to help them. Sometimes they are going 13 and setting up conferences with other teachers to be 14 able to make sure that those students are passing 15 their classes. 16 And that really helps us out. And that 17 really helps to improve the learning outcome at our 18 school. Not only limited with that, as a homeroom 19 teacher they do a lot of home visits. As of right 20 now, we have about 35 percent of our students have 21 been receive home visits for this year. This is 22 about 250 of them has been visited. 23 So -- and then they also do family 24 engagement activities. They do college nights. 25 Sometimes they do picnics. So -- and then they also</p>
<p style="text-align: right;">259</p> <p>1 success metrics. And that because of those end 2 results, we are inclined to expand our capacity. 3 So we can go to next one. 4 So those are our strategic priorities 5 based on our strategic plan. We would like to 6 strengthen family engagement, deepen character 7 education, and improve academic outcomes and expand 8 our enrollment. 9 So we do have some initiatives that are 10 active, actually, this year. And I want us to 11 briefly talk about that before our time is up. 12 We do have, this year, homeroom teacher 13 initiative. And, again, once we've done our 14 strategy planning, we said, like, we have to take an 15 action in order to meet those priorities. 16 We come up with the homeroom teacher 17 initiative. What that actually entitled, it's a 18 very unique program. So every school pretty much 19 have a (incomprehensible) time, like 30 minutes 20 within their schedule. 21 During this 30 minutes time while all the 22 students are reading books, what our teachers are 23 doing is they do meet with the students one on one 24 and check in their grade books, check in their 25 behavioral points, and providing the mentorship and</p>	<p style="text-align: right;">261</p> <p>1 do activity with their homeroom students. So this 2 is like whole package as homeroom teacher initiative 3 that they are providing to target our priorities. 4 So it's a really good solution to be able 5 to address all those strategy priorities. And so 6 far, it's working out, and I would love to share 7 with you a lot of more data, hopefully, once we 8 complete our very first year. 9 Now I would like to ask our elementary 10 principal, Ms. Kwiecinski, to talk about the MLSS 11 practice. Missy, would you mind clicking on that 12 link so Commissioners can go over and have access 13 to? 14 We do have a strong MLSS. This is our 15 guidebook. We also have a -- I would like 16 Ms. Kwiecinski to provide feedback on that, because 17 that really highlights all the curriculum, 18 materials, and programs that we do provide and -- 19 yes. 20 FROM THE FLOOR: Hi. Thank you for having 21 us here. My name is Vickie Kwiecinski. That is 22 spelled K-w-i-e-c-i-n-s-k-i. They call me "Ms. K." 23 for a reason. 24 So the 2019-2020 school year is when the 25 state started transferring over from RTI, Response</p>

<p style="text-align: right;">262</p> <p>1 to Intervention, to MLSS, Multilayered System of 2 Support. And we latched on to it right away. That 3 was the year Mr. Ayik joined our school. 4 We incorporated lab time the following 5 school year into our schedule every day for math and 6 reading. And then working a lot with the PED, we go 7 to monthly meetings for MLSS. We do a lot of 8 professional development for it, and we have been 9 working with our teachers to get this implemented. 10 And it was even spoken about in the 11 opening statements about our school. 12 So we have built-in time for lab, for math 13 and reading. We also have MLSS time built into the 14 school. And we have always offered after-school 15 tutoring. 16 So COVID hit, and we were ready. And 17 we've been -- the gaps are there. We have a lot of 18 emotional behavior things that we're dealing with. 19 It's all part of MLSS. 20 We developed this little chart for our 21 teachers last year. It shows all of the layers, 22 what they mean, and what we have to hit those layers 23 to help our students. 24 And it's been very successful. And we're 25 continuing to tweak the system. Our PLCs are really</p>	<p style="text-align: right;">264</p> <p>1 year. 2 Thank you. 3 MR. MUSTAFA AYIK: And so that's the 4 second initiative we have. And, finally, our school 5 is really looking into, like, the COVID hitting our 6 school with social-emotional learning, as well as 7 building students' instinct motivation on doing the 8 right things. 9 So we do have a goal to become the very 10 first character school in the State of New Mexico. 11 And we have made our application. We are working to 12 have the character school principal. So I would 13 like to invite our counselor, Ms. Osborne, to give 14 you a little bit of information on that. You can 15 click on the link as well. 16 FROM THE FLOOR: Hi. I'm Amy Osborne. 17 And as he said, I'm the counselor. And it's 18 Osborne, O-s-b-o-r-n-e. 19 And this is the beginning of my fourth 20 year here, with ASE. And since I've been here, 21 we've been implementing the character initiative. 22 So I've been over the character initiative. As 23 well, I've been over-implementing the SEL initiative 24 through our school. And since we started, we now 25 have 30 minutes at least as a minimum of -- 30</p>
<p style="text-align: right;">263</p> <p>1 working really well. And when we attend the 2 meetings with the PED, a lot of the schools are so 3 far behind on this, they don't even know where to 4 start. 5 And so when we -- you know, PLCs are a 6 huge part of MLSS, where the teachers sit there and 7 talk. And meetings about the data and its grade 8 level and department. They cross curricula, 9 everything, to make sure that when they have that 10 time built into the school day, they're hitting what 11 the kids need. 12 And it also works for our highfliers, too, 13 because we do, you know, keep in mind accelerated 14 learning throughout the day. And we want to make 15 sure that our kids that are high level are getting 16 challenged as well. So this hits everything. 17 So it's not only just online programs that 18 they're doing; it is one-on-one work with the 19 students. And we feel like it's been successful, 20 and we're going to continue to keep tweaking it 21 every year. 22 We work together as a team on our annual 23 self-assessment so that we can see where we 24 improved, because that's important, too, what's 25 worked, and then what do we need to do for next</p>	<p style="text-align: right;">265</p> <p>1 minutes of SEL every student gets every week. 2 And we use the Character Strong program. 3 So every student gets 30 minutes, at least, at the 4 minimum. 5 In the elementary level, students get more 6 than that. They probably get an hour of SEL every 7 week. And then they also get house meetings, 8 leadership, another 40 minutes a week. And that is 9 on Fridays. 10 And our students are going to talk a 11 little bit more about that. So you'll get to hear 12 some more about that. 13 But the character program -- and that's 14 what this is -- the character initiative -- is it 15 talks about the eleven principles for schools. And 16 it's addressing the culture of character within a 17 school. 18 So we're embedding culture in everything 19 we do to improve the behavior, to improve the 20 treatment of each other, and improve the amount of 21 respect that kids give and receive, and that 22 teachers give and receive, and that everybody gives 23 and receives. 24 And what we've noted is that everyone is 25 acting better. Everyone is feeling better. They're</p>

