

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS  
CHARTER SCHOOL RENEWAL HEARINGS  
DAY THREE

November 14, 2024

8:00 a.m.

Mabry Hall, Jerry Apodaca Education Building

300 Don Gaspar

Santa Fe, New Mexico

AND

Via Zoom Webinar

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

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1 renewed with the Public Education Commission. And  
 2 this is their fourth renewal --  
 3 THE CHAIR: Sorry. I have to back up. We  
 4 didn't take roll.  
 5 MS. STEPHANIE BECKER: I was so excited to  
 6 get going.  
 7 THE CHAIR: Everyone here? Yeah, we're  
 8 good. Okay. Sorry.  
 9 SECRETARY BECK: Commissioner Burt.  
 10 COMMISSIONER BURT: Here.  
 11 SECRETARY BECK: Commissioner Taylor.  
 12 (No response.)  
 13 SECRETARY BECK: Commissioner Armijo.  
 14 (No response.)  
 15 SECRETARY BECK: Commissioner Manis.  
 16 COMMISSIONER MANIS: Here.  
 17 SECRETARY BECK: Commissioner Brauer.  
 18 COMMISSIONER BRAUER: Here.  
 19 SECRETARY BECK: Commissioner  
 20 Clahchischilliage.  
 21 COMMISSIONER CLAHCHISCHILLIAGE: Here.  
 22 SECRETARY BECK: Commissioner Ingham.  
 23 COMMISSIONER INGHAM: Here.  
 24 SECRETARY BECK: Chair Gipson.  
 25 THE CHAIR: Here.

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1 SECRETARY BECK: Vice Chair Carrillo.  
 2 VICE CHAIR CARRILLO: Here.  
 3 SECRETARY BECK: Secretary Beck, here.  
 4 We have eight present. That is a quorum.  
 5 THE CHAIR: I apologize. So if you want  
 6 to start over, Lucy, or whatever.  
 7 MS. LUCY VALENZUELA: Okay.  
 8 THE CHAIR: Go all the way back.  
 9 SECRETARY BECK: Thank you.  
 10 MS. LUCY VALENZUELA: So good morning  
 11 again, Chair Gipson and Commissioners. My name is  
 12 Lucy Valenzuela, Authorizing Practices Administrator  
 13 for the Charter Schools Division. And I'm here to  
 14 provide the PED evaluation for Amy Biehl High  
 15 School.  
 16 Amy Biehl High School opened its doors in  
 17 1999 under Albuquerque Public Schools as their  
 18 authorizer. In 2010, they changed authorizers and  
 19 renewed with the Public Education Commission. And  
 20 this is their fourth renewal with the Public  
 21 Education Commission.  
 22 The school was founded in the spirit of  
 23 Amy Biehl, a young scholar dedicated to social  
 24 justice and service. They graduate diverse learners  
 25 and leaders who demonstrate intellectual, social,

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1 and ethical habits to improve their communities.  
 2 Amy Biehl graduates are civic-minded,  
 3 college-bound, and career-ready.  
 4 Dr. Stephanie Becker has been the  
 5 executive director since 2020.  
 6 The Charter Schools Division conducted its  
 7 renewal visit on Tuesday, September 17th. The visit  
 8 team consisted of myself as team lead, Dr. Brigette  
 9 Russell, and our contractor, Kristen LaVolpa.  
 10 The Charter School Division recommends  
 11 that Amy Biehl High School be renewed with five  
 12 years without conditions.  
 13 The recommendation is based on the record  
 14 of the school's performance over the course of the  
 15 contract term, the renewal application, which  
 16 highlights adult actions and programs in the service  
 17 of student progress, and verification of those  
 18 programs and progress during our renewal site visit,  
 19 as well as our annual visits.  
 20 Amy Biehl has been designated a Spotlight  
 21 School for two consecutive years through the  
 22 New Mexico Vistas. Amy Biehl is located in Downtown  
 23 Albuquerque, and they have a diverse population.  
 24 In the 2019-2020 school year, 76 percent  
 25 of their students met the Demonstration of

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1 Competency standards for math, reading, and science.  
 2 Their PSAT and NMSQT data showed  
 3 leadership and teachers that they needed to provide  
 4 additional supports for math, and they decided to  
 5 start interdisciplinary math activities to support  
 6 math literacy for all grade levels.  
 7 For example, in ELA-11 classes, students  
 8 were solving Algebra 2 problems.  
 9 In the 2023-'24 school year, the school  
 10 removed Tinkercad due to their (audio distortion)  
 11 math course, and instituted a class called STEM 3-D  
 12 for its incoming ninth graders.  
 13 The school's education program is broken  
 14 up into nine sections: exhibitions; assessment that  
 15 drives instruction; graduation credit requirements;  
 16 advisory support; dual credit; civic engagement;  
 17 personalized teacher development; collaborative  
 18 professional development; and content terms.  
 19 All students participate in a mixed  
 20 advisory period, where they are peer-mentored by  
 21 each other, and their ninth-grade advisory teacher  
 22 follows them all throughout graduation.  
 23 Additionally, as you guys know, on  
 24 Tuesday, November 12, the PED published Spring 2024  
 25 assessment results.

10	<p>1 The school's Vistas designation is</p> <p>2 Spotlight, with a score of 70.4.</p> <p>3 The school's proficiencies are 71 percent</p> <p>4 ELA, which is a 27 percent increase from the '22-'23</p> <p>5 school year; 71 percent science; and 17 percent in</p> <p>6 math.</p> <p>7 But as a friendly reminder, according to</p> <p>8 the PED New Mexico Vistas webpage, point totals from</p> <p>9 school year '22-'23 and '23-'24 cannot be compared</p> <p>10 due to changes in business rules.</p> <p>11 For their financial and organizational</p> <p>12 sections, Amy Biehl High School demonstrated strong</p> <p>13 financial oversight throughout the contract term.</p> <p>14 The only Does Not Meets Standard on their</p> <p>15 financial indicator was Indicator 2.a. due to a</p> <p>16 significant deficiency finding in the Fiscal Year</p> <p>17 2023 audit.</p> <p>18 That finding was the school's only audit</p> <p>19 for the year, and they have received four audit</p> <p>20 findings over the course of the contract term. None</p> <p>21 of them are repeat findings, (audio distortion)</p> <p>22 material weakness, and one significant deficiency.</p> <p>23 Part B ratings.</p> <p>24 So the school's ratings on Part B of the</p> <p>25 renewal application are as follows:</p>	12	<p>1 attending Ivy League universities, return to their</p> <p>2 alma mater as a testament to the lasting influence</p> <p>3 of their education. This ongoing connection</p> <p>4 highlights the enduring strength of the school's</p> <p>5 commitment to nurturing future leaders.</p> <p>6 THE CHAIR: Thanks. I'm assuming there's</p> <p>7 no one on for tribal consultation.</p> <p>8 MS. MELISSA BROWN: I do not see anybody</p> <p>9 here for tribal.</p> <p>10 MS. STEPHANIE BECKER: Thanks for</p> <p>11 checking. I appreciate it.</p> <p>12 THE CHAIR: There's always that</p> <p>13 aspirational hope.</p> <p>14 MS. STEPHANIE BECKER: Yes, indeed. I</p> <p>15 wish our numbers were bigger. But I was just</p> <p>16 visiting NACA yesterday; so...</p> <p>17 THE CHAIR: Oh, really?</p> <p>18 MS. STEPHANIE BECKER: Yeah. Are you</p> <p>19 going to -- I am ready to roll.</p> <p>20 So -- good morning.</p> <p>21 THE CHAIR: So whenever you're ready.</p> <p>22 SECRETARY BECK: Thank you so much. It</p> <p>23 really is a pleasure to be here to see all of you</p> <p>24 all and be here in person, thank goodness.</p> <p>25 I just want to remind you a little bit</p>
11	<p>1 The school met the standard for their</p> <p>2 mission-specific goals, educational program,</p> <p>3 governance responsibilities, equity and identity,</p> <p>4 and other performance framework indicators.</p> <p>5 The school demonstrated substantial</p> <p>6 progress under student outcomes and financial</p> <p>7 compliance.</p> <p>8 A single audit finding kept the school</p> <p>9 from a Meets Standard for financial compliance, and</p> <p>10 the school has taken steps to avoid similar findings</p> <p>11 going forward.</p> <p>12 In conclusion, Amy Biehl High School is</p> <p>13 committed to fostering academic excellence, while</p> <p>14 prioritizing the well-being and success of its</p> <p>15 students.</p> <p>16 The school's leadership works diligently</p> <p>17 each year to uphold its mission and educational</p> <p>18 program, demonstrating adaptability and a proactive</p> <p>19 approach in addressing challenges.</p> <p>20 During our annual visits, we have</p> <p>21 consistently been impressed by the positive impact</p> <p>22 the school has, not only within the classroom, but</p> <p>23 also within the community.</p> <p>24 Amy Biehl's alumni, many of whom are</p> <p>25 pursuing careers as doctors, lawyers, nurses, or</p>	13	<p>1 about Amy Biehl.</p> <p>2 Thirty-one years ago, Amy Biehl, a</p> <p>3 Stanford grad and Fulbright Scholar, went to</p> <p>4 South Africa because of her passion to end</p> <p>5 apartheid. And, tragically, she was murdered by a</p> <p>6 mob in Gugulethu, Cape town.</p> <p>7 However, during the Truth and</p> <p>8 Reconciliation Commission, honoring what they were</p> <p>9 sure Amy would have wanted, her parents supported</p> <p>10 amnesty for the four men who killed their daughter</p> <p>11 and subsequently created a foundation in her name</p> <p>12 employing and working alongside two of her killers.</p> <p>13 Twenty-five years later, when the founders</p> <p>14 of our school decided that they needed to create a</p> <p>15 different space for disadvantaged and disengaged</p> <p>16 youth, they said, "We've got to name it after a</p> <p>17 really spectacular young person. No more</p> <p>18 presidents."</p> <p>19 And so they approached Linda and Peter</p> <p>20 Biehl and said, "May we please name our school after</p> <p>21 your daughter, because her legacy will meet our</p> <p>22 mission, and we can do our work in her name."</p> <p>23 And they agreed, saying, "But you cannot</p> <p>24 fail. Amy did not accept failure."</p> <p>25 And so, thankfully, they said yes, and</p>

<p style="text-align: right;">14</p> <p>1 we're really grateful for that. And 25 years later,  2 we get to come back to you asking for another five  3 years to do the work that we do.  4 You've already heard -- next slide,  5 actually, two more slides.  6 Because I've introduced the folks that are  7 here, you know, our mission is -- you know, I just  8 keep hammering it around -- civic-minded,  9 college-bound, and career-ready students that go out  10 into the world and make a difference.  11 And we do that every single day.  12 Next slide.  13 But who are we? Who do we serve? And I  14 am really proud to say that our staff and our  15 students reflect each other.  16 So you can see the numbers on who we serve  17 and who are serving our kids.  18 The other really remarkable thing about  19 our school is we have a 34 percent special ed  20 student population, six of which are gifted.  21 We're a Title I school, as you can see.  22 30 percent -- and in our last survey, 30 percent  23 identified as queer and 15 as gender-fluid. And in  24 any given year, it could be 40 to even 70 percent of  25 our students are going to be first-gen college</p>	<p style="text-align: right;">16</p> <p>1 climbing to push them farther. We take them to the  2 pueblo mission. So we want them to practice  3 team-building skills, but we want them to try things  4 that are scary, because going to college might be  5 scary, so we want to prepare them for that.  6 Next slide.  7 We -- I just am really proud of our school  8 in that we were one of the first schools to  9 implement with fidelity the Multi-Layered System of  10 Supports. Again, this is serving kids that haven't  11 been identified as special ed, but might be  12 struggling. And we can identify them all and send  13 them that way.  14 It worked really well, even though it  15 initially was a little bit rocky. But we were one  16 of the leaders in using that MLSS system.  17 Next slide.  18 I am incredibly proud of the fact that our  19 faculty are 60 percent dual-licensed. So that means  20 nine out of our fifteen teachers are dual-licensed  21 in special ed. But we also have seven EAs to serve  22 our students with special needs.  23 And part of the seven are Ed Fellows whom  24 we have employed. And we're so grateful to the  25 state for the Ed Fellow program. We have five Ed</p>
<p style="text-align: right;">15</p> <p>1 attendees.  2 We have 22 ZIP Codes represented in our  3 little downtown school. And as you can see, we're a  4 top workplace -- next slide -- for the last three  5 years.  6 But what makes Amy Biehl unique is that  7 we're a safe school, where students practice  8 empathy, where they work with one another. They  9 always assume -- well, I'd like to say "always" --  10 but they often assume best intentions.  11 We all work on that. Great news is we are  12 now an Early College High School-designated school.  13 I don't know why it wasn't before, but I'm so glad  14 we are now, because we can now use processes and  15 institutionalize the dual credit earlier on than we  16 did before.  17 Next slide.  18 One of the things that makes us a safe  19 school is that we focus heavily on the whole child.  20 And part of that is a really robust social-emotional  21 learning curriculum that we embed in advisory, but  22 we also do grade-level activities that take kids  23 outdoors.  24 We've been really able to benefit from  25 some outdoor grants, where we take them rock</p>	<p style="text-align: right;">17</p> <p>1 Fellows. One, we graduated last year, so now --  2 these five.  3 And one of our Ed Fellows is now our  4 biology teacher, which is really exciting. You can  5 read what Amber has said -- Ms. Romero -- has said  6 about our work.  7 And those -- the one with the picture is  8 because he's already at class. So, hopefully,  9 that's why he wasn't there.  10 But they were a remarkable group, and our  11 kids adore them, and they work so well with them.  12 Next slide.  13 One of the other things that makes us a  14 safe school is that we require 100 percent of our  15 staff to be trained in Crisis Prevention  16 Intervention, so we can de-escalate before things  17 get too tricky. It works really well, and we're  18 grateful for that work.  19 The next slide.  20 I -- oh. And you can see Dahlia in that  21 picture.  22 We are also a leader in environmental  23 sustainability. Our lead science teacher, Sandra  24 Mack, came to me years ago saying, "We should teach  25 permaculture, and we need to put less concrete in</p>

<p style="text-align: right;">18</p> <p>1 Downtown Albuquerque."  2 And so she and her permaculture class have  3 been working with Ciudad Soil &amp; Water Conservation.  4 We have Joaquin Baca, who's working with us from the  5 City. And we're all trying to put together a  6 rainwater harvesting project on the south side of  7 our building, where we take up concrete and replace  8 it with a rainwater harvesting and green-water  9 system.  10 The other thing -- which I know it's crazy  11 to look at if you see that little flyer there -- our  12 lunch is a zero-waste program. That means we have  13 zero food and zero container waste. So we have  14 these things called "Cluck-It Buckets" that our  15 families take home the food waste to their kitchens.  16 And we -- thankfully, Corina -- we were  17 able to get a free dishwasher from a school that had  18 to close. So we schlepped and got the dishwasher.  19 We got a kitchen renovation grant. And now we have  20 only, like, you know, washable things, so that  21 trays -- we have a student doing his work study with  22 us, washing and making sure our trays are clean.  23 So I feel like -- I would love to nominate  24 us for a Green Ribbon award, but that's for another  25 day.</p>	<p style="text-align: right;">20</p> <p>1 I know I'm zipping through that, but I'm  2 coming to the part where we know we've got to talk  3 about our "Achilles heel." And that's math.  4 I know we're not alone in this, but I'm  5 not going to blame anybody else about it.  6 We do get our kids at 15 percent  7 proficient, and our goal is to move that needle  8 farther and better.  9 We've been hovering in the 17 percent  10 proficient for quite a while, and it's just not  11 acceptable for us, as it should not be.  12 So we've -- as a faculty and a really  13 hugely collaborative faculty, we are taking a lot of  14 different initiatives.  15 You heard that we tried some. That didn't  16 work. So we go back again.  17 We're going old-school. We are doing  18 something called Mad Math Minutes at the beginning  19 of advisories. So they have a sheet of -- I don't  20 know -- 60, 100, whatever how many math problems,  21 multiplication or division, and they have to see how  22 far they get in a minute.  23 And then they're tracking their success.  24 That's just one little part.  25 When we dove into our math scores, we</p>
<p style="text-align: right;">19</p> <p>1 Next slide.  2 Our outcomes do speak for themselves.  3 You've already seen that we're a Spotlight School.  4 Next.  5 One of the things I want us to look at are  6 how we're serving our Yazzie kids. Our ELs are  7 making progress, according to our data.  8 Next.  9 This is what I think is one of the most  10 remarkable things. Our special ed students  11 outperform the whole population of state -- students  12 in the State of New Mexico. So our special ed  13 students are outperforming not only their peers in  14 the state -- and you'll see that in another slide --  15 but the entire state in science -- next slide -- in  16 math and in reading.  17 So you can see our kids are making headway  18 and proficiency in enormous strides, more than their  19 counterparts in other places in the state.  20 Next slide.  21 Equally as remarkable is our economically  22 disadvantaged students are also outperforming their  23 peers in the state. You can see the numbers there.  24 And that's in math, reading, and science.  25 Next slide.</p>	<p style="text-align: right;">21</p> <p>1 tried to identify where they were really falling  2 down. And so we've been helping not only our math  3 teachers, but we've been implementing math in  4 cross-curricular spaces.  5 I'm going to go to the next slide to show  6 you, and then I'll come back.  7 I know it's hard to see this. But our  8 New Mexico history teacher developed a lesson on the  9 Trinity bomb and included math problems for them to  10 do to get through that lesson, as they were learning  11 about the bomb and they were calculating whatever is  12 going on, like, the spread or -- and it's -- I  13 watched them doing that just yesterday. It was  14 really exciting.  15 So back to the former slide please.  16 We have math support classes. We're doing  17 SAT prep questions as bell-ringers. It's a -- it's  18 an "all hands on deck" effort.  19 And I'm -- I'm a little bit excited -- I'm  20 just going to be a little thrilled for the moment.  21 Our class of 2026, as you can see, as  22 tenth-graders scored at 14 percent proficient on the  23 PSAT. But this year, as juniors, they scored  24 20 percent proficient.  25 So we're going to keep hammering it with</p>