<p style="text-align: right;">266</p> <p>1 feeling safer; they're feeling more respected, and 2 just all-around better.</p> <p>3 The culture is so much better than when I 4 started. And that was the goal.</p> <p>5 And, like he said, we are -- applied to 6 become the first character school of -- nationally 7 in the State of New Mexico. So we'll see -- we 8 applied on Friday. We finished, and it was a big 9 undertaking. So we really hope that we get that.</p> <p>10 And so these are the "Eleven Principles," 11 if anyone is interested to look into what that 12 means. But, basically it's embedding culture in 13 everything that we do.</p> <p>14 And we have four core values, and the 15 students are going to talk about that. And we ask 16 the kids, whenever they do something, we're, like, 17 are you showing -- what kind of character trait are 18 you showing by what you just did, by your behavior, 19 by how you treated?</p> <p>20 And we turn that around on our favor as 21 well, like, you know, if the teacher does something. 22 And, you know, we do Circles, restorative justice, 23 restorative circles, like, "Was that behavior that 24 the teacher said to you?" It's okay for them to 25 turn it around on us as well. So we've really</p>	<p style="text-align: right;">268</p> <p>1 response for our request.</p> <p>2 Yeah.</p> <p>3 So that's all from me for today. I think 4 our students and parents will also have a couple of 5 things to say. But that's what you are hearing.</p> <p>6 MS. MELISSA BROWN: We have seven people 7 total, one online. So we will start with Karen 8 Madsen.</p> <p>9 Please remember to spell your last name 10 and try to keep it to two minutes.</p> <p>11 FROM THE PUBLIC: Hello. My name is Karen 12 Madsen, M-a-d-s-e-n.</p> <p>13 MS. MELISSA BROWN: Karen, can you talk a 14 little bit louder? We can barely hear you.</p> <p>15 FROM THE PUBLIC: Sorry. my name is Karen 16 Madsen. That's -- Madsen. Can you hear me now?</p> <p>17 MS. MELISSA BROWN: Okay. You're still 18 quite quiet. We heard you spell your name, but go 19 ahead.</p> <p>20 FROM THE PUBLIC: All right. I will try 21 to increase my volume on my computer as well as --</p> <p>22 THE CHAIR: I'm sorry. But you're going 23 to have to speak up, because we're having a lot of 24 difficulty hearing you.</p> <p>25 FROM THE PUBLIC: All right. Is that</p>
<p style="text-align: right;">267</p> <p>1 turned the culture of our school around. And it's 2 really been for the better.</p> <p>3 Because I see the data, and I like to 4 think that it's -- it's also the culture of SEL and 5 character that has kept our data rising. So that's 6 my spiel, so -- for character. So thank you for 7 your time.</p> <p>8 MR. MUSTAFA AYIK: So, again, as you can 9 see from all those initiatives are taking place, our 10 school has a tremendous contribution to our student 11 success, as well as their social-emotional behavior 12 and development.</p> <p>13 So with that being said, we are hoping 14 that, as I mentioned that we can increase our impact 15 and meet the demand that we do have currently.</p> <p>16 And the school also has a lot of financial 17 opportunities right now, because there are a lot of 18 grants available. We are currently working with 19 Charter School Growth Fund. We are applying for CSP 20 grant. We are also -- we have also received grants 21 from Excellent Schools New Mexico.</p> <p>22 So there are lots of financial benefits 23 right now. And there's a lot of requests for us to 24 be able to expand our capacity.</p> <p>25 And so hoping a favorable, hopefully,</p>	<p style="text-align: right;">269</p> <p>1 better?</p> <p>2 THE CHAIR: Yes.</p> <p>3 FROM THE PUBLIC: Okay. So I am the HR 4 manager at ASE. And I'm one of the folks holding 5 down the fort while everybody is up in Santa Fe.</p> <p>6 But I did want to say that I've worked for 7 the school -- this is my seventh year. Started as a 8 social studies teacher, then dean of students, and 9 now HR.</p> <p>10 And I also, before I came to Albuquerque 11 School of Excellence, I worked in APS as a teacher. 12 But before that, I was in the military.</p> <p>13 And I really -- I am so proud of our 14 school in comparison to the other schools that I 15 have worked at. But, also, you know, that my 16 children went to school in Albuquerque.</p> <p>17 And I am just so proud of the way that our 18 leadership team has grown this school. I'm very 19 proud of the folks in that room, of my students that 20 I've had here. And I just recommend it to all of my 21 friends, anyone I know who is looking for a school 22 that sees their student and sees their needs and 23 wants their student to reach their maximum 24 potential.</p> <p>25 So I'm just very proud to be part of the</p>

<p style="text-align: right;">270</p> <p>1 Albuquerque School of Excellence, and I'm happy to 2 be able to have an opportunity to say that to this 3 wonderful group. Thank you.</p> <p>4 MS. MELISSA BROWN: Okay. Moving to the 5 room, we will start with Shannon Beyer. And you can 6 come over here.</p> <p>7 FROM THE FLOOR: I'm Shannon Beyer, 8 B-e-y-e-r. I am a teacher at the Albuquerque School 9 of Excellence. And I am really excited to come and 10 talk to you for just a couple of minutes about what 11 it's like to be a teacher at ASE.</p> <p>12 One of the things that is pretty 13 extraordinary about ASE that makes it unique from 14 other schools also is the incredible diversity that 15 we have of both our faculty and our students. And 16 you heard earlier that we have students that speak 17 17 different languages.</p> <p>18 But what you may not have noticed from 19 Mr. Ayik's presentation is that our demographics are 20 also very different. So when you look at them on 21 the surface, we have the same number, 22 percentage-wise, of special education students or 23 students of diversity, that sort of thing.</p> <p>24 But when you look under the hood a little 25 bit, you'll notice that, actually, our diversity</p>	<p style="text-align: right;">272</p> <p>1 And so all of our faculty work together 2 and integrate the cultural needs of both the 3 students and the faculty.</p> <p>4 And some of the ways we do that are pretty 5 fun. And it makes -- it makes a big difference.</p> <p>6 So, for example, we have faculties that 7 bring in their culture into our classrooms, but also 8 just share with each other.</p> <p>9 We have staff days where people bring in 10 goods from different parts of -- you know, from 11 different parts of their cultures.</p> <p>12 We have days where we all just got 13 together as a faculty for tea at one of our people's 14 houses.</p> <p>15 We come together as a family. Our 16 children share childcare at professional 17 development. There's a lot of things that make ASE 18 a family, which, in turn, motivates teachers to 19 perform for the school.</p> <p>20 And this is really important. And this is 21 something our administration does for us. I think 22 most charter school teachers will say we love the 23 academic freedom that we have, which is also true at 24 ASE. But it's more than that. Our administration 25 looks out for us as a family. And that makes a</p>
<p style="text-align: right;">271</p> <p>1 looks very different.</p> <p>2 One of the things that's pretty 3 extraordinary about ASE is, for example, in contrast 4 to the rest of the students, almost 10 percent of 5 our student population is African-American. Another 6 15 percent is from the Middle East. We have 7 students from every continent except Antarctica 8 around the world.</p> <p>9 And, similarly, we have faculty from 10 nearly every single continent around the world, 11 which makes us internationally diverse in ways that 12 does not represent Albuquerque as a whole.</p> <p>13 That says a lot in terms of how that 14 impacts our school culture. So our teachers aren't 15 working with one or two aspects of cultural 16 diversity; we're working with cultural diversity 17 around the world. And with 17 languages, that means 18 that ELL is not a dual language school. It means 19 that all of our students are working with multiple 20 different languages and multiple different cultural 21 needs.</p> <p>22 And although that has its challenges, it 23 also means that we intrinsically have to form a 24 family in a way that's very different from other 25 schools.</p>	<p style="text-align: right;">273</p> <p>1 really big difference.</p> <p>2 I would also say that our faculty embrace 3 that sense of culture by also asking us to do things 4 that are nontraditional, which I want to bring to 5 your attention for a moment.</p> <p>6 As a teacher, when I first started at ASE, 7 I was like, "I'm not sure I want to visit somebody's 8 home. That seems a little intrusive and I'm kind of 9 uncomfortable about that."</p> <p>10 And then I did them. And it turns out I 11 had a lot more information about my students before 12 the year started. So before the year started, I 13 learned that many of my families do not have a 14 single English-speaking parent at home. I never 15 would have known, because their children do speak 16 English.</p> <p>17 But if I want to make communication with 18 the family, I need to communicate in a different 19 way. And I know that because of my home visits. I 20 also know what my students' home culture is like, 21 which means I can bring that into the classroom. 22 And I had a chance to get to know them, and I know 23 their name and their family before they walk in my 24 door.</p> <p>25 Those are things that academically build a</p>

<p style="text-align: right;">274</p> <p>1 culture among the faculty and the students that is 2 very different from other schools.</p> <p>3 The last thing I would talk about is the 4 level of support that we, as teachers, have from our 5 administration. So most charter schools have 6 academic freedom in terms of our curriculum and what 7 we teach and how we teach it.</p> <p>8 But we have more than that. We have the 9 encouragement to start new things, to take the lead 10 in initiatives. As a brand-new teacher a couple of 11 years ago at ASE -- I've been teaching a long time, 12 but only been with ASE two of years -- I came in the 13 door with all sorts of big plans.</p> <p>14 Nobody ever said no to me. I had a chance 15 to start the National History Day project. I had a 16 chance to begin a speech and debate team. I had a 17 chance to completely integrate my curriculum with 18 another faculty member and see what happened.</p> <p>19 And all of these initiatives increased the 20 culture of my classroom, but allowed me to make 21 academic difference to my students in a different 22 way.</p> <p>23 And these are all things that make ASE an 24 extremely unique learning environment, both for our 25 kids and for our faculty. Thank you.</p>	<p style="text-align: right;">276</p> <p>1 experience, because I got to see my peers outside of 2 school, not just learning, but eating food and 3 enjoying it with them.</p> <p>4 Math Counts. I'm not in Math Counts, but 5 I have some friends who are. And they say that they 6 just study, study, study math, and they show it off 7 at the end of the year as well.</p> <p>8 Art and Yoga, my mom and her colleague 9 actually did this. My mom is a teacher at 10 Albuquerque School of Excellence. She's a 11 fifth-grade ELA and social studies teacher. And 12 they do a bunch of art and yoga. They are doing it 13 this year, too. But not a lot of kids are 14 interested in yoga anymore. So, mostly, it's just 15 art.</p> <p>16 There's Table Tennis and Chess Club, 17 neither of which I'm in, but don't know anything 18 about that. Battle of Books, which is also my mom's 19 club. You just read a ton of books, and you go to a 20 competition. I did it in fifth grade, and I really 21 enjoyed it. I actually met some of my friends 22 there. I met Ms. Beyer there before I even knew 23 her.</p> <p>24 Robotics. Dungeons & Dragons Club. I'm 25 not in any of those.</p>
<p style="text-align: right;">275</p> <p>1 MS. MELISSA BROWN: Thank you. Next we 2 have Pearl. And I'll let Pearl tell you what her 3 last name is.</p> <p>4 FROM THE FLOOR: Hi. My name is Pearl 5 Duryea-Loewen, which is kind of a last name. It's, 6 like, D-u-r-y-e-a colon L-o-e-w-e-n. (Verbatim.)</p> <p>7 So I actually have a card here. And I'm 8 going to talk to you guys about it, the after-school 9 programs and all the opportunities that kids at ASE 10 get.</p> <p>11 So I'm in seventh grade. And so some of 12 these are for high school. And I'll tell you when 13 they are.</p> <p>14 So Science Olympiad. Last year I was in 15 Science Olympiad, but I had to switch out because I 16 needed to be in normal math, not in honors math. I 17 did like it. We did notes, and then we would 18 compete at the end of the year to kind of just show 19 off our knowledge.</p> <p>20 There is a bunch of different topics. 21 Turkish Cooking. I also did that last 22 year. My Turkish teacher -- because I take Turkish 23 for a language -- she would teach us how to cook 24 Turkish foods, and we would get to eat it in the 25 class with her. I think that was a super cool</p>	<p style="text-align: right;">277</p> <p>1 (Inaudible) Zoology Club, Girls Who Code, 2 Speech and Debate. Science Fair, which I did last 3 year, and I went to State. I really enjoyed that.</p> <p>4 Middle School Girls Basketball. 5 Middle School Boys Basketball. I'm not 6 sure that's a thing. But I know that JV is. 7 Volleyball. I did volleyball last year, and I would 8 like to say that I enjoyed it, for the most part.</p> <p>9 Soccer, I really enjoyed that. They were 10 supportive, and I really learned a lot from them.</p> <p>11 STEAM Fair. I didn't go to that, but I'm 12 getting it it's kind of like Science fair.</p> <p>13 Digital Art Club, which is with my art 14 teacher.</p> <p>15 And for high school, there's Mock Trial, 16 JV and Varsity Basketball and (inaudible).</p> <p>17 So as you can tell, there's a lot of 18 things we can do at our school, and I didn't even 19 know we can do all this until I wrote it all down.</p> <p>20 So thank you. And I hope you learned 21 something.</p> <p>22 MS. MELISSA BROWN: Thank you. Next we 23 have Marwa Zameer.</p> <p>24 FROM THE FLOOR: Good morning, ladies and 25 gentlemen, my name is Marwa Zameer. I'm currently</p>