<p style="text-align: right;">22</p> <p>1 them. We'll see how they do in April. And I'll 2 hopefully be able to report to you next year that 3 our math scores are making the way up. 4 I am by no means under any illusion that 5 it's going to be a rocket ship flying to the sky. 6 But I think incrementally creating -- really 7 creating an environment and a culture that says math 8 is actually fun and math is useful and you can do 9 math means that we'll move those scores. 10 As you already heard, we're doing great in 11 reading and science. I hope we keep getting better. 12 We're really strong kids in that. We have great 13 kids in that. 14 Next. 15 I'm going to cede the mic for a minute to 16 Cliff Wintrode, which I've already spelled, our 17 treasurer. 18 MR. CLIFF WINTRODE: Thank you. My name 19 is Cliff Wintrode. I'm the treasurer of the 20 governing council and have been for more than 21 20 years. 22 I have been the treasurer for the 23 governing council through, now, this is the fifth 24 charter school renewal process. And I'm here today 25 to speak about this slide you're looking at and</p>	<p style="text-align: right;">24</p> <p>1 education funding on its special education students. 2 That is, on average, Amy Biehl spent 1.3 times the 3 amount of special education revenue it received 4 every year on servicing and supporting its special 5 education students. 6 So not only is it spending nearly three 7 out of every four dollars on those essential 8 functions that determine student outcomes, it is 9 spending an abundant portion of those resources on 10 supporting its special education students. 11 And then, in addition to that, the school 12 can point to the operating -- what this slide 13 doesn't show is the school's cash balance in the 14 operating fund at the beginning of the school year. 15 It's a very healthy balance. It's a balance that 16 did not arise by accident, and it's a balance that 17 exists for a year, for this school year, when many 18 schools and school districts are struggling with the 19 financial consequences of the loss of COVID funding. 20 Amy Biehl prepared for that. Two years 21 ago, in the fall of 2022, the governing council and 22 the school leadership, in the face of declining 23 student enrollment and the inevitable end of COVID 24 funding, created a fiscal sustainability committee. 25 And that committee was charged by the governing</p>
<p style="text-align: right;">23</p> <p>1 another aspect of financial sustainability. 2 The Public Education Department and the 3 State -- and the Legislature have, for a while, set 4 as a standard for spending, operational spending, 5 that 70 percent of the SEG revenue that a school 6 receives be spent on three functions: direct 7 instruction, instructional support, and student 8 support. 9 And these three functions are deemed 10 essential for achieving student success and for the 11 quality of the student experience. 12 In the past four years since the school 13 was last renewed, that slide shows that in each of 14 those four years, our percentage of spending on 15 those three functions easily exceeded 70 percent. 16 Not only that, there was a report by 17 the -- by the Legislative Finance Committee, as you 18 know, in November of 2023, a SpEd -- special 19 education progress report. And that report found 20 that over the six-year period, Fiscal Year '18 21 through '23, that on the average each year, schools 22 spent only 80 percent of the special ed funding they 23 were receiving through the -- through the SEG 24 formula. Well, over that same six-year period, 25 Amy Biehl spent 130 percent of its SEG special</p>	<p style="text-align: right;">25</p> <p>1 council -- it was a committee of the governing 2 council. 3 And that committee was charged with taking 4 a clear-eyed look at the projections for operating 5 revenues and operating expenditures and then making 6 recommendations to the full governing council about 7 any changes to the cost structure of the school that 8 would be considered necessary to maintain a minimum 9 operating fund cash balance. 10 As a result of that process, there were 11 some difficult decisions made about staffing levels 12 over the last couple of years. 13 So in a sense, the school has paid its 14 dues to be in the financial position that it is in 15 right now. 16 That is so -- not only is it spending its 17 money where its purpose is; it's preparing itself to 18 do so for many years to come. 19 The last thing I'll mention is the audit 20 finding that was mentioned at the beginning here. 21 There has never been, to my memory, a material 22 weakness found in any -- in any annual audit of the 23 school. The only significant deficiency found in 24 that four-year period since the last renewal was the 25 one that was mentioned.</p>

<p style="text-align: right;">26</p> <p>1           You know, audit findings -- I've been an 2 auditor and auditee for most of my career. And 3 people have the notion that audit findings are 4 gotchas, that the purpose of the compliance testing 5 that auditors do is to "getcha." 6           But that's really not the purpose of the 7 compliance testing that auditors do. The purpose of 8 compliance testing is to determine weaknesses and 9 then -- and work with the school to resolve those 10 weaknesses. 11          The goal is for the school to improve 12 their processes. And every time Amy Biehl has 13 gotten a finding like this, it is never a repeat 14 finding. They learn, they want to learn, they want 15 to do better, and they do. 16          And so I can -- I can say I -- so I'll 17 conclude by saying I'm still the treasurer of the 18 governing council after all these years, because 19 never, not once, in my 20-some years as a treasurer 20 has the leadership of Amy Biehl ever given me any 21 doubt that they're committed to financial integrity 22 and the belief that a strong financial foundation 23 promotes healthy and good student outcomes. 24          Thank you. 25          MS. ALDIS PHILIPBAR: Hi, everyone.</p>	<p style="text-align: right;">28</p> <p>1           financial barriers, after-school programs, service 2 learning, field trips, among other things. 3           So thank you. Next slide. 4           SECRETARY BECK: Next slide. 5           So I'm going to wrap it up here, because I 6 have a little video to show you. 7           But I just want to remind you that we meet 8 our mission every day, scholarship and service, 9 whether we're working hard in the early college high 10 school, whether we are going out on service trips, 11 service missions throughout the city, I tell my 12 students we take a little piece of Amy Biehl in our 13 hearts, not just wearing the T-shirt. 14          Next slide. 15          And I just want to also remind you that we 16 have 25 years of great outcomes and really terrific 17 successes. There's a few of them right there. But 18 I want our alums to tell the story better than we 19 have. 20          So I'm going to let them -- have you guys 21 watch a video that we made when I got to speak to 22 some of our former students. 23          (Video plays.) 24          (Applause.) 25          SECRETARY BECK: Thank you. So I'm ready</p>
<p style="text-align: right;">27</p> <p>1           My name is Aldis Philipbar. I'm the 2 community school coordinator at Amy Biehl High 3 School. I'm going to touch on our foundation really 4 quickly. 5           So the Amy Biehl High School Foundation is 6 a 501(c)(3) nonprofit with the mission of supporting 7 Amy Biehl High School. 8           So our foundation was founded in 2001, 9 when our founder decided to move from a small 10 auxiliary building to the former historical building 11 on Fourth and Gold, which is a former courthouse and 12 post office. So the foundation was founded to raise 13 the \$4 million that was needed to convert that space 14 into a school. 15          Since then, the foundation has helped 16 sustain Amy Biehl High School through the loss of 17 the Small School Size adjustment and the end of 18 ESSER funds. And the foundation really supports 19 programs that are mission-focused. 20          So we have a financial aid program for our 21 students who qualify for free or reduced lunch, for 22 college-related expenses, so, like, taking -- 23 getting their SAT paid for or college application 24 fees, anything that -- you know, we're trying to 25 remove barriers to college, especially those</p>	<p style="text-align: right;">29</p> <p>1           for -- I think it's time for public comment. 2           I will just -- sorry -- I'll just move out 3 of the way, and I'll let folks come. 4           FROM THE FLOOR: Got to get everything 5 ready. All right. 6           My name is Isabel Taylor. T-a-y-l-o-r. I 7 started my high school career at Albuquerque High. 8 I wasn't at Amy Biehl. And for the first three 9 years, that's where I was. 10          I spent one year in quarantine, one year 11 in person, but behind masks, and then the third 12 year, it was relatively normal. 13          It took me a long time to realize that 14 Albuquerque High wasn't the place for me. The class 15 sizes were too big. Everything -- teachers, 16 students, the building itself felt kind of 17 apathetic. And I never felt as though I made any 18 meaningful connections there. 19          After a rough junior year, I was ready to 20 graduate high school behind a screen in online 21 classes. 22          My parents and I compromised, and I 23 enrolled at Amy Biehl Charter High School. I was 24 missing credits and was hardly prepared for my 25 senior year, let alone college. So I redid my</p>



30	<p>1 junior year. And nothing could have been better for 2 me. I've since made up my credits, and I can 3 finally become a fully-fledged senior.</p> <p>4 Amy Biehl has gifted me with belonging and 5 a new sense of understanding. I was given the 6 amazing opportunity to travel to Cuba where I met 7 wonderful friends and experienced a world entirely 8 different from what I know.</p> <p>9 I have Amy Biehl to thank for broadening 10 the scope of my horizons and preparing me so 11 excellently for the next step.</p> <p>12 I kindly implore you to renew my school's 13 charter so it can help others, like it helped me. 14 I'm going to turn it off.</p> <p>15 UNIDENTIFIED SPEAKER: Good morning, 16 everyone. Madam Chair, Commissioners, and CSD 17 partners. My name is Ale [ph] Corral, C-o-r-r-a-l, 18 and I am very grateful to have the opportunity to 19 talk about Amy Biehl.</p> <p>20 I can honestly say that this school has 21 changed not only my life, but my family's life. I 22 am on the way of becoming a third-generation 23 graduate from Amy Biehl.</p> <p>24 And in preparation for this I asked my 25 mother why, year after year, she continued to pick</p>	32	<p>1 Biehl, B-i-e-h-l.</p> <p>2 I am here to speak on behalf of my sister 3 and my mom, who may speak after me. I'm not sure, 4 and then my brother, who is not here today, who's in 5 Atlanta.</p> <p>6 And, first, I would like to mention that I 7 recently moved back to New Mexico. I'm a product of 8 New Mexico schools until halfway through high school 9 when we moved to California.</p> <p>10 I work for Global Santa Fe, which is 11 formerly the Council on International Relations. 12 And I have had the distinct honor of working with 13 these two fabulous women here, and, by default, 14 Carlos. They participated in our youth -- Youth 15 Leadership Diplomacy program.</p> <p>16 And what that entailed was, beyond their 17 regular school obligations, to convene with us on 18 virtual modules that taught them the skills of 19 diplomacy.</p> <p>20 Diplomacy. A lot of those skills which we 21 adapted from the National Museum on American 22 Diplomacy are character-building skills, such as 23 awareness, listening, composure. And I think you 24 can see that they have all these qualities.</p> <p>25 The -- after they participated in the</p>
31	<p>1 this school. And her response was simple. She said 2 that she felt the school gave students the 3 opportunity to be who they really wanted to be, and 4 the teachers help students excel.</p> <p>5 And much as I hate to admit it, she is 6 right.</p> <p>7 When I first came into Amy Biehl, I was 8 really scared that I was going to be known as my 9 sister's younger sister, and I was going to live in 10 the shadow. But, thankfully, Steph and everyone 11 else gave me the opportunity to be me and grow into 12 the person that I am today, and for that, I will 13 always be grateful.</p> <p>14 I know they won't admit it. But I'm the 15 best out of the three. And for that, I will always 16 be thankful.</p> <p>17 I had the opportunity to meet incredible 18 people, like Isabel and Carlos and everyone else at 19 the school. And I really hope that you guys 20 continue to let this legacy remain.</p> <p>21 There's one more in my family, so I'm just 22 asking for one more.</p> <p>23 But thank you.</p> <p>24 FROM THE FLOOR: Good morning, 25 madam Chairperson and Commission. My name is Molly</p>	33	<p>1 modules, they then had the opportunity for 2 international exchange, which, as Amy's sister, is 3 highly meaningful. And they traveled to Cuba with 4 Stuart and Peggy Ashman, who are local people, where 5 they learned about lives in other countries.</p> <p>6 And I think it was Isabel that said she 7 will remember her life as "Before Cuba," "During 8 Cuba," and "After Cuba."</p> <p>9 So I would just like to offer my full 10 support for extension of the charter for this 11 school. I am committed, as a Biehl family member, 12 to supporting them in any way I can. And I will 13 even do math if I have to, because, as Stephanie 14 said, failure is not an option here.</p> <p>15 And I -- as a mother of three young 16 people, I would just like to say that we're 17 preparing our children for jobs that don't yet 18 exist; right? We do not know the future in terms of 19 employment opportunities, et cetera.</p> <p>20 Every time I've ever stepped foot on 21 Amy Biehl High School, I have seen people look me in 22 the eye. They are faces; they are people. I've 23 been on many, many campuses. I've been involved in 24 education at every level. You do not find that 25 places.</p>

<p style="text-align: right;">34</p> <p>1           These people are nurtured in such a way 2 that they are human beings. And that is a very 3 large tribute to my sister, who believed in giving 4 everyone a full opportunity to a successful 5 education and a meaningful life. 6           And so I fully support the renewal of this 7 charter. And I thank you very much for your time 8 and your consideration. 9           (Applause.) 10          MS. STEPHANIE BECKER: That might be all. 11 I think that's all who signed up. 12          THE CHAIR: Is there anyone online? 13          MS. MELISSA BROWN: There's nobody online, 14 and that was everybody I had signed up. 15          MS. STEPHANIE BECKER: Super. I will say 16 we have our dean, Halley Wheelless, W-h-e-e-l-e-s-s, 17 and our business -- our finance director, Mary 18 Hagemann, H-a-g-e-m-a-n-n, available for any 19 questions. So they're on Zoom if you need to ask 20 any questions of them specifically. 21          THE CHAIR: Okay. Commissioner Beck? 22          SECRETARY BECK: Thank you. What a 23 wonderful school. It's awesome -- great job, the 24 kids. We always love hearing from the kids. 25 Congratulations on your Spotlight.</p>	<p style="text-align: right;">36</p> <p>1           class, and your Vistas score -- in those days, it 2 wasn't Vistas. 3           My question is, you're ninth through 4 twelfth. Where -- how do you -- have you looked at 5 the growth rate? You get kids in that are really 6 super deficient in math. 7           MS. STEPHANIE BECKER: Absolutely. 8           SECRETARY BECK: And just talk real quick 9 about how you assess their growth in math from when 10 you pick them up in ninth -- because you probably 11 get them from all over the place, I would assume. 12 You said 22 different ZIP Codes. 13          MS. STEPHANIE BECKER: Yes, sir. 14          SECRETARY BECK: Is that a function of the 15 problem there? 16           And the other thing that -- if you 17 wouldn't mind talking about real quick, is usually 18 there's a correlation between science and math. 19          MS. STEPHANIE BECKER: Right. 20          SECRETARY BECK: Yeah, yeah. 21          MS. STEPHANIE BECKER: In math, it's all 22 about the calculations, I think. And on some level, 23 we do have an incoming ninth-grade class that, on 24 average, shows up at about 15 percent proficient 25 from their eighth grade. And the -- the variations</p>
<p style="text-align: right;">35</p> <p>1           MS. STEPHANIE BECKER: Thank you. 2           SECRETARY BECK: That's excellent. 3           It's a quandary. This math is a quandary. 4 I mean, everything else is just, you know, pure 5 gold. And then that -- and I'm not even going to 6 ask you -- I don't even think I'm going to ask you 7 any questions on it, because it appears you really 8 are laser-focused on trying to improve it. 9           MS. STEPHANIE BECKER: Yes. 10          SECRETARY BECK: So I don't even know -- I 11 was a teacher for thirteen years. The end of my 12 career started at 52 as a teacher. 13          So I know you're working on it. I know 14 you're trying to do everything with it. 15          I guess my question is -- you're nine 16 through twelve. It's kind of a weird thing with the 17 PED that ninth through twelfth, your Vistas scores 18 depend on one test for eleventh graders. 19          It's bizarre to me that you get one grade. 20 It can be a great grade -- I taught at Sandia High. 21 We'd go, "Oh, gosh. The ninth grade guy is coming 22 in. Oh, boy. This is going to be a problem." 23          Or, "Wow, this ninth-grade class is 24 awesome." 25          You go from an awesome class to a terrible</p>	<p style="text-align: right;">37</p> <p>1           on where they are grade level is dramatic. 2           It could be second all the way to twelfth; 3 right? And as you know, we're a fully included 4 school, so we need to teach everybody in that 5 classroom and pay attention to everybody's strengths 6 and challenges. 7           SECRETARY BECK: Right. 8           MS. STEPHANIE BECKER: I will say that, 9 you know, we do use Star -- the Renaissance Star 10 testing as a short-cycle assessment. And there 11 are -- you know -- again, in any test, the day -- it 12 could be a snapshot of what they're doing; right? 13 But we're testing them more and more and trying to 14 gauge growth. 15          And as I showed you in the PSAT, the class 16 of 2026 is demonstrating some growth. 17          It's an "all hands on deck." I think we 18 might shift up some teaching assignments and see if 19 we can move some people doing other things. We 20 really support our teachers in their autonomy, yet 21 trying to stick with the -- 22          SECRETARY BECK: I read -- Vice Chair 23 Carrillo always chides me that all I ask about is 24 professional development. 25          VICE CHAIR CARRILLO: (Off-mic.)</p>

<p style="text-align: right;">38</p> <p>1 SECRETARY BECK: I'm sorry. I looked at 2 your professional development. You have personal 3 professional development, collaborative professional 4 development, content teams. That's why I said I'm 5 not going to ask you a question about it, because, 6 obviously, you do it. I get it. It's just bizarre. 7 MS. STEPHANIE BECKER: Well, it is a 8 conundrum for us. 9 I will say that I've been at Amy Biehl for 10 16 years, and math has never been something we've 11 been great at. So we're still trying to crack that 12 code. And I -- 13 SECRETARY BECK: Let me tell you. I mean, 14 I've been doing this thing for two years. And 15 everybody's math is significantly weaker than 16 their -- you're not alone in that. You're kind of 17 alone in the -- 18 MS. STEPHANIE BECKER: The stuff over 19 here; right? 20 SECRETARY BECK: Yeah. 21 MS. STEPHANIE BECKER: It's about more the 22 reasoning. And because their critical thinking 23 skills are so on -- above average, for sure, I think 24 that helps them gauge and answer those questions 25 better.</p>	<p style="text-align: right;">40</p> <p>1 spending. I wish I could get 60 of you and just put 2 one of you in every single one of our governing 3 boards. So just throwing this out there. 4 During any conference, charter school 5 conference, it would be great for you to teach a 6 session for other governing board members on how you 7 do that financing and how you're prioritizing 8 dollars in the classroom and aligning it to your 9 mission, because that's actually how it's supposed 10 to happen. 11 And I think a lot of governing board folks 12 do their best, but they don't have that vision and 13 don't understand how the finances really impact the 14 function of serving kids in a school. 15 So just to see that level of money going 16 into the classroom is astounding for a charter 17 school. I mean, it really is. It's very difficult 18 for charter schools to get that level up there. And 19 so I love that you're doing it, because now I get to 20 tell everyone else, "Well, Amy Biehl is doing it, 21 so, you know, figure it out." 22 You know, "Why is yours at 50 percent," 23 you know. 24 So thank you for that. Thank you. 25 Appreciate your time and all the volunteer hours you</p>
<p style="text-align: right;">39</p> <p>1 I mean, I will say I have some colleagues 2 from our schools that are, like, "What? How do you 3 do that?" 4 I'm, like, "Well, we have excellent 5 teachers." 6 I'm not saying that our math teachers are 7 not excellent. We're just again trying to crack the 8 code and find the right way. 9 SECRETARY BECK: I don't know. Maybe you 10 reach out -- you look for charters that have great 11 math, and you reach out to them and say, "What are 12 you doing?" Or something like -- I don't know. 13 It's a conundrum. But I know you're on it. That's 14 all I have. 15 THE CHAIR: Commissioner Burt. 16 COMMISSIONER BURT: Good morning. 17 MS. STEPHANIE BECKER: Good morning. 18 COMMISSIONER BURT: So first off, I'm very 19 happy to support this school for five years, no 20 conditions. I mean, it's super easy. 21 MS. STEPHANIE BECKER: Thank you. 22 COMMISSIONER BURT: What an incredible 23 model, incredible execution of the model. 24 And I want to say a massive kudos to the 25 governing board in the intentionality of your</p>	<p style="text-align: right;">41</p> <p>1 put to doing that kind of level of execution of the 2 budget in this school, because it really does -- I 3 mean, it works like this (indicates). And I don't 4 think many people understand it in the way that you 5 are able to not only understand it, articulate, but 6 execute it. So thank you. It's incredible. 7 Okay. Actually, I do -- the only question 8 I have is about your early college high school 9 program. 10 When I looked, I think I have an idea in 11 my head of what that is kind of a definition of, and 12 I'm maybe a little too narrow. And so I'm wondering 13 what -- what degrees, certificates are available to 14 your students. Like, what does that look like, the 15 promise of an early college high school and how is 16 that executed in the school? 17 MS. STEPHANIE BECKER: So an early college 18 high school gives underclassmen the opportunity to 19 do dual credit a little bit earlier. The 20 requirement -- we opted for something called an 21 "academy model," because we know that not all of our 22 students are going to be seeking that option. And 23 although we do require two dual credit classes for 24 graduation, in the academy model, we have students 25 who are more interested in getting some more credits</p>

<p style="text-align: right;">42</p> <p>1 earlier.</p> <p>2 And so the requirement is four classes.</p> <p>3 Although we have 35 kids enrolled already in the</p> <p>4 academy, we're offering three classes on campus.</p> <p>5 And we have two sort of routes.</p> <p>6 One is in film, because we have a really</p> <p>7 great partnership with CNM and UNM, the film</p> <p>8 department. We have a professor on campus who</p> <p>9 teaches two different film classes that then can</p> <p>10 feed them into a film program.</p> <p>11 As you know, Albuquerque is exploding with</p> <p>12 opportunities. And so we're leveraging our</p> <p>13 connections and community partnerships in film so</p> <p>14 that those kids can then have that opportunity.</p> <p>15 But if, say, for example, they even take</p> <p>16 film, and they're, like, "Well, maybe not," we have</p> <p>17 something called an "integrated studies pathway."</p> <p>18 We can put them on the pathway that way.</p> <p>19 Emese was our only one to graduate -- and</p> <p>20 you can imagine. It was an intense program to get</p> <p>21 her associate's and an Amy Biehl diploma.</p> <p>22 We have kids that are aiming for that. We</p> <p>23 like to make sure they're successful. We don't want</p> <p>24 to push them right away. We want to make sure they</p> <p>25 have the habits and the maturity to be able to be</p>	<p style="text-align: right;">44</p> <p>1 heavily focused on the credits from the high school.</p> <p>2 MS. STEPHANIE BECKER: Absolutely.</p> <p>3 COMMISSIONER BURT: If you can do some</p> <p>4 dual credit. You have to do at least two. Everyone</p> <p>5 has to do two. If you enroll in the early college</p> <p>6 model, you're going to do four.</p> <p>7 MS. STEPHANIE BECKER: At a minimum.</p> <p>8 That's where they get their cord at graduation.</p> <p>9 COMMISSIONER BURT: It would probably be</p> <p>10 hard to do that because they still have to take all</p> <p>11 the high school. There's no swapping out.</p> <p>12 MS. STEPHANIE BECKER: It just depends on</p> <p>13 the kid. And because we treat and really work with</p> <p>14 each kid, what they want and where they want to go</p> <p>15 and what they want to do -- you saw Ciara [ph] on</p> <p>16 there. She got into the BA/MD program, which is</p> <p>17 incredibly competitive. And by the time she</p> <p>18 started, she had already completed ten classes</p> <p>19 toward her degree. So that supported that effort.</p> <p>20 COMMISSIONER BURT: Yeah. I just want</p> <p>21 to -- I think it's great.</p> <p>22 I always -- I think oftentimes families</p> <p>23 and students have to make a choice between</p> <p>24 programming and academics, you know, that if you</p> <p>25 put -- if you want to go into this community</p>
<p style="text-align: right;">43</p> <p>1 successful.</p> <p>2 Does that answer your question?</p> <p>3 COMMISSIONER BURT: It does. I think when</p> <p>4 I think of an early college high school, I see it as</p> <p>5 kids earning a degree or certificate by the end of</p> <p>6 it.</p> <p>7 MS. STEPHANIE BECKER: That's only certain</p> <p>8 high schools. I was, just yesterday, at an early</p> <p>9 college high school conference at the College and</p> <p>10 Career High School at CNM. And that's a real</p> <p>11 intentional program for all of their students that</p> <p>12 puts them on that pathway, where they do high school</p> <p>13 in the morning and college on that campus in the</p> <p>14 afternoon. So we have a very different model and</p> <p>15 are offering kind of a broader variety of options</p> <p>16 for our students depending on their capacity.</p> <p>17 COMMISSIONER BURT: Yeah. So, okay.</p> <p>18 That's --</p> <p>19 MS. STEPHANIE BECKER: That's why the</p> <p>20 early college high school has that thing called the</p> <p>21 "academy model," which means that certain kids can</p> <p>22 enroll and participate that way. But it's not a</p> <p>23 requirement.</p> <p>24 COMMISSIONER BURT: Yeah. Yeah. Yeah.</p> <p>25 And it sounds like it's not -- the school is more</p>	<p style="text-align: right;">45</p> <p>1 service-minded -- well, maybe the academics aren't</p> <p>2 as great and so -- "But we value this. So we're</p> <p>3 going to pick this, and we'll let this part suffer."</p> <p>4 Or, "We really value academics. Maybe</p> <p>5 they don't have programming; maybe they don't</p> <p>6 emphasize these other values we have. But we'll let</p> <p>7 that part suffer in order to get the good</p> <p>8 academics"; right?</p> <p>9 And so I love when there's schools that</p> <p>10 provide -- you don't have to pick. You don't have</p> <p>11 to decide, like, you know, which one do you want to</p> <p>12 prioritize? Both are prioritized at a high level.</p> <p>13 I just appreciate that a lot.</p> <p>14 MS. STEPHANIE BECKER: You'd be surprised</p> <p>15 at how much one serves the other. These kids</p> <p>16 definitely prove that, their work in the community</p> <p>17 and in the workforce feeds and supports their</p> <p>18 academic success.</p> <p>19 COMMISSIONER BURT: I love that. I love</p> <p>20 that it's that false dichotomy that I feel like</p> <p>21 people get themselves into that it's "or" -- you</p> <p>22 can do "and."</p> <p>23 So I love being able to use great schools,</p> <p>24 especially charter schools, as examples of you can</p> <p>25 do "and." Like, a whole child education is academic</p>

<p style="text-align: right;">46</p> <p>1 and social-emotional. It's all -- it's all of it.  2 So I -- it's wonderful. Thank you for  3 coming up, for the students coming up, for your  4 alumni for taking the time to give us some more  5 information. It's always helpful. And looking  6 forward to your next five years and continuing to  7 serve not just your students but the community at  8 large, and that's really special and beautiful.  9 MS. STEPHANIE BECKER: Exactly. Thank  10 you.  11 THE CHAIR: Commissioner Brauer.  12 COMMISSIONER BRAUER: Thank you, Chair.  13 Ms. Becker, it's great to see you. Thank you  14 everyone for coming today, the Biehl family as well.  15 Thank you, students. It's always great to see the  16 clarity and confidence from you when you come up  17 here.  18 I still get nervous when I'm up here. And  19 I've been on all sides of this room, on your side,  20 Ms. Becker, and Corina's side, and here. And I  21 still get the sweats. And when I see students come  22 up and just show such confidence and self-awareness,  23 I just think it's, like, a beautiful thing.  24 And I know that comes from within, and,  25 also, is nurtured at Amy Biehl High School. Thank</p>	<p style="text-align: right;">48</p> <p>1 from 2021-'22, the '22-'23. It decreased by  2 24 percentage points.  3 MS. STEPHANIE BECKER: Yeah. That was  4 frightening.  5 COMMISSIONER BRAUER: I've looked at other  6 schools that are kind of like early childhood  7 schools (verbatim), nine-to-twelve schools, and,  8 actually, there was an increase in a couple of them.  9 And so I also want to share, just like  10 Commissioner Burt. I'm going to support you, unless  11 there's a meteor that hits us. But it did catch my  12 eye that there's almost a quarter -- 25 percent or  13 more of a decrease. Then it goes up. It went up to  14 71 percent, I believe, in the most recent Vistas  15 from '23-'24.  16 I want to hear a little bit about what  17 happened. You spoke a little bit about that in your  18 Part B. Since it's such a glaring change -- it's  19 still above -- I just want to share it's above --  20 but you all have a different level for your  21 students, I think, than just hitting New Mexico  22 averages or APS averages. So...  23 MS. STEPHANIE BECKER: I don't want to  24 fall on old tropes. But I will tell you that  25 particular representation was our COVID class. And</p>
<p style="text-align: right;">47</p> <p>1 you very much for that.  2 Same with your alumni.  3 And it's always great to hear young people  4 say that they're learning how to write. I think  5 that is, like, the one thing in our state and  6 nationally, like, that is something that I feel like  7 it's an epidemic that we don't talk about.  8 I'm not in the academic world all that  9 much, especially at university level. But I know it  10 just seems that that is something that is  11 undiagnosed as an area of concern, so that we have  12 young people who can persuade both by oral  13 abilities, but also by writing.  14 Then also just find joy in that. It was  15 awesome to hear that from your young alumni about  16 how you all supported them.  17 I have a couple of other things I wanted  18 to share. I just have two main questions.  19 And the first one, I -- I've been looking  20 at the reading across your -- the reading scores  21 across the charter term.  22 And I don't -- forgive me if I don't -- if  23 I -- if this is very obvious, so I apologize,  24 Commissioners, and to you, Ms. Becker. I've just  25 done a little bit of, like, review of your scores</p>	<p style="text-align: right;">49</p> <p>1 it also was just a catch-up. It was also a pretty  2 small sample size.  3 I'm constantly trying to pay attention to  4 the sample size. That's why some of our data is  5 masked because we have a very tiny sample size.  6 I will say that I fought like a devil, and  7 the squeakiest wheel when we initially got some  8 Vistas scores, and they represented something that  9 looked pretty frightening based on a sample size of  10 three.  11 And so I can't make excuses for the fact  12 that they went down in that particular way. I'm  13 hoping they're served better through their senior  14 year and off. Now they're into college.  15 I would imagine and just say that was a  16 fluke, really, because I think we are pretty steady  17 at reading. So that's my best explanation for you  18 on that one.  19 COMMISSIONER BRAUER: Thank you. I  20 appreciate that.  21 I know I just -- it's been a minute since  22 I've been in classrooms at your school. But I know  23 that -- I know the level of rigor. That's where  24 this question is coming from.  25 MS. STEPHANIE BECKER: Yeah. I hear you.</p>