<p style="text-align: right;">278</p> <p>1 in twelfth grade. My last name is Z-a-m-e-e-r. I 2 wanted to say I'm so beyond grateful to be the 3 Albuquerque School of Excellence. 4 Being in this school, I started off -- I 5 came here from a war-torn country. I came here not 6 knowing anything because I was a first-generation 7 student. 8 Coming here, I learned so much at ASE 9 because, first of all, the diversity. I felt like I 10 belonged. There was a sense of comfort that I got 11 that I didn't get anywhere else in Albuquerque. 12 Everyone supported each other. We had opportunities 13 for one another. 14 The school, because it had such a diverse 15 faculty, I was able to get the support that I needed 16 to be successful. 17 Currently, I've participated in many 18 activities. Some of these activities include 19 journalism. I've been in journalism since eighth 20 grade. And what I've done through journalism, 21 journalism has opened my eyes to a whole bunch of 22 stuff, has opened my eyes to politics. It has 23 opened my eyes to the issues that perhaps women are 24 facing in different countries. 25 And through these, I learned skills.</p>	<p style="text-align: right;">280</p> <p>1 these opportunities, because, frankly, I never 2 imagined I'd have any opportunity to do any of this, 3 being in a country where I wouldn't have been 4 allowed to even go to school. 5 So I'm so beyond grateful to be at ASE and 6 get the support that I need. Thank you so much. 7 MS. MELISSA BROWN: Next we have Amana 8 Vahab. I hope I pronounced that correctly. 9 FROM THE FLOOR: Hello, everyone. My name 10 is Amana Vahab, and this is Nathaniel Gonzales. 11 Amana Vahab, Vahab is V-a-h-a-b. 12 FROM THE FLOOR: Gonzales is 13 G-o-n-z-a-l-e-s. 14 FROM THE FLOOR: We've both been here for 15 two years. And today, we are -- we're in fifth 16 grade. And today we'll talk about our school, 17 specifically focusing on core values and impact on 18 our school community. 19 We have a core value chant that goes, 20 "Respect, Integrity, Service, Empathy, Rise to 21 Excellence." 22 Each morning during announcements, the 23 entire school recites this chant as a reminder of 24 our values. 25 We also give challenges to encourage</p>
<p style="text-align: right;">279</p> <p>1 During that time, I had the opportunity to be the 2 editor-in-chief of my journalism class. There, I 3 learned leadership skills. I learned how to help my 4 peers. I learned how to tell them -- or comfort 5 them when they needed support. 6 And this year, I have the opportunity -- 7 or have had the opportunity -- to be the head of the 8 house. We have house systems, just like Hogwarts. 9 But we have (incomprehensible), (incomprehensible), 10 River, and Amistad. 11 And in these houses, what we do is we 12 practice community building. So what we do is we 13 get students from different classes, and we put them 14 in a house. And in the house, what they do is they 15 practice activities. And they have community 16 building. 17 And, like Ms. Osborne said, we have, like, 18 SEL courses. And what they do there is they work 19 together, and they get to know each other. And 20 students who are in lower grade levels, they get to 21 learn from students, for example, seniors. 22 And I have had so many opportunities at 23 ASE. I've had the opportunity to interview people 24 from the Education Department. And I think it's 25 been so great. And it's so wonderful to have all of</p>	<p style="text-align: right;">281</p> <p>1 everyone to join our community to make learning fun. 2 Respect stands for being kind and showing 3 respect by respecting others when anybody is 4 talking. 5 Integrity stands for being honest and 6 telling the truth to our teachers, peers, and family 7 and even ourselves. 8 Service stands for helping others, helping 9 them with their homework or anything they need. 10 Lastly, empathy. Empathy stands for going 11 in other shoes, which means to feel what they are 12 feeling and help them feel better. And if we can't 13 help them, then we can help them look at the 14 positive side. 15 This is how our school becomes a good 16 community for our learning and socializing. 17 Thank you, guys. 18 MS. MELISSA BROWN: That's the best part 19 of my work. 20 Finally, we have Todd Monson. 21 FROM THE FLOOR: Todd Monson, M-o-n-s-o-n. 22 Really hard act to follow. 23 But I'm a parent of two children at ASE. 24 I've enjoyed the emphasis on education without it 25 being a pressure cooker. It's a really diverse,</p>

<p style="text-align: right;">282</p> <p>1 great environment for them to learn in, and they 2 enjoy going there every day and coming home and 3 telling us all about it. 4 I'm also part of the advisory and equity 5 council. Really enjoying getting to hear about 6 things going on at the school and actually get to be 7 involved in making decisions, and hopefully seeing 8 some of those things come to fruition. 9 That's all I have to say today. Thanks. 10 THE CHAIR: Commissioner Beck. 11 SECRETARY BECK: I'm blessed to be 12 involved with the school. It's been incredible. 13 I'm not going to say anything other than it's 14 busting at the seams, and you can see why. 15 They have a hard time with the traffic on 16 Lomas. That's somewhat of a challenge. But I've 17 participated in a lot of different things there. 18 And they are an incredible school. And we've got to 19 expand them. 20 THE CHAIR: And, actually, we're going to 21 vote on the amendment right after this, so that we 22 don't -- 23 SECRETARY BECK: I wasn't going to say 24 that. I was going to let you say that. 25 THE CHAIR: In my mind, it's doing that,</p>	<p style="text-align: right;">284</p> <p>1 basically, our model is -- and we do have a lot of 2 families that really prefer us, because we do have a 3 lot of high-schoolers but they have siblings in 4 elementary. So there are quite a few that really 5 wants this whole model of K-12 education because 6 it's a one-stop location. 7 And we do acknowledge and understand here 8 in New Mexico and Albuquerque recruiting or 9 attracting high-schoolers is not an easy task. 10 However, by -- I think our goal is to pretty much 11 serve our own students in that regards, because they 12 would like to have the same small school setting 13 opportunity, obviously, not all of them, but quite a 14 few of them. 15 So -- but traditionally, like, our middle 16 school, usually, like, we might be losing maybe up 17 to half of them, like, from eighth grade to ninth 18 grade. And so -- but, however, when you expand your 19 middle school, that means that you will be able to 20 have actually a full size of high school. 21 And that's exactly what we are planning on 22 doing, that by having this expansion, we will be 23 able to have enough students to form a high school 24 and financially be able to offer that, afford that 25 high school to be able to offer whatever the regular</p>
<p style="text-align: right;">283</p> <p>1 but on paper, we weren't. I thought we were doing 2 that, and we're not. So -- I know. There's little 3 to say. I want to thank you for even the -- the sea 4 of green that's on the report. We rarely get that. 5 The only thing I'm going to say is there 6 just seems to be the one consistent -- and, Sean, 7 forgive me, I find it humorous that you've got this 8 consistent financial red that's going through there. 9 So that's -- you know, it certainly -- it's just 10 something that does get concerning when it's that 11 consistent, you know. 12 But, otherwise, I mean, I have -- so I 13 guess I'm just -- I'm not disagreeing with any 14 expansion. But I do see -- and I understand the 15 challenges. Your high school is small, because you 16 have those challenges with the bigger high schools. 17 So I'm just curious as to conversations about, you 18 know, do you focus more on elementary and middle, 19 because the -- you know, the high school kids are 20 just going to get attracted to the -- you know, the 21 bigger -- bigger high schools, even though you offer 22 so much. 23 So it's just a question. Not a concern in 24 any way. 25 MR. MUSTAFA AYIK: I can answer that. So,</p>	<p style="text-align: right;">285</p> <p>1 public schools can provide. 2 So that is all about the number of 3 students. And I think having that two sides will 4 really going to help us out to fulfill that. 5 THE CHAIR: Thanks. Commissioner Ingham. 6 COMMISSIONER INGHAM: I've just got -- I 7 have one question. How can we promote this across 8 the state? I mean, honestly. Expanding is great. 9 But your model -- you have some secret sauce. And I 10 would hope that you wouldn't keep it a secret. 11 I think that your family engagement and 12 your teachers being involved with the kids -- my 13 daughter is a teacher. She said that as long as the 14 class size is small enough, that she can have a 15 personal interface with each kid, she can do a 16 wonderful job. 17 As soon as the class size gets too big, 18 she -- the demanding kids get the attention and the 19 other ones don't. 20 I just am thrilled for your school. It 21 just -- I just wish that we could get that, whatever 22 your secret sauce is, out and in the rest of some of 23 our education facilities. It would be -- I think 24 you need to be the new Secretary, personally. But 25 that's just my opinion.</p>