<p style="text-align: right;">50</p> <p>1 COMMISSIONER BRAUER: The other question I 2 have -- I just wanted to -- again, it's not -- the 3 world is not falling apart. But I'm just a little 4 bit -- I'm a little bit, I guess, surprised by the 5 graduation, fourth-, fifth-, and sixth-year 6 graduation, that it's slightly under the average. 7 And I'm just curious about what have you 8 all learned from that? Because I would have assumed 9 that it would have been a lot -- like, above 10 average, like, reaching for the stars, knowing what 11 you all do with my own eyes, seeing this from your 12 students. 13 I just wanted to see what -- what's going 14 on there and what are you paying attention to. 15 MS. STEPHANIE BECKER: I'm really glad you 16 asked that question, because, you know, there's a 17 number. And we want to reach that number, and we 18 have that goal. But the reality is that we have 19 some students that just aren't ready to graduate in 20 four years, and we want to serve that student in a 21 way. 22 So we sort of -- not that we -- so we keep 23 the student as the priority. And I say to 24 everybody, every single decision we make is the 25 lens -- the lens has to be how are we serving our</p>	<p style="text-align: right;">52</p> <p>1 leadership, the -- I can't remember what it's 2 called, and I'm so sorry. Like, the 3 interdisciplinary study that each person has to do 4 in service to the community. What's that project 5 called? 6 MS. STEPHANIE BECKER: The Senior Project 7 is what they do. It's funded and supported 8 institutionally. They -- they have to do a class in 9 eleventh grade called Compass, where they really 10 explore their passions and talents. 11 This follows -- they took civics before 12 that. Then they follow that in their junior year, 13 and they decide where they -- what is the social 14 justice issue they want to address, where would they 15 like to work. 16 And I -- before I became the ED, I was the 17 Director of Community Engagement, so I was 18 intimately involved in this process. 19 And one of the things that's really 20 important is that -- and we began this over ten 21 years ago, thinking about, "Well, if you have an 22 interest in a career in this way, you could serve, 23 just as Ciara did, the emergency department, and you 24 could go there and work and serve and get exposed to 25 that, and, also, you know, give of your time."</p>
<p style="text-align: right;">51</p> <p>1 student or students; right? 2 But notwithstanding -- and, again, because 3 of sample size, you know, we have some kids that 4 just really needed one more year at our school 5 before they left; and some, maybe two. 6 And so that's the reason. We'd rather 7 keep them and prepare them than rush and get them 8 out so we can achieve a particular number. 9 So I -- you know, as much as I don't want 10 to take the hit for that, I see an individual -- or 11 I see this individual. So I want to make sure he or 12 she is served better than, sadly, our graduation 13 rate. So, yeah. 14 COMMISSIONER BRAUER: Now -- thank you for 15 that. Now I'm going to gush for just a few minutes, 16 if that's okay, Chair. 17 So I think my first experience with the 18 school, I think it was 2006 or -5. Tony was still 19 the lead. And I was the director with Teach for 20 America in the McKinley County area. And we brought 21 teachers as part of their professional development 22 to the school. 23 And I just remember how -- how beautiful 24 that whole day was for our teachers, for myself to 25 see the level of rigor, the -- just the student</p>	<p style="text-align: right;">53</p> <p>1 And so then when they're seniors, they're 2 only on campus for, like, the first half of the day, 3 because they have to go -- it's a minimum of 4 100 hours. And oftentimes they'll serve 200, 5 300 hours. 6 We have a career readiness rubric that 7 goes with that that really supports their progress. 8 And we can not just anecdotally have, you know, like 9 "Oh, they're doing a great job." No. 10 We have evidence of their growth in 11 professionalism, in communication. And so we 12 support them in that. 13 COMMISSIONER BRAUER: Excellent. That's 14 something that really just made me so excited about 15 how that was connected to the overall mission of the 16 school, but how that really related to student 17 preparedness and just doing some very rigorous 18 things around the idea of community and service and 19 social justice as well. 20 So kudos to that. 21 And then I just wanted to share just a few 22 more thoughts. 23 You know, I've had a chance to come to the 24 school after that 2006 moment and gone to a couple 25 of the different celebrations, including the</p>

<p style="text-align: right;">54</p> <p>1 25th Year celebration last year -- or this year, I 2 guess, Ms. Biehl, when you spoke. 3 And I just think about every time I hear 4 you all, the Biehls, like, speak about Amy and 5 your -- and also your work, I'm just so -- I'm moved 6 to tears, and I'm also moved to action. 7 And -- to think about that in a world that 8 we are so divided -- it seems, like, so divided -- 9 that there are people like you, people like Amy who 10 can go through the greatest of tragedies and figure 11 out ways to work with others and go through the 12 process of restoration, reconciliation, and, for me, 13 a person of faith, of forgiveness. 14 And I think that's something that, if I 15 had children, I'd want them to come to this school 16 to learn from -- from you all, to have that 17 deep-seated connection to the origin story of this 18 school. 19 And so thank you all for all that you do. 20 Super excited to see where this school goes. And 21 I'm happy that this is -- it's not my school, but, 22 like, you're in my district. So it's more so great 23 to have that. 24 Thank you very much and congratulations. 25 MS. STEPHANIE BECKER: Thank you,</p>	<p style="text-align: right;">56</p> <p>1 they're like yours. They were knocking it out of 2 the park in so many different ways. But not math. 3 And it was the same thing, actually, a 4 middle school in Gallup. But one of the things that 5 they did is because they had just -- it made them 6 crazy that they are so good in so many areas in 7 graduating so many kids -- and I would encourage you 8 to look into this -- is a program that was 9 completely paid for by a grant. 10 And it was through Exeter in New Jersey. 11 And they took -- all their three math teachers went 12 there -- oh, there. Exeter in New Hampshire. There 13 you go. 14 And they -- because it's, like, why do 15 people struggle in math so much? I love math, and I 16 did really well in it until I got to college and I 17 was doing other things. 18 But it -- kids sometimes are scared of 19 math, because they're not doing well, and so they 20 feel, "Oh, my God, I can never do math." 21 There are all sorts of roadblocks that 22 people have to math that they bring mostly 23 themselves to the table. But then the thing is, as 24 an instructor -- and this program taught the 25 instructors this -- how do we break through that?</p>
<p style="text-align: right;">55</p> <p>1 Commissioner Brauer. 2 THE CHAIR: Commissioner Carrillo. 3 VICE CHAIR CARRILLO: Thank you. Thanks 4 for being here, students. Always love hearing from 5 you. 6 I'm going to echo what some others said. 7 It just makes it real for us, and it reminds us all 8 the time as to why we do the work. So hearing from 9 you, and also hearing from you with such confidence 10 and eloquence, there's nothing, for me, personally, 11 that I love more than when I meet young people and 12 they're confident, they're well-spoken and 13 well-mannered, respectful in their situations. That 14 takes you so far, just little things like that. 15 I was just -- Molly, you had even said 16 when you go to other schools -- at this school, they 17 look you in the eye when you're walking down the 18 hallway. That happens because the kids feel a sense 19 of self-confidence in their environment. And that's 20 huge, just in terms of preparing them for life. 21 So a couple of things -- just writing some 22 notes down. 23 On the math thing, let's do that first. 24 So last renewal period, we had a school -- 25 New Mexico School for the Arts. And they're not --</p>	<p style="text-align: right;">57</p> <p>1 How do we make math more fun, more relevant, and 2 conquer whatever fears there may be around math? 3 So their scores, you know, soared after 4 that in math. And I respect them very much and some 5 other schools, when they see something, a problem, 6 they say, "Okay, we're not satisfied by this by any 7 means. We have to tackle it." 8 So, clearly, you know, if we did a 9 condition -- if I did a condition -- it would be 10 around math. It would be wanting to see some -- 11 like, a report back in one year in terms of what 12 you're doing, what progress you've made. Because 13 doing the same types of things, if they're not 14 approaching the problem from a different way, same 15 results; right? 16 And let's face it -- and you mentioned 17 this, and I saw Stephanie back there nodding. Kids 18 when they come sometimes to your school, they are so 19 deficient in math, you're just trying to get them to 20 grade level as best I you can. And I understand 21 that as well. 22 But, anyway, it's the program. You can 23 call NMSA and ask them, say, "Commissioner Carrillo 24 suggested this." They're really nice over there. 25 MS. STEPHANIE BECKER: Super.</p>

<p style="text-align: right;">58</p> <p>1 VICE CHAIR CARRILLO: So that's on the 2 math side. 3 Curiously, how many kids -- how many 4 students are in your lottery waiting list? I would 5 imagine it's quite a few. 6 MS. STEPHANIE BECKER: Over 50 right now, 7 yeah. 8 VICE CHAIR CARRILLO: All right. And I 9 love it that your students come from all over. 10 On the graduation rates, I was really 11 happy that Commissioner Brauer asked that question, 12 because I had that down. And I'm satisfied with 13 your answer. 14 So if you were to take those students that 15 then take maybe perhaps five years, occasionally, 16 the sixth year, if you were to, like, add them 17 together, I mean, then you're really kind of 18 graduating what percentage of your kids? Probably 19 significantly higher than 67 or whatever it was. 20 MS. STEPHANIE BECKER: In the 80s, I'm 21 pretty sure. 22 VICE CHAIR CARRILLO: That's where you 23 want to be. I'm so glad you're not just moving them 24 out. And when you know they're not quite ready, you 25 know, need to stay just a little bit longer.</p>	<p style="text-align: right;">60</p> <p>1 read lots of letters of recommendation, filling 2 out -- people filling out applications. They can't 3 write to save their lives. And they've graduated 4 from a New Mexico high school. 5 And it makes me crazy. Because growing 6 up -- and I was fortunate to go to schools when that 7 was a focus. We even made, at Santa Fe public for a 8 while, writing across the curriculum a focus when 9 Joe Boyd was the superintendent. No matter what 10 subject you were taking, there's always writing 11 assignments attached to that subject. 12 It's a skill like everything else. If you 13 read a lot, you learn to write well. My mom taught 14 me that when I was younger. Not that I read a lot, 15 but, yeah. 16 So, curiously, where does U.S. 17 specifically, U.S. History fit into your curriculum? 18 MS. STEPHANIE BECKER: We teach U.S. 19 History in the tenth grade. We use a history 20 curriculum; it's called "Facing History and 21 Ourselves," where it's more about depth than it is a 22 lot of breadth. In tenth grade, they start with 23 Reconstruction and move into the Civil War and start 24 looking at civil rights movements over the course of 25 the whole year in tenth grade.</p>
<p style="text-align: right;">59</p> <p>1 And, yes. Commissioner Beck wants to 2 quickly comment on that. 3 SECRETARY BECK: I'm really glad you 4 answered the way you did. That was really great, 5 because, again, as a twelve-year teacher at Sandia 6 High School, I know the pressure there is to, you 7 know, try to get those graduation rates up. 8 And you're doing the right thing, because 9 the kids aren't going to have to go to remediation, 10 you know, and have to deal with all that. 11 And the stress and pressure in college in 12 their first year of college, you've remedied that. 13 So that was a great answer. I loved that, 14 by the way. 15 MS. STEPHANIE BECKER: Thank you, 16 Commissioner Beck. 17 VICE CHAIR CARRILLO: Thank you for doing 18 that. 19 The -- you mentioned Emese. 20 MS. STEPHANIE BECKER: Emese. 21 VICE CHAIR CARRILLO: Emese, yes. I wrote 22 down here, "critical thinking and writing." The 23 writing part. 24 Commissioner Brauer, it's amazing. When 25 I've, in different jobs, had the opportunities to</p>	<p style="text-align: right;">61</p> <p>1 VICE CHAIR CARRILLO: The reason I ask 2 that is 'cause recently -- you might want to look at 3 this article, because it's fantastic. I feel like I 4 had too much coffee. 5 It's in The Atlantic. And it's really 6 about -- and I'm not commenting on whatever 7 happened, you know, a week ago Tuesday. But it's 8 just, generally speaking, Americans are kind of 9 clueless as to their own history and world history. 10 And that's happened over generations and 11 decades that we've made so many other things 12 priorities that, slowly, history, geography, civics, 13 all these things that Jefferson said that are 14 incredibly necessary to have a democratic society 15 we've basically just left in the parking lot. 16 It is fascinating -- the article -- I 17 would encourage you. It's in The Atlantic. I tried 18 to pull it up, and I couldn't get the author's name. 19 MS. STEPHANIE BECKER: I'll find it. 20 VICE CHAIR CARRILLO: The learning of U.S. 21 and other histories teaches us judgment more than 22 anything else. 'Cause we -- everything we're going 23 through now in this country, we've gone through 24 before, a couple of times. And you've got to know 25 we've been there before and got out the other side.</p>



<p style="text-align: right;">62</p> <p>1 That's why I asked about U.S. History 2 because I just think it's so critical. 3 Okay. This dual language -- this dual -- 4 let me bring this up -- this dual credit thing. It 5 says C-minus. The mission -- the dual credit -- 6 they can take dual credit classes with a C-minus or 7 better. 8 MS. STEPHANIE BECKER: So they cannot pass 9 a class with a D. So when they're taking a dual 10 credit class, to be able to get credit for it with 11 us, they have to have a -- 12 VICE CHAIR CARRILLO: C-minus. Because I 13 know that's, unfortunately, passing. That's why, 14 when I was on the board up here, there was somebody 15 else on the board that we focused on proficiency, 16 not grad rate. You can walk a bunch of kids. 17 That's what they did during COVID. They walked a 18 bunch of kid, dozens and dozens, with D averages and 19 gave them diplomas. That's just abhorrent. 20 Okay. Just wanted to ask about that. 21 Then I was in the -- the -- in the video, 22 where lots of the kids spoke -- and when I say kids, 23 I kind of say that just colloquially. I don't mean 24 you're, like, kids. Obviously, you're young men and 25 women embarking on your future; right?</p>	<p style="text-align: right;">64</p> <p>1 support -- I don't know how I want to work out the 2 math thing, though, the condition. We'll see what 3 the others think. 4 Treasurer Wintrode, I agree completely 5 with what Commissioner Brauer said. And you can get 6 in touch with Director Chavez about working your way 7 into the next charter conference. Because we 8 really -- you'll see it's been a priority for us 9 this last year and a half or so. 10 Because where boards start to fail, 11 schools definitely start to fail. You're doing 12 something right, obviously. You're not the only one 13 with all this tenure on the board; right? And how 14 long have you been board president? 15 (Off-mic response.) 16 VICE CHAIR CARRILLO: Oh. I was going to 17 say longer than five. That's what makes a school 18 flourish, when boards have continuity. 19 So anything you can do to get with 20 Director Chavez and other board leaders so we have 21 some sessions in that next conference on, you know, 22 just learning by example, sharing out what you do 23 that works so others can do it. 24 So thank you so much. 25 That's all for me for now unless I have a</p>
<p style="text-align: right;">63</p> <p>1 Every one, there was a theme about being 2 seen and being supported and -- and reaching out to 3 kids to broaden how they see themselves and what -- 4 what are the possibilities. 5 MS. STEPHANIE BECKER: Uh-huh. 6 VICE CHAIR CARRILLO: So I was really 7 happy to hear that. Yeah, that's kind of the 8 gushing part. 9 The -- I was, one time, thinking, like, 10 what if I got off this Commission and opened a 11 charter school? And I thought to myself it would 12 be -- the school would be a leadership, public 13 policy, and political science, called "Citizen One," 14 was the concept. But I'm not going to do it. It 15 takes so long -- now that I know the process, it's 16 like, oh, my God. 17 MS. STEPHANIE BECKER: I'm sure Emece 18 would be happy to help you out with that. 19 VICE CHAIR CARRILLO: But the application 20 process -- you're doing that. And I'm so happy to 21 hear about the way that students are thinking about 22 diplomacy, all of these -- just, you're doing it. 23 But I would -- probably would still love to have 24 something like that in Santa Fe. 25 So, absolutely, you know, going to</p>	<p style="text-align: right;">65</p> <p>1 Columbo moment. 2 THE CHAIR: I actually had a good friend 3 who called me and said, "Pattie, I'm going to open 4 up a charter school." 5 I said, "Good for you." 6 "And it's going to be civics. That's all 7 we're going to teach is civics." 8 I said, "What are you going to do with 9 everything else?" 10 "We don't want to do everything else." 11 "Well, you go and open a private school 12 and do whatever you want to do." 13 And I sent them the application, and I 14 never heard from them about that again, you know. 15 Because it's like, no, you're not going to do that. 16 And I'm going to apologize. Because I 17 actually talked about the school Tuesday, because I 18 was at the NACSA conference. And I had a woman who 19 was next to me at breakfast one morning was coming 20 to New Mexico to deliver an award. Because she came 21 last week? It was a community grant? 22 MS. STEPHANIE BECKER: Uh-huh. 23 THE CHAIR: It's, like, how great. She 24 was so excited, because I guess it's a grant you've 25 applied for several times, and you got it, but not</p>