<p style="text-align: right;">286</p> <p>1 MR. MUSTAFA AYIK: Thank you so much, 2 Commissioner Ingham. I mean, I've been in a lot of 3 meetings throughout this past five years. And so 4 one thing that I've been trying to encourage my 5 colleagues and other charter school leaders is to 6 not be afraid on getting -- increasing the 7 enrollment. Because increasing enrollment 8 definitely will help them out to be able to get 9 (incomprehensible) in sports. 10 And so that, I will say it really worked 11 for us. Like, when I came over here 2019, we asked 12 for your permission to build an elementary school 13 next to our school; and so, like, adding those 14 additional 400 students. And, really, it worked 15 out, because by having more enrollment, it was be 16 able to be more funding, and to be able to have more 17 central sports, and to be able to take the more 18 workload for our administration and provide that 19 customer service. 20 I forgot to mention it, but we do have 21 90 percent of teacher retention as of last school 22 year. That's huge. So, like, right now, we have 23 more staff, because whenever they need something, 24 there is an employee that will be able to address 25 their needs.</p>	<p style="text-align: right;">288</p> <p>1 I just don't get it why district schools 2 can't innovate. It just makes me crazy why they 3 can't learn from all the successes of charters and 4 implement it at different sites and make different 5 sites magnets. 6 Just -- they're so, like, provincial in 7 their thinking. And it makes me crazy, because I 8 would love to have your model up here. And I know 9 that particularly the superintendent up here, he's 10 never fond of my saying that, because they just feel 11 like charters steal from districts. That's not the 12 case. We've opened one charter with 150 kids in the 13 last ten years here. 14 So we're not the reason Santa Fe lost 15 3,500 kids. It's all sorts of reasons and all 16 around the state. 17 But I would just love kids to have the 18 opportunity that the people who spoke up here so 19 articulately and passionately -- I want kids all 20 over the state to have that. 21 And so a couple of things. 22 The first is -- and I'm going to call you 23 out, Ms. Zameer, which means you might even have to 24 come to a microphone, if you don't mind. And I 25 didn't get your first name correct. I wrote down --</p>
<p style="text-align: right;">287</p> <p>1 So I am more than willing to share our 2 experience with fellow charter schoolers. And, 3 definitely, it's not kept in secret, and we are more 4 than willing to share with anyone who really would 5 like to hear. So thank you. 6 MR. SEAN FRY: Commissioner, if I could 7 jump in real quick. Mr. Ayik won't say it. But a 8 lot of our secret sauce has to do with the community 9 and our administration. We've been extremely 10 fortunate with our administrators to grow our 11 administration, have a virtuous teaching model. The 12 success of the school is directly attributable to 13 that fact. 14 As a governing council, we make small 15 adjustments and modifications. But the school 16 itself is just full-steam ahead, and that's why we 17 feel that we are confident in our ability to grow 18 and maintain the same success that we've been 19 fortunate and privileged to have. 20 VICE CHAIR CARRILLO: So I echo what 21 Commissioner Ingham said. I don't care whether a 22 school is a charter school or a district school. I 23 just want them to be a good school. I was on the 24 board here in Santa Fe for nine years and now doing 25 this and for the next four also.</p>	<p style="text-align: right;">289</p> <p>1 FROM THE FLOOR: It's Marwa. 2 VICE CHAIR CARRILLO: Marwa. I'm just 3 curious. Where are you from? 4 THE WITNESS: I'm from Afghanistan, sir. 5 VICE CHAIR CARRILLO: Okay. 6 SECRETARY BECK: Yes, sir. 7 VICE CHAIR CARRILLO: If anyone calls me 8 "sir," it's because I'm on the Commission. In a 9 restaurant, when people call me "sir," I say, "It's 10 Steve." So thank you. I'm just struck by how 11 articulate you are. 12 When you said journalism, I just sat up in 13 my seat, because, as everyone here knows, journalism 14 is -- it's a dying art. And -- but it's -- it's 15 absolutely essential for any democracy to have a 16 thriving -- I mean journalism in particular. So why 17 journalism? Why journalism? And what do you see 18 yourself doing with that as you go on to college and 19 beyond? 20 FROM THE FLOOR: So what I did before I 21 came here first, I didn't know how to speak. In 22 eighth grade, ASE offered me an opportunity to join 23 journalism just as an extracurricular. I joined 24 journalism just for fun. And I started writing 25 articles. But later on, I started seeing things</p>

<p style="text-align: right;">290</p> <p>1 going on in the news. And I realized that I 2 actually had a voice. Like, I could actually speak 3 and say something about it. 4 For example, something that was going on 5 was women's education. Their education was being 6 limited in some countries and restricted in others. 7 What I did was, through my article writing, I was 8 able to tell my community, at least, I was able to 9 start that and tell them that, "Hey, look. This is 10 happening in this country, and you can do things 11 about it. What you can do is be a model for them." 12 For example, me, I hope to be a doctor. 13 And what I want to do is be a cardiothoracic surgeon 14 and be a model to the women in Afghanistan and tell 15 them that I -- I had a dream. I followed my dream. 16 I got to where I was. 17 It doesn't matter who tried to stop me 18 from it. I got it through -- whether it was through 19 journalism, through doing dual credit and getting my 20 degree, my associate's degree. If I was able to do 21 all of this in high school, I want to serve as, 22 like, an inspiration that they can do whatever they 23 want in Afghanistan. 24 They can fight for their rights, and they 25 can get it when they want.</p>	<p style="text-align: right;">292</p> <p>1 I have -- home visits. You know, I -- 2 this previous school spoke about home visits and how 3 incredibly -- what a useful tool that is. You had 4 mentioned that you get to be in someone's home, sit 5 on their couch in front of their table and get an 6 idea of what's what, where their challenges are and 7 how best to support the parents and the kids. 8 I'm so happy to hear that. It was the 9 last school saying going to somebody's home, "I 10 don't want to do that," that's crazy. When people 11 really started to do it, they were so just filled 12 with connection having done that. 13 And so time -- was very happy to hear 14 you're doing that. 15 Home initiative, recognizing coming 16 together and supporting one another, that piece. 17 The size of your school continues to -- I 18 have no idea. I don't get down La Bajada much 19 unless the Demons are playing someone in Albuquerque 20 or the southern part of the state. So learning a 21 lot more about your school. 22 So one thing I'm -- I'll say it's a 23 concern. So I -- just for the heck of it, because 24 we challenge with -- I wouldn't say by any means are 25 you close to this challenge that we had with another</p>
<p style="text-align: right;">291</p> <p>1 VICE CHAIR CARRILLO: You are an 2 inspiration, not just for young women in 3 Afghanistan, but for young women all over. I 4 realize the power in your voice and just super 5 impressed and thank you for just coming up and 6 speaking with us. 7 We are all -- we love it when students 8 come and talk with us. That means -- it's exactly 9 what Missy said. This is the best part, to know 10 what's going on. And it also -- what you're 11 speaking about and what the young lady in the 12 seventh grade -- I didn't write down your name; I'm 13 so sorry. So about all these opportunities at your 14 school, so where kids get to just discover who they 15 are and who they want to be in the world. 16 Just what -- the gift you're giving your 17 children in the community, I'm just -- I am so 18 grateful and I'm sure others feel the same. Thank 19 you so much for coming up. 20 I do have a couple of questions for the 21 others. Thank you. Best of luck in everything. 22 Continue to use your words. 23 FROM THE FLOOR: Thank you so much. 24 VICE CHAIR CARRILLO: Of course. Of 25 course.</p>	<p style="text-align: right;">293</p> <p>1 school that's actually leaving the state. 2 And it's the lottery process. So just for 3 the heck of it, while some of this was going on, I 4 went online. (Audio distortion). And there were so 5 many steps involved. 6 And (audio distortion) considered as kind 7 of do we want to have something that's more 8 simplified. What's the word you used? "Chilling 9 effect." Not that this has that by any means. But 10 sometimes when there are more steps that a parent 11 has to take to be a part of the lottery, someone 12 who's not maybe as comfortable with working online 13 or whatever it might be can be -- this can convince 14 themselves, "I can't do this." 15 So a child that may be a Zameer out there 16 here in Albuquerque that wants this opportunity 17 might be difficult for the family to navigate. 18 I'm at the point on this where it's asking 19 about my siblings and everything else. Generally, 20 with the lottery, it doesn't go that far. It's just 21 name, age, grade, that's it. 22 So that, to me -- it's not even a red 23 flag. It's not even orange. It's something I 24 wanted to bring up. The more simple the lottery 25 process is, you're just going to keep expanding this</p>

<p style="text-align: right;">294</p> <p>1 inclusivity and diversity that you have, which helps 2 you guys to just thrive. Anyway...</p> <p>3 MR. MUSTAFA AYIK: Just to mention 4 quickly -- and we appreciate Charter School Division 5 actually. They do come and visit us every single 6 year. And we used to have, like, addresses in our 7 registration.</p> <p>8 There are two steps and -- as you know, 9 application and registration. So application is 10 intent to be, like you mentioned, Commissioner 11 Carrillo, is very simple, like name and that's it. 12 And so we appreciate that they provided us those 13 facts. We made necessary updates. We do have -- at 14 this point it's a very simple information just so 15 that we can do the lottery.</p> <p>16 But after that, registration comes in 17 where we request for information.</p> <p>18 DIRECTOR CORINA CHAVEZ: Thank you. 19 Commissioner Carrillo, respectfully, in 20 law, schools are allowed to give lottery preference 21 to the siblings and to the children of staff who are 22 already enrolled.</p> <p>23 So I'm not looking at what you're looking 24 at. Perhaps you see something -- I appreciate the 25 comments about it getting -- I don't know -- feeling</p>	<p style="text-align: right;">296</p> <p>1 that's right. You can't talk. 2 Then I would just have a comment. And 3 that is you're talking about secret sauce. You -- 4 your school may consider doing some sort of session 5 on what makes your board so good in helping -- in 6 being an example for other boards around the state 7 that struggle.</p> <p>8 Schools do this while it's clear they've 9 got a great board. It is what it is. Share that 10 out. Okay.</p> <p>11 THE CHAIR: Commissioner Beck. 12 SECRETARY BECK: Commissioner Burt. 13 COMMISSIONER BURT: Yes. 14 SECRETARY BECK: Commissioner Manis. 15 COMMISSIONER MANIS: Yes. 16 SECRETARY BECK: Commissioner Taylor. 17 (No response.) 18 SECRETARY BECK: Commissioner Armijo. 19 (No response.) 20 SECRETARY BECK: Commissioner 21 Clahchischilliage. 22 (No response.) 23 SECRETARY BECK: Commissioner Ingham. 24 COMMISSIONER INGHAM: An emphatic yes. 25 SECRETARY BECK: Chair Gipson.</p>
<p style="text-align: right;">295</p> <p>1 overwhelmed with an online lottery application form. 2 I know a lot of schools find that very simple.</p> <p>3 I guess I would ask the school if they 4 offer any sort of assistance to families when 5 completing the lottery application to find out if 6 they can help families that might feel overwhelmed 7 with it.</p> <p>8 MR. MUSTAFA AYIK: The school does, like, 9 three of open houses. And always we do have an 10 enrollment coordinator dedicated for this, always 11 available.</p> <p>12 As soon as the parents have any question, 13 they want to come see the school, they need 14 assistance with application, there is a dedicated 15 person for that.</p> <p>16 SECRETARY BECK: I move that the Public 17 Education Commission approve the renewal application 18 for Albuquerque School of Excellence for a five-year 19 term without conditions.</p> <p>20 COMMISSIONER BRAUER: Second. 21 THE CHAIR: A motion by Commissioner Beck 22 and a second by Commissioner Brauer.</p> <p>23 VICE CHAIR CARRILLO: I do have a note -- 24 I'm for the school. I absolutely am. But I had a 25 question for the board president really quick. Oh,</p>	<p style="text-align: right;">297</p> <p>1 THE CHAIR: Yes. 2 SECRETARY BECK: Vice Chair Carrillo. 3 VICE CHAIR CARRILLO: Yes. 4 SECRETARY BECK: Commissioner Brauer. 5 COMMISSIONER BRAUER: Yes. 6 SECRETARY BECK: Secretary Beck, yes. 7 There are seven votes for and zero votes against. 8 The motion passes. 9 THE CHAIR: Thank you. 10 COMMISSIONER BECK: Are we going to do the 11 other one? I move that the PEC accept the -- 12 THE CHAIR: No. We're going to do it, but 13 we have to hear it first. 14 SECRETARY BECK: Oh. 15 THE CHAIR: You're good. You're good. 16 But, yes, we are doing -- no, we're not doing -- 17 yeah. So the school doesn't have to come back on 18 Friday, we're going to -- we've moved to Item No. 6 19 from the Friday agenda, which is the amendment 20 request. And that -- those materials have been 21 moved to today. So is that -- I don't know who's 22 doing it. 23 DIRECTOR CORINA CHAVEZ: I'll do it. 24 THE CHAIR: Okay. 25 DIRECTOR CORINA CHAVEZ: Okay. So</p>