<p style="text-align: right;">66</p> <p>1 exactly in the same --</p> <p>2 MS. STEPHANIE BECKER: We finally got the</p> <p>3 money after about three times.</p> <p>4 MS. ALDIS PHILIPBAR: We were very</p> <p>5 persistent.</p> <p>6 MS. STEPHANIE BECKER: The Impact Award</p> <p>7 for Community Engagement. Thank you.</p> <p>8 THE CHAIR: Congratulations. We've been</p> <p>9 fortunate, because this week has been pretty easy,</p> <p>10 you know, because we've been able to celebrate the</p> <p>11 schools.</p> <p>12 I am that person who does know that math</p> <p>13 is useful. It'll never be fun. The fun part is</p> <p>14 never going to come into it. I get that it's -- I'm</p> <p>15 a history teacher. So I'm a humanities person.</p> <p>16 But I was -- I mentioned to Commissioners</p> <p>17 yesterday that I had to go to a meeting on Saturday</p> <p>18 to basically justify to some folks why charter</p> <p>19 schools exist.</p> <p>20 And there was a legislator there. And</p> <p>21 they were talking about the problems in education</p> <p>22 and the inequity in education in schools.</p> <p>23 And one of the legislators said, "Well,</p> <p>24 the problem with our scores in New Mexico is</p> <p>25 poverty."</p>	<p style="text-align: right;">68</p> <p>1 every place where we are a better place.</p> <p>2 And I think that's what so many of our</p> <p>3 charters -- it may not be expressed in their</p> <p>4 mission. But their goal is to make those better</p> <p>5 people, because we have to do whatever we can do to</p> <p>6 make this world a better place, you know.</p> <p>7 And that's what is often not celebrated</p> <p>8 enough about our schools and the good human beings</p> <p>9 that are coming out of those schools. And it's not</p> <p>10 just -- yeah. It's not just that number in the</p> <p>11 Vistas score, you know, because those are important.</p> <p>12 MS. STEPHANIE BECKER: Of course.</p> <p>13 THE CHAIR: You know. And -- you know.</p> <p>14 But the fact that if it's not working for this child</p> <p>15 now, it doesn't matter how we're going to get dinged</p> <p>16 by it; we're going to do right by that person.</p> <p>17 So I appreciate that so much about the</p> <p>18 school.</p> <p>19 And this is honestly the first time that I</p> <p>20 can remember that we have a governing council member</p> <p>21 that came up and spoke so eloquently about the</p> <p>22 finances of the school. I haven't had a business</p> <p>23 manager, honestly, be able to do it, because they</p> <p>24 look at it from a different lens. They're just</p> <p>25 looking at it as the -- you know, the black and</p>
<p style="text-align: right;">67</p> <p>1 And I was appalled, because it's, like,</p> <p>2 saying, "Poor kids can't learn," you know. And</p> <p>3 that's not it. And come to our charter schools and</p> <p>4 look at the work that charter schools are doing.</p> <p>5 Especially, you know, I appreciate</p> <p>6 Amy Biehl, not just for the work that you've done</p> <p>7 and the consistent work that you've done, but you</p> <p>8 embrace the urban essence of the school.</p> <p>9 And I think that's what's so cool about</p> <p>10 Amy Biehl as well, that, you know, you are</p> <p>11 purposeful in where that school is situated and</p> <p>12 embracing the good, the bad, and the ugly that comes</p> <p>13 with being in an urban environment.</p> <p>14 I don't know. Do you still do a scavenger</p> <p>15 hunt --</p> <p>16 MS. STEPHANIE BECKER: Oh, yes.</p> <p>17 THE CHAIR: -- at the beginning of the</p> <p>18 year? I always thought that was the greatest thing,</p> <p>19 that they do a scavenger hunt around the city so the</p> <p>20 kids learn about the city that they're in.</p> <p>21 MS. STEPHANIE BECKER: It's fun.</p> <p>22 THE CHAIR: Yeah, you know. And it's</p> <p>23 that -- embracing, in that there are scary things</p> <p>24 about cities, but we have to -- if this is where</p> <p>25 we're going to be, and we have to -- we have to make</p>	<p style="text-align: right;">69</p> <p>1 white on the paper.</p> <p>2 And they're -- they don't often look at it</p> <p>3 as the servicing piece.</p> <p>4 But the fact that a governance council is</p> <p>5 so deeply engaged in the conversation about how</p> <p>6 we're going to serve our kids -- and I appreciate,</p> <p>7 and I know many of our schools had to go through</p> <p>8 that really, really difficult staffing issue when</p> <p>9 ESSER funds started to go.</p> <p>10 And it was -- you know, it was tragic, it</p> <p>11 was, because so often it was those pieces of the</p> <p>12 servicing of the student, the SEL pieces, that had</p> <p>13 to go away with some schools, because they needed to</p> <p>14 keep the academic staffing.</p> <p>15 So it's tough. But the fact that the</p> <p>16 governing council is so deeply engaged in the</p> <p>17 conversation of how we're going to do it, I think</p> <p>18 that partnership is just, unfortunately, very</p> <p>19 unique, you know.</p> <p>20 MS. STEPHANIE BECKER: I feel like I'm the</p> <p>21 most fortunate of leaders because of our strong</p> <p>22 collaborative approach. We work really well</p> <p>23 together. And I feel so enormously supported by our</p> <p>24 terrific board.</p> <p>25 THE CHAIR: And the fact that your</p>

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1 performance framework ratings were almost all green.  
 2 MS. STEPHANIE BECKER: Almost.  
 3 THE CHAIR: Almost. As we're embracing  
 4 this, it's, like, yeah, but there's the red. But  
 5 we're good. We're good. So thank you -- just thank  
 6 you to everyone.  
 7 It was just -- you know, it's why we're --  
 8 this is why we do what we do, you know, to be able  
 9 to hear from the schools and see, you know, how  
 10 schools are -- and the fact that we hear from the  
 11 alumna is really important, because so often, you  
 12 know, especially, I think, with traditional schools,  
 13 the kids leave, and they're just gone.  
 14 And the fact that they care still so much  
 15 about the school that they'll take the time out to  
 16 come back and talk about it speaks volumes to, you  
 17 know, the -- the impression that that school will  
 18 make, lifetime, on those people. So thank you.  
 19 MS. STEPHANIE BECKER: I just want to  
 20 point out, too, that two of those folks in that  
 21 video serve on our board. Cesar is on our governing  
 22 board.  
 23 THE CHAIR: I didn't connect the names.  
 24 MS. STEPHANIE BECKER: And Ava Montoya is  
 25 on our foundation board; so, yeah.

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1 THE CHAIR: That's great. Thank you.  
 2 Commissioner Ingham.  
 3 COMMISSIONER INGHAM: Boy, I hate to be  
 4 the downer. I just want to ask something, because  
 5 I'm -- I'm the facilities guy.  
 6 MS. STEPHANIE BECKER: Okay.  
 7 COMMISSIONER INGHAM: Okay. And, frankly,  
 8 your facility is a lovely place and incredible, but  
 9 scary, in that it's very old and the systems are  
 10 very old.  
 11 And I just was wondering. Does your --  
 12 who -- do you -- are you on a lease-purchase on  
 13 that? Or do you -- what's your arrangement for your  
 14 lease on that?  
 15 MS. STEPHANIE BECKER: I'm going to go?  
 16 Or you want to go. I'll have our foundation  
 17 director tell you.  
 18 MS. ALDIS PHILIPBAR: Our foundation owns  
 19 the building. So 2016, then Congresswoman  
 20 Lujan-Grisham had legislation passed that allowed us  
 21 to purchase the building from the federal  
 22 government, and then we entered into a  
 23 lease-purchase agreement with the school. And we  
 24 have a terrific building manager who goes above and  
 25 beyond.

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1 COMMISSIONER INGHAM: That's what -- that  
 2 was my question, is that, typically, when you have a  
 3 100-year-old building -- which is probably close to  
 4 100 years old, isn't it? Over 100 old.  
 5 You have systems issues that are sometimes  
 6 really problematic. And my concern was that you had  
 7 made some efforts -- because PSFA has impressed on  
 8 me. Any people moving into older facilities, they  
 9 really want you to be aware of the situation and  
 10 that it -- there are some tragic problems that  
 11 happen and which leave you just completely in  
 12 trouble.  
 13 So I would just ask. Have you done, like,  
 14 some of your systems -- your sanitary sewer and  
 15 stuff like that?  
 16 MS. STEPHANIE BECKER: Oh, yes. Our Five  
 17 Years Facilities Master Plan has the list of things  
 18 we aim to do and things we've already completed over  
 19 the last three of the five years.  
 20 We just keep on top of it. Whether it's  
 21 making sure our HVAC system is up to grade and doing  
 22 what it needs to do; it's actually automated so it's  
 23 energy efficient.  
 24 Randy Miranda, our building manager, used  
 25 to work at the Convention Center, so he has an

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1 enormous amount of facilities knowledge.  
 2 COMMISSIONER INGHAM: That gives me a lot  
 3 of confidence. So many schools that -- we have  
 4 facilities that are really struggling; so...  
 5 MS. STEPHANIE BECKER: We are careful with  
 6 our capital budget, and yet we're not afraid to  
 7 spend what we need to spend to make sure that the  
 8 building is up to code and in great shape for the  
 9 next 100 years.  
 10 COMMISSIONER INGHAM: Awesome. Thank you.  
 11 I don't feel like it's such a downer now.  
 12 THE CHAIR: Commissioner Taylor.  
 13 COMMISSIONER TAYLOR: Yeah. I won't  
 14 rehash the fantastic-ness of your school, because  
 15 it -- I mean you all are doing a great job. But I  
 16 just do want to say that I would not support any  
 17 kind of condition for -- for math.  
 18 I mean, the intentionality with the way  
 19 that you're approaching things, the "all hands on  
 20 deck," you know, all of the things that you're doing  
 21 to try to do that, your experience, your competence,  
 22 your -- you know, I think it's an overreach on our  
 23 part, I think, to place a condition on you guys  
 24 for -- for math. So --  
 25 MS. STEPHANIE BECKER: Thank you,

<p style="text-align: right;">74</p> <p>1 Commissioner Taylor.  2 VICE CHAIR CARRILLO: Okay. I take it  3 back.  4 THE CHAIR: Commissioner Brauer.  5 COMMISSIONER BRAUER: Thank you. Don't  6 worry, Commissioner Carrillo. I wasn't going to  7 listen to you anyhow. I'm just going to --  8 Commissioners, I move that the Public Education  9 Commission approve the renewal application for the  10 Amy Biehl High School for a five-year term without  11 conditions.  12 THE CHAIR: There's a motion by  13 Commissioner Brauer, and a second by Commissioner  14 Gipson.  15 Okay. I didn't say that.  16 VICE CHAIR CARRILLO: It's not a Columbo  17 moment. It's, just, I didn't know anything about  18 your school till today.  19 THE CHAIR: Oh, yeah. You can't. Sorry.  20 VICE CHAIR CARRILLO: I'm not asking them  21 anything, because after motions, you can't talk.  22 So don't think of commenting on what I'm  23 saying.  24 The renewal process allows us to learn  25 about schools we would never ever learn about that</p>	<p style="text-align: right;">76</p> <p>1 COMMISSIONER MANIS: Yes.  2 SECRETARY BECK: Commissioner Armijo.  3 (No response.)  4 SECRETARY BECK: Commissioner Taylor.  5 COMMISSIONER TAYLOR: Yes.  6 SECRETARY BECK: Commissioner Burt.  7 COMMISSIONER BURT: 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 nine votes for, zero votes against. The  14 motion passes. Congratulations.  15 THE CHAIR: Thank you very much. And we  16 are in recess until 10:30.  17 (Recess taken, 9:38 a.m. to 10:30 a.m.)  18 The MASTERS Program.  19 MS. SHANNON WHITNEY: Hi. My name is  20 Shannon Whitney, and I teach the Friday Orchestra  21 Service Project at TMP. It's the first year we've  22 had an orchestra at TMP that I know of.  23 It's my first year at TMP, and I've just  24 been so grateful to get to know this amazing group  25 of students and teachers.</p>
<p style="text-align: right;">75</p> <p>1 we only see them on paper. And I'm just thrilled to  2 learn all of this about your school that I didn't  3 know and that all of you were here.  4 So thank you for the gift you're giving  5 the community and just education in New Mexico in  6 general.  7 SECRETARY BECK: And I want to echo  8 whoever said it. I don't remember who said it. I  9 don't remember who said it. That you -- oh, you  10 said it, I think, that you really -- that your  11 alumni are so invested, you know, in your school.  12 That is -- that is really, really  13 indicative of how much you care for your students.  14 So that was great. Okay. So...  15 THE CHAIR: Roll.  16 SECRETARY BECK: Commissioner Ingham.  17 COMMISSIONER INGHAM: Absolutely.  18 SECRETARY BECK: Commissioner  19 Clahchischilliage.  20 COMMISSIONER CLAHCHISCHILLIAGE: Yes.  21 SECRETARY BECK: Better do this, or else  22 I'll get in trouble.  23 Commissioner Brauer.  24 COMMISSIONER BRAUER: Yes.  25 SECRETARY BECK: Commissioner Manis.</p>	<p style="text-align: right;">77</p> <p>1 We just have a few select players today  2 who will play a very short Welsh folk song for you  3 called "Ash Grove."  4 We have Ralph on cello. We have Maritza  5 (ph) on violin. We have Corey (ph), who's my TA, on  6 violin. And we have another staff member, Teo, on  7 viola and will be playing violin.  8 Thank you for your time.  9 (Music is played off-mic.)  10 THE CHAIR: Thank you so much. So if the  11 folks from The MASTERS Program want to come up.  12 Good morning. Welcome.  13 FROM THE FLOOR: Good morning.  14 THE CHAIR: If the folks from the school  15 will introduce yourself, spell your last name for  16 the record, and indicate what role in the school you  17 hold, we can do that at the very beginning, and then  18 you don't have to keep introducing yourself the rest  19 of the morning.  20 MS. HAAS MOSKOWITZ: Good morning, and  21 thank you for being here and inviting us to share  22 with you The MASTERS Program. My name is Karla Haas  23 Moskowitz.  24 Do you want me to spell my last name?  25 THE CHAIR: Yes.</p>

78	<p>1 MS. HAAS MOSKOWITZ: There's two names,                  2 space, no hyphen. H-a-a-s and M-o-s-k-o-w-i-t-z.                  3 And The MASTERS Program. I have the role of                  4 superintendent/head of school.                  5 MS. CHERYL ROMERO: Good morning. My name                  6 is Cheryl Romero, last name spelled R-o-m-e-r-o.                  7 I'm one of the co-principals.                  8 MR. CHRISTOPHER DE JESUS: My name is                  9 Christopher De Jesus. D-e capital J-e-s-u-s. I am                  10 the options coordinator.                  11 DR. KELLY TRUJILLO: Good morning. My                  12 name is Dr. Kelly Trujillo. T-r-u-j-i-l-l-o. I am                  13 the president of the governing council for TMP.                  14 THE CHAIR: Thank you. So the Charter                  15 School Division will do their presentation. Then we                  16 open it in case there's someone here for tribal                  17 consultation. Then you'll have your 30 minutes to                  18 go, and then we'll open it up to public comment.                  19 And then it's our questions. Thanks.                  20 Cheryl, is it?                  21 MS. CHERYL ROWE: Good morning, Chair                  22 Gipson and Commissioners. My name is Cheryl Rowe,                  23 Authorizing Practices Administrator for the Charter                  24 Schools Division. I'm here to provide the PED                  25 evaluation for The MASTERS Program.</p>	80	<p>1 and their Vistas score increased substantially from                  2 2021-'22 to 2022-'23 from 59 to 82.2. MASTERS                  3 received Designations of Excellence in '22-'23 for                  4 performance in ELA, science, ELA growth, math                  5 growth, English Learner progress, and college and                  6 year readiness.                  7 In 2021-'22 and 2022-'23, MASTERS                  8 outperformed the State and district in reading,                  9 math, and science.                  10 MASTERS' graduation rates are also on par                  11 or better than those reported for the district and                  12 State.                  13 Additionally, the PED has published the                  14 Spring 2024 assessment results.                  15 The school's Vistas designation is again                  16 Spotlight. Proficiencies have declined in math,                  17 ELA, and science. Graduation rates went up                  18 slightly.                  19 Their overall Vistas score dropped last                  20 year from 82.2 to 66.4; however, as I've previously                  21 mentioned, according to Vistas, points totals from                  22 school year '22-'23 and school year '23-'24 cannot                  23 be compared due to changes in business rules.                  24 About the drop. TMP leadership and                  25 teachers shared that they have had an increase of</p>
79	<p>1 CSD conducted our renewal visit to The                  2 MASTERS Program on September 23rd, 2024. Director                  3 Corina Chavez, Lucy Valenzuela, Kristen LaVolpa, and                  4 I visited the school in person, and Martica Davis                  5 and Ken Norris joined remotely.                  6 The MASTERS Program opened in 2010 with                  7 the Public Education Commission as their authorizer.                  8 This is their third renewal application with the                  9 PEC.                  10 The MASTERS Program is committed to the                  11 development of engaged, compassionate students who                  12 value academic excellence in education beyond high                  13 school, service to others, and creating a conscious                  14 community.                  15 The Charter Schools Division recommends                  16 that The MASTERS Program be renewed for a term of                  17 five years without conditions.                  18 The recommendation is based on the record                  19 of the school's performance over the course of the                  20 contract term, the renewal application, which                  21 highlights adult actions and programs in the service                  22 of student progress, and verification of those                  23 programs and adult actions during our renewal site                  24 visit and annual visits.                  25 The MASTERS Program is a Spotlight School,</p>	81	<p>1 students enrolling with learning gaps in English and                  2 math, especially among English Learner and special                  3 education students.                  4 they have responded to this by hiring a                  5 new EL director, additional EL and special ed                  6 instructors, a reading interventionist, and have                  7 started sheltered classes for special ed, 504                  8 students, and other students who need support to                  9 provide a smaller, more supportive setting.                  10 TMP has implemented a school-wide MLSS                  11 system and provides abundant PD for teachers.                  12 Moreover, TMP has communicated with SFCC                  13 and designed improved pathways.                  14 TMP also added an advisory period,                  15 learning lab, and student tutoring for added                  16 support. And both TMP and SFCC teachers and                  17 advisers are available for help during office hours.                  18 The finance indicator ratings in the last                  19 year of the contract term reflect that the school                  20 has struggled in this area. The school has had                  21 eight audit findings over the course of the charter                  22 term, including six findings in the most recent                  23 audit.                  24 The school has had only one repeat                  25 finding, and no significance deficiency or material</p>

82	<p>1 weakness findings during the contract term.</p> <p>2 The school has contracted with a new</p> <p>3 business manager, effective this fiscal year, who is</p> <p>4 working with the head administrator to improve</p> <p>5 financial processes at the school.</p> <p>6 The MASTERS Program has maintained a full</p> <p>7 governing board for the duration of the charter</p> <p>8 term. For the last two years, all board members</p> <p>9 completed all training hours.</p> <p>10 For the duration of the contract, most</p> <p>11 notifications have been timely.</p> <p>12 The board described an effective plan in</p> <p>13 place to complete all training hours and comply with</p> <p>14 board requirements. The board has also recorded and</p> <p>15 posted their governing board meetings on their</p> <p>16 website for this school year, '24-'25, so far.</p> <p>17 The school's ratings on Part B of the</p> <p>18 renewal application are as follows:</p> <p>19 They Met the Standards on student</p> <p>20 outcomes, educational program, and equity and</p> <p>21 identity.</p> <p>22 They Demonstrated Substantial Progress in</p> <p>23 governance responsibilities and other performance</p> <p>24 framework indicators.</p> <p>25 They Failed to Demonstrate Progress in</p>	84	<p>1 Therefore, the leadership and staff</p> <p>2 developed strategies to prepare students for</p> <p>3 college-level courses, setting them up for success</p> <p>4 once they are ready.</p> <p>5 In spite of not having met the goal,</p> <p>6 MASTERS students take a great number of dual credit</p> <p>7 courses, and they generally do well since they have</p> <p>8 ample support and preparation. But the school did</p> <p>9 not meet the target and did not amend the goal.</p> <p>10 During site visits, CSD has observed a</p> <p>11 robust educational program in place. Students have</p> <p>12 rich opportunities to participate in pre-college</p> <p>13 experiences in collaboration with SFCC and earn dual</p> <p>14 credit.</p> <p>15 The students expressed great enthusiasm</p> <p>16 for the variety of offerings available to them that</p> <p>17 meet every type of career objective, learning style,</p> <p>18 or interest they might have.</p> <p>19 Moreover, the educational program has</p> <p>20 evolved under the new leader, as they have</p> <p>21 identified changing needs of the students. For</p> <p>22 example, service learning has replaced Friday</p> <p>23 projects, which goes beyond community service as the</p> <p>24 students have a chance to reflect on their</p> <p>25 experience, learn from it, and even become leaders</p>
83	<p>1 mission-specific goals and financial compliance.</p> <p>2 The school's rating for financial</p> <p>3 compliance is Failing to Demonstrate Progress</p> <p>4 because a rating of Demonstrates Substantial</p> <p>5 Progress in the renewal application rating requires</p> <p>6 data showing improvement. This is an example of</p> <p>7 when a rating in between Demonstrates and Failing</p> <p>8 would have been helpful.</p> <p>9 Audit indicators align by a year. So the</p> <p>10 process improvement actions the school has put into</p> <p>11 place, which CSD has confirmed during the renewal</p> <p>12 visit, are not yet reflected in the annual audit and</p> <p>13 will be released in the spring.</p> <p>14 While the school did not meet the targets</p> <p>15 outlined in their mission-specific goals, they have</p> <p>16 taken numerous adult actions to improve outcomes for</p> <p>17 student readiness for college.</p> <p>18 MASTERS did a root cause analysis, hired a</p> <p>19 college and career adviser, obtained a CTE grant,</p> <p>20 partnered with SFCC and IAIA, for dual credit, and</p> <p>21 bolstered support in special ed and MLSS.</p> <p>22 The leadership team learned quickly that</p> <p>23 the goal was not realistic nor helpful for some of</p> <p>24 the students, as some students were not ready to</p> <p>25 take college classes.</p>	85	<p>1 in their service projects.</p> <p>2 In addition, the advisory program has</p> <p>3 replaced Thursday morning meetings, which includes</p> <p>4 enriching SEL experiences and conversation.</p> <p>5 As mentioned, the school has continuously</p> <p>6 provided professional development opportunities for</p> <p>7 staff and supported the collaboration and growth of</p> <p>8 staff through PLCs.</p> <p>9 CSD attributes some of the recent tensions</p> <p>10 and dips in performance to leadership changes, which</p> <p>11 have caused some growing pains at the school.</p> <p>12 In discussions with school leadership,</p> <p>13 they have taken responsibility for the issues and</p> <p>14 have shared their commitment to making improvements</p> <p>15 and doing what is best for students.</p> <p>16 In short, The MASTERS Program provides a</p> <p>17 much needed, highly -- high school option to</p> <p>18 Santa Fe families in terms of academic offerings,</p> <p>19 college credit opportunities, and a caring staff</p> <p>20 dedicated to strong relationships and the progress</p> <p>21 of the students.</p> <p>22 Thank you.</p> <p>23 THE CHAIR: Is there anyone here for</p> <p>24 tribal consultation?</p> <p>25 MS. MELISSA BROWN: I do not see anybody</p>

86	<p>1 who has raised their hand indicating they are here 2 for tribal consultation. 3 THE CHAIR: Thank you. 4 The school has 30 minutes, and Missy keeps 5 time. 6 MS. HAAS MOSKOWITZ: We have the video 7 next. We have a video for you. 8 Yes. Okay. And now we have a video. 9 MS. MELISSA BROWN: I have my list, and I 10 was ignoring it because I was trying to respond to 11 Rafe Martinez. 12 (Video is played). 13 MS. HAAS MOSKOWITZ: Thank you. Next up, 14 we have our three ambassadors and our student 15 leadership council, with Ernest Kavanaugh here to 16 bring them up and provide some introductions. 17 MR. ERNEST KAVANAUGH: Good morning. 18 Buenos días. Is it good? 19 THE CHAIR: Yeah. You're fine. 20 MR. ERNEST KAVANAUGH: So first of all, 21 thank you for the opportunity for us to be here with 22 you all. When I looked behind and looked in front, 23 what I just saw from the video is just a taste. 24 It's a sample when you go to TMP. 25 When you go to TMP, it's much, much more.</p>	88	<p>1 Please introduce yourself. 2 FROM THE FLOOR: I'm am Justin (audio 3 distortion). I am a freshman representative on the 4 Student Council. 5 FROM THE FLOOR: Good morning. Thank you 6 for the opportunity of being here. I am (audio 7 distortion), and I'm a sophomore representative. 8 MS. MELISSA BROWN: Please spell your last 9 names for the court reporter. 10 FROM THE FLOOR: Newhall, N-e-w-h-a-l-l. 11 FROM THE FLOOR: Valdivia, 12 V-a-l-d-i-v-i-a. 13 FROM THE FLOOR: Good morning. My name is 14 Cesar Delgado Terrazas. I am a freshman senator for 15 The MASTERS Program, and it is great honor to be 16 here. My last name is D-e-l-g-a-d-o 17 T-e-r-r-a-z-a-s. Thank you. 18 FROM THE FLOOR: Good morning. My name is 19 Alexia Schwade, S-c-h-w-a-d-e. I'm a junior here 20 with Freedom Ambassadors. 21 FROM THE FLOOR: Good morning. Thank you 22 for the opportunity to be here. I'm Susana 23 Gallegos, G-a-l-l-e-g-o-s. I am a junior here at 24 The MASTERS Program, and am also part of Freedom 25 Ambassadors.</p>
87	<p>1 What is much, much more is what's right behind me. 2 The Freedom Ambassadors that I was privileged to 3 reinstitute, because I was at Santa Fe Community 4 College for 25, 30 years. When I was retired, I was 5 always running programs from the college and the 6 high school, dual enrollment, creating the leaders 7 of today so you have the leaders of tomorrow. 8 The leaders of today are -- you see my 9 Freedom Ambassadors will be in black. I have the 10 Student Leadership Council for the last year and a 11 half that I have developed. 12 You will hear from these students. 13 They're strong; they're vibrant. If I could take 14 them to Washington and teach those folks how to do a 15 few things, they could do it without a doubt. 16 Having the support staff, faculty, and 17 admin, they're nothing short of excellent. These 18 folks really make an impact. 19 I have my council. I could sit right up 20 with you all, and I would love to see them. You are 21 welcome at our school any time. 22 Mr. Carrillo, he's been there. He knows; 23 he's seen. So with that being said, again, thank 24 you (Spanish spoken). 25 You guys ready?</p>	89	<p>1 FROM THE FLOOR: Good morning. My name is 2 (inaudible) Natseway, N-a-t-s-e-w-a-y. I'm in ninth 3 grade and a part of Freedom Ambassadors. 4 FROM THE FLOOR: Good morning, everyone. 5 My name is Hayley Mora, M-o-r-a. I'm a sophomore 6 and I'm part of Freedom Ambassadors. 7 FROM THE FLOOR: Good morning. I'm 8 honored to be here. My name is Ethan Mendez, 9 M-e-n-d-e-z. And I'm a Freedom Ambassador. 10 FROM THE FLOOR: Good morning, everyone. 11 It's a pleasure to be here. My name is Luis Valdez, 12 V-a-l-d-e-z. I am a junior at The MASTERS Program 13 and I'm also a Freedom Ambassador. 14 FROM THE FLOOR: Hello. My name is Ethan 15 Lopez, L-o-p-e-z. And I am proud to be a Freedom 16 Ambassador at The MASTERS Program. 17 FROM THE FLOOR: Hi. I am (audio 18 distortion) Ruiz, R-u-i-z. I'm a freshman and a 19 Freedom Ambassador. 20 FROM THE FLOOR: Hi. I'm (audio 21 distortion) Vigil, V-i-g-i-l. It's a pleasure to 22 meet you all, and I am a sophomore at TMP. 23 FROM THE FLOOR: I am Isabella Fairchild, 24 F-a-i-r-c-h-i-l-d. And I am a sophomore 25 representative.</p>

<p style="text-align: right;">90</p> <p>1 FROM THE FLOOR: My name is Michael 2 Werber, W-e-r-b-e-r. I'm a junior, and I am also a 3 Freedom Ambassador.</p> <p>4 FROM THE FLOOR: Pleasure to meet you all. 5 My name is Willow Schwartz-Szeto. Schwartz, 6 S-c-h-w-a-r-t-z. Szeto, S-z-e-t-o. And I am a 7 senior senator on the Student Leadership Council.</p> <p>8 FROM THE FLOOR: Good morning. My name is 9 Portia Russo, R-u-s-s-o. I'm a junior senator, and 10 I am also the board representative of the Student 11 Leadership Council.</p> <p>12 FROM THE FLOOR: Good morning. Thank you 13 for having us. My name is Johni Gallegos. 14 G-a-l-l-e-g-o-s. And I am a junior representative 15 on the Student Leadership Council and a proud 16 Freedom Ambassador.</p> <p>17 FROM THE FLOOR: Hello and good morning. 18 My name is (audio distortion) Gallegos, 19 G-a-l-l-e-g-o-s. I am a freshman representative on 20 the Student Council, along with being a Freedom 21 Ambassador.</p> <p>22 FROM THE FLOOR: Hello. I am Jacob 23 Lucero, L-u-c-e-r-o. And I am a junior member of 24 the Freedom Ambassadors.</p> <p>25 FROM THE FLOOR: Good morning. My name</p>	<p style="text-align: right;">92</p> <p>1 high school. But when I heard that there is a 2 program that allows us to have a college readiness 3 program, I was very happy, because I -- my dreams 4 are to go to eventually graduate school and 5 hopefully get my Ph.D.</p> <p>6 So having this college readiness program 7 has allowed me to expand my interests, look into 8 different career paths that I might be interested, 9 and then be able to grow on that.</p> <p>10 So through TMP, I have found my love for 11 biology, and I am currently working on getting my 12 associate's degree in biology by the time I graduate 13 next semester.</p> <p>14 And I give everything to TMP and their 15 staff. They have helped me get scholarships, helped 16 me grow as a person.</p> <p>17 Before, I was very scared and timid, and I 18 didn't talk to anyone. I had one or two friends. 19 But now I have an entire council behind me. I have 20 Ernest in my back pocket.</p> <p>21 I also -- sorry -- I have made so many 22 connections here. And I would love for TMP to be 23 renewed for another five years.</p> <p>24 FROM THE FLOOR: Hello again. Thank you 25 for having all of us, and thank you for the</p>
<p style="text-align: right;">91</p> <p>1 Alex Perez. It's P-e-r-e-z. And I'm part of the 2 Freedom Ambassador -- Freedom Ambassadors program at 3 TMP. Sure.</p> <p>4 FROM THE FLOOR: First off, you know, 5 thank you for having us. Thank you for letting us 6 be here.</p> <p>7 Some things I'd like to say about the 8 school is TMP, it's an amazing high school. It's a 9 great program to have. The opportunities that we 10 get here, you can't really get anywhere out of 11 state.</p> <p>12 We have individualized learning programs, 13 college -- I guess -- what would it be? -- like 14 pre-college progress and everything like that. 15 Currently, I'm a junior. I've explored many career 16 paths in agriculture, engineering, and now going 17 into psychology.</p> <p>18 And I think the school's really great. 19 You can't find anything else like it in Santa Fe. 20 And I'm hopefully, going to graduate and go to a 21 four-year university.</p> <p>22 FROM THE FLOOR: Thank you all again for 23 having us here. I want to talk about TMP, because 24 when I first heard about this program, I was 25 ecstatic. I was really nervous about going into</p>	<p style="text-align: right;">93</p> <p>1 opportunity to speak. I would just like to say that 2 it is my first year at TMP as a sophomore. And I'd 3 like to say that this is the first time I've 4 actually brought home a report card that I'm proud 5 of, due to, like, the staff at TMP.</p> <p>6 They are challenging classes, but I'm 7 happy to do that. I'm happy for the challenge. I'm 8 happy for the support I always get at TMP.</p> <p>9 I'm actually understanding math now. And 10 it's really exciting. And through TMP, I found an 11 interest in law and politics, which I never thought 12 I would have wanted to get into. But with TMP and 13 with Ernest's help, I saw that, and now I want to 14 pursue law and politics. And I'm just really happy 15 to be at TMP. Thank you.</p> <p>16 FROM THE FLOOR: I'd like to start off 17 with saying thank you for having us again. And The 18 MASTERS Program holds a very special place in my 19 heart.</p> <p>20 So as a freshman, I didn't start there. I 21 started at a small school that was local to my 22 community, two and a half hours north from here. My 23 older sister was a junior at the time. I was a 24 freshman.</p> <p>25 And she threatened to drop out of high</p>