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1 Commissioners, you have four items associated with
 2 this amendment request. You have 6.a., which is the
 3 additional square footage; 6.b., which is the
 4 enrollment cap; and 6.c., which is the separate
 5 facilities. That's a new amendment which Mustafa
 6 very quickly ensured that he was able to submit it.
 7 And then d. is the analysis, which
 8 Ms. Rowe actually did write up.
 9 So the enrollment cap increase would
 10 increase student enrollment from 1,199 to 2,300.
 11 The additional square footage is to
 12 include the construction of an additional
 13 K-through-12 school within the Albuquerque Public
 14 Schools boundaries. And the separate facility would
 15 allow the school to open up that K-through-12 site
 16 at 5200 Sequoia Road, Northwest.
 17 Albuquerque School of Excellence's
 18 analysis is just in one document, so that you can
 19 see that.
 20 The school, as you heard, has been a
 21 Spotlight School every year that the Vistas ratings
 22 have been available. It has been recognized as a
 23 National Blue Ribbon School in 2022, a Nationally
 24 Distinguished School in 2023. They have a
 25 successful academic program. Numerous applicants to

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1 the school's lottery and a number of students on the
 2 waitlist. According to the school -- and we don't
 3 audit it -- but the current waitlist has about 400
 4 students.
 5 The amendment application states that last
 6 year, ASE received 1,200 applications for only
 7 280 available seats, showing that there is a clear
 8 demand for the programs. So they've had to turn
 9 away many, many students, which could easily fill
 10 another school campus.
 11 While many schools are experiencing
 12 declining enrollment, the demand for Albuquerque
 13 School of Excellence has grown annually. And they
 14 have successfully addressed the challenges of COVID
 15 in terms of learning loss, embraced MLSS, post-COVID
 16 social-emotional learning needs, as you heard today,
 17 and ensured there is consistent high quality
 18 instruction in math, reading, and science, as the
 19 proficiency rates indicate.
 20 And they have outperformed the district,
 21 the State, and have increased every year. That data
 22 has been available.
 23 The school has outlined a robust, detailed
 24 plan for MLSS intervention, so every student can
 25 have equitable access to the curriculum and receive

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1 support and optimize their potential.
 2 So, financially, you know the condition of
 3 the school, it's been pretty good, except Indicator
 4 2.b. We know that's going to change because
 5 somebody's really going to be on it.
 6 And there was never more than one of the
 7 significant deficiencies or material findings for
 8 any fiscal year, with just two total findings in one
 9 year.
 10 The head administrator and the governing
 11 council finance committee chair have put into place
 12 processes to avoid the findings moving forward.
 13 For example, the school implemented a
 14 policy that no purchases would be made after
 15 June 15th -- is that that teacher? I know that's a
 16 really hard thing to put into place. But I think
 17 that sounds like it would lead to success for the
 18 school to ensure that purchases are all complete by
 19 the end of the fiscal year and avoid audit findings
 20 like that.
 21 So the school has a grants coordinator now
 22 who oversees all state and federal grants and
 23 monitors expenditures.
 24 The school, as you heard, has applied for
 25 the CSP replication grant, the Charter Schools

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1 Growth Fund Scale grant to fund the new campus. The
 2 supplement -- to supplement the amendment request,
 3 Albuquerque School of Excellence submitted a
 4 five-year financial projection, which includes
 5 estimates of potential enrollment, revenue, and
 6 expenditures.
 7 Their concept and marketing plans have
 8 also been developed projecting timelines for key
 9 deliverables as they plan the second campus.
 10 So they've put a great deal of thought and
 11 consideration into the development of the new
 12 school.
 13 They have a full governing body. All of
 14 the training hours have been completed for the past
 15 three years. They have, again, an active finance
 16 and audit committee. And so they've weighed in to
 17 this important consideration.
 18 So the school identified a specific
 19 location on Sequoia Road. And research indicates
 20 that this location is desirable for several reasons,
 21 which are indicated in the analysis.
 22 And so, in the end, you know, this is a
 23 time where student enrollment trends are declining
 24 across the state, certainly in Santa Fe, but across
 25 the state. And schools struggle to retain students

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1 and qualified and high quality staff.
 2 Seems like less than an ideal time for
 3 proposals such as this. However, CSD has -- and CSD
 4 has also been recently notified that NMPED
 5 leadership may include an additional step that would
 6 require the Secretary to approve a new facility.
 7 However, given the exceptional track
 8 record of the school and the demand for it among
 9 families, CSD recommended that the PEC approve the
 10 amendments for Albuquerque School of Excellence's
 11 request for a separate facility, increase the cap;
 12 although I don't know that between the two
 13 buildings, 2,300 is actually needed, and to approve
 14 the additional square footage.
 15 Thank you.
 16 THE CHAIR: I just want to clarify that
 17 there's not an additional step that's going to take
 18 place for the Cabinet Secretary to approve actions
 19 that we take. But there -- and we had a discussion
 20 with the Deputy Secretary about this.
 21 It's just, really, there's -- we need to
 22 clarify and make sure, just simply, our notification
 23 of changes that we make in terms of there's a school
 24 that's going to have an enrollment increase,
 25 whatever, that's -- that that line of communication

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1 is open.
 2 But statute does not call for the Cabinet
 3 Secretary to be able to approve or disapprove
 4 actions such as that by us.
 5 Commissioner Ingham.
 6 COMMISSIONER INGHAM: Is the property at
 7 Sequoia still available?
 8 MR. MUSTAFA AYIK: It's, right now, under
 9 contract. There's a purchase sale agreement
 10 already. So our school is working with Building
 11 Hope. It's a national nonprofit organization that
 12 builds schools for charter schools. So they will
 13 be -- they are the ones that secured the building
 14 and we are planning on having a lease purchase
 15 agreement with them.
 16 COMMISSIONER INGHAM: Oh.
 17 MR. MUSTAFA AYIK: So...
 18 COMMISSIONER INGHAM: I was told a
 19 different story. So I'm glad to hear that.
 20 MR. MUSTAFA AYIK: The building is right
 21 now under construction. So just a brief -- it's in
 22 the -- right now -- you can --
 23 MR. SEAN FRY: So Building Hope is our
 24 partner in this. And the facility is under contract
 25 with them during the due diligence period. And so

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1 that is where we are as we get final numbers for
 2 costs, so that we can start building everything out.
 3 But they have, right now, the rights to that
 4 facility while that due diligence period is
 5 underway.
 6 COMMISSIONER INGHAM: Well, wonderful.
 7 Glad to hear that.
 8 MR. MUSTAFA AYIK: Just to provide
 9 clarification about the enrollment. So the
 10 enrollment projection we have, it's 2,280 by the
 11 next five years. So that's why we did include the
 12 2,300 enrollment increase.
 13 We will be starting with K through 8, two
 14 sections from each grade level. Like I mentioned,
 15 we already have a lot of students on our waiting
 16 list. So we are confident to be able to meet those
 17 numbers in the next five years.
 18 MR. SEAN FRY: Director Chavez, to your
 19 point, this -- this expansion is actually something
 20 that we feel far -- that we're very confident in,
 21 because the school originally, when we talk about
 22 the size, was in half of a grocery store. And so
 23 this new facility is -- all we need is ten
 24 improvements and modifications to fully utilize this
 25 vast campus. We do feel that's why 2,300 is