<p style="text-align: right;">94</p> <p>1 school because that school was not for her; it just 2 wasn't working. So what my father did was he got on 3 his phone and called Mr. Kavanaugh. 4 And Mr. Kavanaugh said, "Apply for The 5 MASTERS Program, send them down here, and even if 6 you can't be we them, I'll help them, and I'll be by 7 their side." 8 Ernest not only was by my side the entire 9 year last year, but he brought me on for second 10 year, and now I have my little sister here with me. 11 My older sister was able to graduate from 12 this amazing program, and this has given me not just 13 a whole other opportunity, but an entire other part 14 of me that I didn't know of. 15 I grew up on the ranch. I was always very 16 involved in 4H. And this program gives me an 17 opportunity to step away from 4H and to learn more 18 leadership skills and to bring other opportunities, 19 not only for myself, but for my family. 20 And I have friends that are interested in 21 applying to the school because of the amazing 22 opportunities we have. 23 And I was just overjoyed to be here. I am 24 super excited to graduate, hopefully, next year. 25 And I'm really proud to say that not only my older</p>	<p style="text-align: right;">96</p> <p>1 that students form with their teachers. 2 You see students saying hi to teachers at 3 stores, you know. They're not scared of them when 4 they see them outside of school. And it just 5 fosters a real deep connection and where students 6 are actually engaging with the material on a deeper 7 level. 8 FROM THE FLOOR: Hello. To be part of The 9 MASTERS Program has been a great honor. Not only 10 has it introduced opportunities to all my goals and 11 dreams with the chance of being part of college 12 classes, but being able to discover new 13 opportunities with college classes. 14 I'm a freshman, and I have the whole world 15 ahead of us regarding classes that we might want to 16 take and new college classes that we might get 17 introduced to. 18 Having the chance to have (audio 19 distortion) like students from high grades share 20 their stories and how they got introduced to new 21 topics, new opportunities, have honestly (audio 22 distortion) me to the possibilities that I might 23 face. And being part of The MASTERS Program has 24 been (audio distortion) something (audio distortion) 25 opportunities I might have. And thank you again.</p>
<p style="text-align: right;">95</p> <p>1 sister graduated from this program, but my little 2 sister has the opportunity to do so. Thank you. 3 FROM THE FLOOR: Hello and thank you again 4 for letting us come here today. My name is Bonnie 5 Gallegos, B-o-n-n-i-e. 6 I'd like to thank you guys and talk about 7 my school. 8 So I've never really been a school person. 9 I've always hated school, and I've never been good 10 at it. Due to The MASTERS Program, I have finally 11 been interested in my classes. I have decent grades 12 that I didn't have before. I've connected with the 13 teachers in a whole different way. 14 And TMP has definitely found a place in m 15 heart as well. Johni Gallegos is my older sister, 16 and if it weren't for her and my other older sister, 17 I would not be able to come here to this school. 18 And I'd like to thank all my teachers for 19 helping me this year, and I do hope to graduate in 20 the next four years. So thank you. 21 FROM THE FLOOR: Hello. Thank you for 22 having us. My name is Jacob Lucero. J-a-c-o-o-b. 23 And one thing that I think TMP excels at more than 24 probably -- well, that's a generalization -- but 25 more than most charter schools is the connection</p>	<p style="text-align: right;">97</p> <p>1 FROM THE FLOOR: My name is Luiz. 2 L-U-I-Z. I haven't experienced (Spanish spoken.) 3 FROM THE FLOOR: Good morning. S-t-a-r. 4 I came to The MASTERS Program. I wasn't sure what 5 to expect. And I was still thinking about going 6 back to my old school. But I had my older sister 7 here with me. And I would go to some of the Freedom 8 Ambassador events with them. And I thought it 9 seemed really cool. 10 So I decided to come here anyways, and I'm 11 so glad that I did because I love this school a lot 12 more than any other place that I've been. 13 TMP is like a community to me. It's like 14 a home. And I've never felt more like I belong 15 anywhere else other than TMP, and I'm so glad that I 16 have the opportunity to come here and hopefully to 17 graduate from here, because I plan on staying here 18 for the rest of my high school years, and I'm only a 19 freshman. 20 So my opportunities are just going to get 21 bigger and bigger as I go to my sophomore year and 22 my junior year. And then, you know -- yeah. Thank 23 you. 24 FROM THE FLOOR: Hello again. My name is 25 Nevaeh, N-e-v-a-e-h. The MASTERS Program has been</p>

98	<p>1 such a blessing to me. It has helped me step out of 2 my comfort zone. It has opened so much doors to me 3 and helping me lead up to my future careers; for 4 example, I plan on being an event planner -- or a 5 party planner. 6 And a role that I'm trying to accomplish 7 is being the creative director of events and visions 8 for TMP. And each year -- or each day that I'm 9 experiencing, it's helping me grow and lead up to 10 that. I don't know where I would be without TMP 11 now. 12 UNIDENTIFIED SPEAKER: Hey, again. My 13 name is Ethan Mendez. Most of you guys know me. 14 But -- oh, sorry. 15 I am a freshman, and I just wanted to talk 16 about The MASTERS Program and what it has done for 17 me. 18 When I first entered the school, I was 19 really nervous and I was really scared. But I met 20 Ernest, like -- what? -- two years ago, because of 21 my sister. And I really got comfortable, like, the 22 first month. 23 And I have a lot of people that look up to 24 me, especially teachers, like Shannon and Rhonda, 25 Roxanne, and Joanne. They have taught me a lot of</p>	100	<p>1 I just want to speak on TMP. (Audio 2 distortion) is my aunt. She had graduated, and she 3 told me of opportunities, and I decided I should 4 come here for my sophomore year. And I realized 5 that this school does not just have educational 6 opportunities, because I don't know what I want to 7 do when I'm older. I'm not going to lie. 8 But I know that this program has a lot of 9 opportunities for me to learn. And I had been 10 looking at the other options they had initially. 11 And this is so cool. I didn't even get just 12 education opportunities; I got opportunities to meet 13 amazing people that I have grown to really care 14 about and the teachers. 15 And I'm just -- I hope we can have another 16 five years, because the school is amazing, and I 17 think that other people should have opportunities. 18 Thank you. 19 DR. KAYLEIGH CARBAJAL: You're so 20 special -- oh. 21 I have -- okay. I have about twenty -- 22 oh. Further away. 23 I have about twenty more kids that aren't 24 here out of one group, Freedom Ambassadors. Another 25 about ten, fifteen kids out of my Student Council.</p>
99	<p>1 things and have taught me especially to be myself. 2 And I'm really honored to be a part of 3 that community. And I just want other kids like me 4 to have a chance at that, 'cause most kids out there 5 I feel like are not being heard by other teachers. 6 And, again, five more years. 7 FROM THE FLOOR: Hello again. My name is 8 Ethan Lopez. And I would just like to add more to 9 what my other friend said, which is the other Ethan. 10 The teachers really are great here. They 11 help you a lot. (Spanish spoken.) They try to find 12 everything in you so they can better help you out. 13 A great example would be my math teacher, 14 Ms. Sabrina. I really appreciate her because she 15 has taught me a lot of math. I couldn't understand 16 fractions at all, and she has helped me through my 17 way there. (Spanish spoken.) 18 Not only the teachers help, but everyone 19 is just so helpful around. You can see a teacher in 20 the hallway, and they will say hi to you. They 21 won't be in a bad mood. They won't be stressed for 22 you. They'll be there with you, happy for you, and 23 happy to be there with you as well. 24 FROM THE FLOOR: Hello, everybody. My 25 name is Hayley. Thank you for having me.</p>	101	<p>1 What I want you to know is they asked can they do 2 something that recognizes who they are, if I may. 3 And I want to recognize Roxanne, 4 Dr. Seagraves back there. She's my partner, where 5 we create all these incredible leaders. 6 Dr. Seagraves, you guys ready? 7 We go -- (shouting). They really are 8 somebody. So thank you. 9 MS. HAAS MOSKOWITZ: Thank you so much for 10 that and for welcoming our leaders into this room 11 and this space. 12 And we have our PowerPoint next where we 13 will go over our program in response to some of the 14 questions from all of you. 15 And I think you've got that slide show. 16 That's all we need. We'll wrap up. This won't take 17 too long. 18 So this slide show has a lot of 19 information that I think that you already have, but 20 I'm not going to read it. But we want to show our 21 appreciation, and we're here to answer questions as 22 well as present. 23 There we go. There's our beginning. Very 24 nice. Okay. Thank you. 25 So that is our mission statement, which</p>

<p style="text-align: right;">102</p> <p>1 you've heard in various languages, and I think that 2 you know it, and we know it.</p> <p>3 Those are our Vistas scores. I think, as 4 discussed, and as predicted, we would -- we would 5 probably take a dip for a variety of reasons. And 6 my feeling about that is when I -- I've only been at 7 the school for about a year and a half.</p> <p>8 And my experience in schools, especially 9 small schools that are highly relational and provide 10 safe spaces for students to become themselves, which 11 I think you've heard here, there's a diversity of 12 people that come to our school. And we welcome that 13 diversity. We welcome all of them.</p> <p>14 And so as a result, we have increased 15 numbers of students that represent different 16 learning styles, different approaches to 17 assessments, and as a result, I think we need more 18 assessments. That's why I brought Matt in so we can 19 learn from the results of those assessments. So I 20 think in time, we're going to see them come back up 21 again.</p> <p>22 Again, these are scores that measure only 23 a fraction of what our students are and what they 24 can do. We're not surprised by the dip, and we 25 embrace it as an opportunity to grow.</p>	<p style="text-align: right;">104</p> <p>1 And there's a lot of research on that, and 2 we were doing it. And we're working with Davis and 3 others to create some rubrics. And we'll be doing 4 that with the students. And we'll have different 5 measurements. And we're excited about the shift. 6 So that is what I have to say about that.</p> <p>7 And I think this nice little flow chart 8 shows that we really focused the last year and a 9 half on needs assessments, on organizational 10 auditing and looking at job descriptions, just 11 leadership structures, just ways to make the school 12 operate and to fulfill its mission and vision in the 13 best possible way. And that has been really a very, 14 I think, fulfilling and encouraging and inspiring 15 process to watch unfold.</p> <p>16 So our priorities have shifted, that we 17 are, again, looking at what does it really mean to 18 be prepared. And so when I was hired, I noticed 19 that our ninth graders were invited to participate 20 fully in college classes, which, on paper, is great. 21 And we want to encourage our ninth graders to do 22 that.</p> <p>23 But that left their schedules looking like 24 college schedules, which means they had large gaps 25 of time. So, instead, what we did is we encouraged</p>
<p style="text-align: right;">103</p> <p>1 Next slide.</p> <p>2 So yes, the mission-specific goals, my 3 favorite topic for TMP.</p> <p>4 So when I found out that this was 5 something in New Mexico -- this was a New Mexico 6 thing, and then in the charter world, that we have 7 mission-specific goals, which makes sense, I didn't 8 feel that the goal itself was one that resonated for 9 me.</p> <p>10 The number of students to be placed in 11 college classes, although easy to count and maybe 12 measure, would not necessarily reflect our mission 13 and vision. So is that -- you want to do -- okay? 14 Is that better?</p> <p>15 And we were more interested in showing an 16 increase of college and career readiness rather than 17 number of students that we put in classes. And so 18 we discussed whether we would amend that particular 19 goal. We knew this was our renewal year, and we 20 opted to just communicate as clearly as we could to 21 anyone that listen, who came to visit.</p> <p>22 The site visit (incomprehensible) that we 23 were in the process of shifting that into creating 24 more of a focus on how we prepare students to be 25 ready for career and college.</p>	<p style="text-align: right;">105</p> <p>1 our staff to actually teach sheltered or scaffolded 2 college classes in the west wing, where we are. And 3 they can take those and then work on using a variety 4 of programs that would support them in time 5 management, into decision-making, into setting their 6 own short- and long-term goals.</p> <p>7 And so -- and so we're going to really 8 focus on making them better at being college 9 students and, therefore, the retention would not -- 10 would go up.</p> <p>11 Okay. We're going to speed through this.</p> <p>12 We have -- again, I had mentioned that we 13 have sheltered dual credit classes. We offer those 14 for all of our students. We also offer a fifth 15 block, which is an after-school opportunity to do 16 the same, and also build skills.</p> <p>17 Next slide. Again, we do targeted 18 structured supports that's driven by data, the 19 assessments that we're using.</p> <p>20 The fifth block is after school; that's 21 new. And that's supportive of students who need 22 just support in their classes during the day as well 23 as opportunities to take additional classes for 24 college credit.</p> <p>25 We've beefed up advisory, which we feel is</p>

<p style="text-align: right;">106</p> <p>1 really important. We are doing next-step-planning 2 in student advisory as well as supporting students 3 in their college classes and their high school 4 classes.</p> <p>5 And the equity is really important to us. 6 As I said, we have developed a very comprehensive -- 7 and have been doing this since day one, since I've 8 been there -- looking at what does it mean to serve 9 all students through MLSS. We've had various forms 10 of student assistance, student assistance teams, 11 interventions. We've paired advisers, and we have 12 co-teaching going on. So we have lots of ways to 13 support students being successful in school.</p> <p>14 Next slide. 15 Now I'd like to turn it over to Axiom to 16 do our financial report.</p> <p>17 MS. KATIE RARICK: Hello, everyone -- 18 Missy, is this okay? Hello, everyone. My name is 19 Katie Rarick, R-a-r-i-c-k. And I'm the business 20 manager for The MASTERS Program.</p> <p>21 So over the past years, they have changed 22 business managers. They started with an in-house in 23 2020. They switched to another contractor, and they 24 recently switched to us.</p> <p>25 During that time, they also received eight</p>	<p style="text-align: right;">108</p> <p>1 gains and support with instruction. 2 Next slide. 3 So we have clear procedures. It's listed 4 in our policies and procedures that we've gone over 5 with the board. 6 We are also working right now to craft 7 some very specific TMP financial procedures that are 8 also in compliance. 9 And we have a very robust finance 10 committee that we work with at least once a month, 11 sometimes twice a month, to make sure that the board 12 and school leadership knows exactly what's going on 13 on the financial side and that they can make 14 strategic financial decisions in the best interests 15 of the school and the students. 16 MS. MELISSA BROWN: Two minutes. 17 DR. KELLY TRUJILLO: Hello again. I want 18 to thank you for the opportunity to represent a 19 group of very fine individuals who serve on the 20 governing council for TMP, people who bring 21 tremendous depth and breadth of knowledge to TMP and 22 are dedicated to improving the school. 23 We've made a lot of changes this last year 24 to amplify our efforts. We work in committees. 25 We -- we have a division of labor.</p>
<p style="text-align: right;">107</p> <p>1 findings. But nothing was a material or significant 2 deficiency. And right now we are working with the 3 school to continue to increase their financial 4 systems to make them stronger to reduce the number 5 of findings going forward.</p> <p>6 Next slide. 7 Okay. So some of the things that Axiom 8 does is we make sure that every check that is cut, 9 every payment that goes out, is authorized. And we 10 have electronic systems for all of our revenue and 11 our distributions.</p> <p>12 In addition to that, we have multiple 13 checks and division of labor that looks over 14 everything. Axiom is organized in departments, so 15 you have multiple eyes on every transaction. And we 16 make sure that the board has the support they need 17 with the financial information that they need to 18 make the right decision.</p> <p>19 Right now, we are working on a three- to 20 five-year sustainable plan to make sure that not 21 only does MASTERS use their resources for the 22 classroom, but that it is sustainable, so at the end 23 of the day, at the end of three to five years, they 24 will continue to have a healthy reserve, but also 25 allocating the right amount to help with academic</p>	<p style="text-align: right;">109</p> <p>1 Our secretary, Dorianis Perez, keeps us on 2 track with regards to our board training and all of 3 the forms and whatnot that we have to have filled 4 out for -- for the Department of Education. 5 More so, I think -- I feel like we have a 6 really high morale as a board. We feel very 7 confident that we are a very strong working group, 8 and we're looking forward to this upcoming year. 9 FROM THE FLOOR: Next slide. 10 MS. HAAS MOSKOWITZ: Okay. These are 11 issues that came up through the State reporting. 12 And we recognize some of them. And they were -- 13 we've corrected them. 14 So they had to do with -- with switch -- 15 anyway, they were technical issues that had to do 16 with Social Security numbers that were 17 misappropriated to different people. 18 We are working on that to improve our 19 systems, and we feel very confident that we've 20 adjusted those. All right. All yours. 21 MS. CHERYL ROMERO: Okey-doke. So 22 initially, there was a division of special education 23 and general education. But as we've gone through 24 the past several years, most recently in the last 25 year and a half, we have adjusted and realigned so</p>