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1 appropriate, both on the enrollment projections and
 2 the space that the westside campus would offer.
 3 COMMISSIONER BURT: So I did read this a
 4 lot. But I was telling Commissioner Brauer, I was,
 5 like, I don't understand this at all. Why would
 6 they put only 107 kids near this other school? Why
 7 would they make 90 percent of their kids move across
 8 town, have to commute --
 9 But it's a second location. So that was
 10 helpful for my brain to, like -- and I read it,
 11 like, so many times, and it wasn't clicking.
 12 I'm actually very supportive of this.
 13 This is great. I know Albuquerque School of
 14 Excellence had an incredible reputation in the
 15 community, as you have data behind that with how
 16 many applications you get to your lottery.
 17 I don't know if my question is for you all
 18 unless you've already done the research on it. I
 19 don't know who -- I don't know who would answer
 20 this, either.
 21 But my question is how will -- like, I
 22 mean I'm thinking of MAS right, with having the two
 23 campuses, same governing board, two campuses. Those
 24 schools are rated separately. And I think they're
 25 funded separately as well. Or the funding all comes

<p style="text-align: right;">306</p> <p>1 in one pot? It's just the school ratings are 2 separated is the only thing that is separated? 3 DIRECTOR CORINA CHAVEZ: That's because of 4 the way it was handled when that school first 5 proposed -- our hope is that there is just one. 6 There is some work that we -- I think everybody on 7 the PED would want just one. 8 COMMISSIONER BURT: I feel like it might 9 be good to have two, because they're so far apart. 10 And you're going to be serving very different 11 populations. 12 So it might be nice to at least -- even if 13 it's one, overall. If there's any way -- like, if 14 we can get ahead of this to where we break down data 15 to see one campus versus the other, it would be 16 helpful, too, because I would really want to know 17 that the second campus is receiving the same level 18 of excellence that your original campus was. 19 And if we see numbers fluctuating, which 20 campus is that happening on, I think would be 21 helpful for us just as far as, like, authorizing 22 goes. 23 Like I said, I don't think that's on you 24 all, unless -- I don't know if you've thought about 25 that. Because --</p>	<p style="text-align: right;">308</p> <p>1 able to assist the students. 2 Yea, I think it will be beneficial if 3 academic reporting is different. 4 COMMISSIONER BURT: Do you have any -- 5 maybe you asked this while I had stepped out, and I 6 apologize. Do you have plans to add transportation 7 to your programming? 8 MR. MUSTAFA AYIK: We currently have 9 transportation. Except the first year. We are 10 offering bus transportation. Definitely, yes, we 11 will be providing transportation moving forward, 12 yes. 13 COMMISSIONER BURT: Even if you're on the 14 westside, it's still so hectic to travel around the 15 westside for families in the mornings to go back and 16 forth. So, okay, that's -- I'm always in favor. 17 This is a really high performing school. I'm always 18 going to be in favor of expanding access to high 19 performing schools to other kids. So thank you. 20 SECRETARY BECK: I move that the PEC 21 accept the additional square footage and enrollment 22 cap increase and separate facilities amendments for 23 Albuquerque School of Excellence in the meeting 24 materials for November 12th, 2024, in the 25 Albuquerque School of Excellence folder, and that</p>
<p style="text-align: right;">307</p> <p>1 MR. MUSTAFA AYIK: Yeah. I feel the same 2 way, actually. I was under the impression that 3 academic-wise, it will separate, but financial will 4 all be together. 5 COMMISSIONER BURT: Because it's the one 6 governing board. 7 MR. MUSTAFA AYIK: Yes. Still one 8 governing council. Yeah. 9 COMMISSIONER BURT: Just something to 10 throw out there. If we can get ahead of it instead 11 of waiting until, it's, like, time to figure it out 12 too late. But that is one -- 13 MR. MUSTAFA AYIK: I mean, it will be 14 really helpful for us to see our data in a building. 15 I truly believe in competition as well, like driving 16 our administration and motivating them, be able to 17 see this is what's happening in here. And so, yeah. 18 COMMISSIONER BURT: Like, having your 19 second campus outperforming the first one? 20 MR. MUSTAFA AYIK: Sure. Yeah. So -- so 21 those are all great things in education that 22 motivates. And I -- personally, I did work in a 23 school system, a charter school system that had 62 24 campuses. And that competition drove us to come up 25 with initiatives, come up with different ways to be</p>	<p style="text-align: right;">309</p> <p>1 the changes be reflected as an amendment to the 2 charter contract. 3 VICE CHAIR CARRILLO: I'll second. 4 THE CHAIR: There's a motion by 5 Commissioner Beck and a second by Commissioner 6 Carrillo. 7 Commissioner Beck? 8 SECRETARY BECK: Chair Gipson. 9 THE CHAIR: Yes. 10 SECRETARY BECK: Vice Chair Carrillo. 11 VICE CHAIR CARRILLO: Yes. 12 SECRETARY BECK: Commissioner Ingham. 13 COMMISSIONER INGHAM: Absolutely, yes. 14 SECRETARY BECK: Commissioner 15 Clahchischilliage. 16 (No response.) 17 SECRETARY BECK: Commissioner Brauer. 18 COMMISSIONER BRAUER: Yes. 19 SECRETARY BECK: Commissioner Manis. 20 VICE CHAIR CARRILLO: Yes. 21 SECRETARY BECK: Commissioner Armijo. 22 (No response.) 23 SECRETARY BECK: Commissioner Taylor. 24 COMMISSIONER TAYLOR: Yes. 25 SECRETARY BECK: Oh. I get to put another</p>

1 X in there.
 2 Commissioner Burt.
 3 COMMISSIONER BURT: Yes.
 4 SECRETARY BECK: And, Secretary Beck, yes.
 5 There are eight votes for and zero votes against.
 6 The motion passes.
 7 (Applause.)
 8 (Proceedings in recess at 4:03 p.m.)
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1 BEFORE THE PUBLIC EDUCATION COMMISSION
 2 STATE OF NEW MEXICO
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 4
 5
 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, County of Santa Fe, in the
 14 matter therein stated.
 15 In testimony whereof, I have hereunto set my
 16 hand on November 26, 2024.
 17
 18
 19
 20 _____
 21 Cynthia C. Chapman, RMR-CRR, NM CCR #219
 22 BEAN & ASSOCIATES, INC.
 23 201 Third Street, NW, Suite 1630
 24 Albuquerque, New Mexico 87102
 25 License Expires: December 31, 2025

 Job No.: 146P (CC)

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2 STATE OF NEW MEXICO

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14 matter therein stated.

15 In testimony whereof, I have hereunto set my
16 hand on November 26, 2024.

17
18
19 *Cynthia Chapman*

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24 License Expires: December 31, 2025

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A

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