110	<p>1 that we can look at a MLSS approach, Multi-Layered</p> <p>2 Student Support, and not trying to isolate students.</p> <p>3 And so we have then adjusted, created</p> <p>4 different -- drilled down to different areas looking</p> <p>5 at different populations: males, females, special</p> <p>6 education, students with disabilities, students</p> <p>7 without disabilities, ELL.</p> <p>8 We are looking at first-year students who</p> <p>9 have come to TMP versus students who have been at</p> <p>10 TMP multiple years. We are drilling down all of</p> <p>11 those pieces. It's a broad range across all of our</p> <p>12 students and all of our staff.</p> <p>13 Next slide.</p> <p>14 There was a complaint that was filed. And</p> <p>15 the State looked at it and decided that there was a</p> <p>16 finding. And we addressed the finding.</p> <p>17 It was closed in September. And at this</p> <p>18 point in time, it took us a few weeks to do the</p> <p>19 additional training that was required, and we were</p> <p>20 able to complete that and we went on. And there are</p> <p>21 no other additional things that need to be</p> <p>22 addressed.</p> <p>23 Next slide.</p> <p>24 Thank you for allowing us to have this</p> <p>25 30 minutes and this very brief little moment at the</p>	112	<p>1 not going to misspell. I'm going to mispronounce</p> <p>2 names. my apologies for that.</p> <p>3 Mia Roux.</p> <p>4 And, remember, you need to spell your last</p> <p>5 name for the court reporter --</p> <p>6 FROM THE FLOOR: Good morning, everyone.</p> <p>7 My name is Mia Rue. (Native language spoken.) I am</p> <p>8 consul and ambassador of -- I am a consul and</p> <p>9 ambassador of women and children of the Choctaw</p> <p>10 Muskogee Yamassee Nation. I have a son who</p> <p>11 graduated from TMP in May, and a daughter who is</p> <p>12 currently a freshman at TMP, and I've had the</p> <p>13 privilege and honor of being one of the founding</p> <p>14 members of our parent family community council, and</p> <p>15 I serve on the leadership team of that council.</p> <p>16 What I'd like to share with you is that</p> <p>17 from the very beginning, when I reached out to TMP,</p> <p>18 didn't know a lot about the school, but I knew it</p> <p>19 was an alternative option for my son, who was coming</p> <p>20 out of a rehabilitation program from the Taos</p> <p>21 Pueblo.</p> <p>22 And I was met with such compassion and</p> <p>23 such openness to our circumstances. And my son was</p> <p>24 in a very difficult moment in his life. But through</p> <p>25 the embrace of this community, he not only graduated</p>
111	<p>1 end. And we welcome any additional comments,</p> <p>2 questions. Thank you for having us.</p> <p>3 THE CHAIR: Thank you. We're now on to</p> <p>4 Public Comment.</p> <p>5 MS. MELISSA BROWN: Yes, we are. We have</p> <p>6 three pages of people who signed up for public</p> <p>7 comment. But some, I believe, are ambassadors.</p> <p>8 I've crossed off some of your names as you spoke. I</p> <p>9 call you an ambassador, and you're already -- if you</p> <p>10 feel like "I've done my bit," just motion to me;</p> <p>11 right?</p> <p>12 THE CHAIR: So we are going to ask people</p> <p>13 to truly hold to your two minutes, because of the --</p> <p>14 and we also have seven people online.</p> <p>15 MS. MELISSA BROWN: We have seven people</p> <p>16 online.</p> <p>17 As a matter of fact, we can start with</p> <p>18 them.</p> <p>19 I want to play the sound that you will</p> <p>20 hear so that you all are aware, both online and in</p> <p>21 the room, of what the alarm to wrap it up is; okay?</p> <p>22 You're going to hear bells. You guys are</p> <p>23 getting the benefit of everybody else that has gone</p> <p>24 before you and done it less than optimally.</p> <p>25 So -- and if I am going to misspell -- I'm</p>	113	<p>1 from TMP, but he graduated a year early with two</p> <p>2 semesters of college credits.</p> <p>3 And on his own will, he chose to engage in</p> <p>4 an alternative university called Cardo University.</p> <p>5 He is now a young business owner at the age of 18.</p> <p>6 He has started his own business and is an</p> <p>7 entrepreneur and is just a remarkable human being.</p> <p>8 Witnessing my son's success, my -- his</p> <p>9 younger sister, who is now 15, decided that she</p> <p>10 wanted to pursue entry into TMP.</p> <p>11 And all I can say is that her journey as</p> <p>12 well has been equally, if not more remarkable. The</p> <p>13 opportunities that she's had -- you know, in other</p> <p>14 schools, a student might say, "Oh, you know, I want</p> <p>15 an opportunity to try this thing." Maybe it's</p> <p>16 music; or maybe it's art.</p> <p>17 Am I done? Okay.</p> <p>18 What I want to say is the administration,</p> <p>19 the leadership of the school, and the teachers have</p> <p>20 been just absolutely above and beyond. And I'm so</p> <p>21 grateful to call myself a member of this community.</p> <p>22 Thank you.</p> <p>23 THE CHAIR: Before you leave, could you</p> <p>24 spell your last name?</p> <p>25 FROM THE FLOOR: R-u-e, Rue.</p>

<p style="text-align: right;">114</p> <p>1 MS. MELISSA BROWN: Next we have -- next 2 we have Marqui Montoya Howland. 3 FROM THE FLOOR: Thank so you much for 4 this wonderful opportunity. I feel very honored to 5 be amongst fellow educators. 6 I'm an educator of 25 years myself. 7 Montoya Howland. M-o-n-t-o-y-a and Howland, 8 H-o-w-l-a-n-d. 9 And I think we've spoken so much about the 10 academics, which are fabulous. But also each 11 student comes so unique and with their own needs, 12 talents, and everything. And I feel like TMP has 13 been a sanctuary for our kiddos born and raised in 14 Santa Fe. I think this is exactly what our 15 community needs. 16 I feel like there's a school for every 17 student, and I'm so grateful for this school to be 18 the school for my student, my son. 19 I have an eleventh grader who has been at 20 TMP since his freshman year. He went to the 21 May Center, which is also a phenomenal program. 22 But I have felt like the bridge from 23 eighth grade to ninth grade is huge, especially for 24 a student who may be -- may be a lot more young and 25 juvenile and maybe not ready for the high school</p>	<p style="text-align: right;">116</p> <p>1 FROM THE FLOOR: Thank you. Sarah, 2 S-a-r-a-h. Weisberg, W-e-i-s-b-e-r-g. 3 I'm so happy to get to see -- way down, it 4 looked like. 5 I'm a teacher. I think I'm 6 representing -- I'm the teacher who's been there the 7 longest at this point. I've seen incredible 8 changes. And I think the changes have been for the 9 best. 10 I'm really happy with our new -- our new 11 governing council who's been amazing and also our 12 new administrators who are wonderful. And it's 13 taken some time. But what I've seen is just a huge 14 coming together of people and ideas and the 15 abilities to see where we need to improve and then 16 be able to do that. 17 We have faced some adversity. And as any 18 good organization knows, when that adversity comes 19 up, we have to work to see what the -- what is being 20 pointed out and work towards solving those problems. 21 And so I'm -- from what I've seen, we are 22 working our butts off to do that. 23 And so thank you for hearing us, and 24 that's all I really want to say. 25 MS. MELISSA BROWN: Next we have Stephanie</p>
<p style="text-align: right;">115</p> <p>1 experience. 2 And I think this has been just so special. 3 Not only are there wonderful academics, there's 4 activities. There are also programs for their 5 interests, and talents, and maybe things they didn't 6 know. I mean, they had playing cards class. They 7 have athletic things. They have dances. They 8 had -- just had a wonderful dance, by the way. 9 I feel like it's so inclusive. I don't 10 see students being excluded in things. I feel like 11 there's an honest effort to repair things that may 12 need to be repaired. 13 And in a society right now that can just 14 be so unclear sometimes, I just feel very grateful 15 and appreciative to this program, and to Karla, her 16 whole staff, to my -- to the board members, the 17 parents, and everybody. And thank you all, also, 18 for all that you do. Appreciate it. 19 MS. MELISSA BROWN: Exactly on time, like 20 you would expect from a teacher. 21 I also want you all to know that I don't 22 start the timer until you've spelled your name. So 23 don't start with a whole thing before that and then 24 spell your name. 25 Okay. Sarah Weisberg.</p>	<p style="text-align: right;">117</p> <p>1 Behning. 2 FROM THE FLOOR: Hello, everyone. I'm 3 Stephanie Behning, B-e-h-n-i-n-g. And I am speaking 4 to you as a mother at TMP. 5 I have two freshmen. My two children are 6 eleven months apart so they have been in the same 7 grade since they were in kindergarten. They've had 8 a unique educational journey, as they went to school 9 most of their life overseas. And so when we moved 10 back to the U.S., it was very much of a culture 11 shock for them. And they did have a difficult time 12 acclimating to school in person in the U.S. 13 And so I had heard about TMP and how 14 students had been very successful and happy and 15 wanted to go to school. And (audio distortion) I 16 was kind of, like, yeah, right. Really? Do you 17 really want to go to school? I don't know. I don't 18 quite believe it. 19 And so they were accepted into NMSA and 20 into The MASTERS Program. 21 So I gave them the option to choose which 22 school they wanted to go to. 23 And after touring TMP, they chose TMP. 24 And the reason why is because they felt that they 25 had so many opportunities, that they didn't have to</p>

<p style="text-align: right;">118</p> <p>1 be in one cohort, but they had the opportunity to 2 expand and pursue a variety of interests.</p> <p>3 And the word "inclusive" has been brought 4 up, and it is real. It is a truly inclusive school. 5 Both of my children have friends. Both of my 6 children are part of a very supportive community. 7 And they are both very unique people, and that does 8 not always happen in a school. And as an educator, 9 I have seen this over many, many years. And so I am 10 just so grateful for The MASTERS Program and that my 11 children are a part of it.</p> <p>12 Thank you.</p> <p>13 MS. MELISSA BROWN: Next we have Kelley 14 Koehler.</p> <p>15 FROM THE FLOOR: Good morning. Kelley 16 Koehler. That's K-e-l-l-e-y K-o-e-h-l-e-r.</p> <p>17 Not one child should have to choose 18 between their education and their well-being and 19 their safety. I've really appreciated hearing all 20 the wonderful comments about TMP, which I've had a 21 good experience several years ago. But this wasn't 22 the case this last year.</p> <p>23 My daughter attended TMP this past year 24 and was active in the Freedom Ambassadors 25 leadership. I served on the TMP governing council,</p>	<p style="text-align: right;">120</p> <p>1 a stress-related heart condition. TMP reenrolled 2 her a few days later, which proves her disenrollment 3 was not only traumatizing, but illegal.</p> <p>4 In January, I sent an e-mail to the GC 5 raising concerns about the head of school being 6 fired for harassment. I immediately received a 7 cease-and-desist letter -- I apologize -- banning me 8 from TMP. A defamating e-mail was circulated to 9 TMP/SFCC staff, and I was (audio distortion), all 10 for upholding GC duties to ask questions and request 11 transparency.</p> <p>12 Our active case numbers with the 13 New Mexico Public Education Department -- I'm not 14 sure what happened. I haven't been contacted since 15 April.</p> <p>16 Is the charter renewal committee ready to 17 make the risk of more students, parents, and 18 teachers being abused?</p> <p>19 Thank you for your time today. I'm sorry 20 for the news that I have to say. It's sad.</p> <p>21 MS. MELISSA BROWN: Next on our list is 22 Theo -- yep. You can do it better than me. You can 23 say it better than I can.</p> <p>24 FROM THE FLOOR: So it's C-e-r-i-d-w-e-n. 25 So there are two things I want to address.</p>
<p style="text-align: right;">119</p> <p>1 was tasked with and cofounded the Parent Family 2 Community. I was once an outspoken supporter of 3 TMP, on record as praising the school in the 4 Santa Fe New Mexican twice.</p> <p>5 The moment I raised concerns about 6 disconcerting behavior by a TMP male contractor, 7 which was followed by inappropriate text messages to 8 my daughter, retaliation started.</p> <p>9 The very night I reported my concerns, the 10 head of school canceled the school-wide event my 11 daughter, I, and others had worked weeks to 12 organize. It was scheduled for the next day.</p> <p>13 Shortly after, my daughter was denied the 14 chance to take the PSAT. We were told by e-mail 15 that she was no longer a sophomore.</p> <p>16 Next, the head of school singled out my 17 daughter, interrogating her to tears about her minor 18 involvement in a widespread cheating incident.</p> <p>19 Her adviser, Anita Nugent, witnessed this 20 abusive interrogation.</p> <p>21 In December, I voted against an excessive 22 lump-sum salary bonus for the head of school. My 23 daughter was disenrolled from TMP the next day.</p> <p>24 The stress from that landed her in the ER, 25 which she was reluctantly released the next day with</p>	<p style="text-align: right;">121</p> <p>1 I'm trans, nonbinary, and a queer person. 2 So despite what you might have read in the Santa Fe 3 reporter, Karla Haas Moskowitz has always encouraged 4 me to use the bathroom of my choice. So I've never 5 had a problem there.</p> <p>6 The second thing is I was hired last year 7 in September as a substitute teacher. And in 8 February, I had have that surgery. I didn't have 9 any PTO. My colleagues came together and donated 10 their PTO. If they had not done that, I would not 11 have been able to pay my rent. I would not have 12 been able to buy food right after having a double 13 mastectomy.</p> <p>14 I want to say thank you so much for 15 welcoming me into your community so quickly.</p> <p>16 Thank you.</p> <p>17 MS. MELISSA BROWN: Next we have Kristin 18 Carlisle.</p> <p>19 And you don't need to hold the microphone 20 too close, any of you; okay? So take care.</p> <p>21 FROM THE FLOOR: Hi. I'm Kristen 22 Carlisle. So C-a-r-l-i-s-l-e, K-r-i-s-t-e-n.</p> <p>23 I have 15 years of teaching experience, 24 including recently The MASTERS Program. Before TMP, 25 I never had to contact a school board or State</p>

<p style="text-align: right;">122</p> <p>1 authorities about violations at any school I worked 2 at. But TMP stands alone in its severe violations. 3 I'm sorry. 4 The PED and PEC have the duty to uphold 5 students' rights. If they fail, they neglect their 6 most basic responsibility. Approving a full 7 recharter without conditions would endanger 8 children. 9 Let me explain why. The current head of 10 school has abused vulnerable students, including 11 sexually explicit mockery of my Latino student, 12 saying she could disenroll a student due to a 13 learning disability and brutally retaliating by 14 disenrolling a student, reenrolling her, and openly 15 accusing her of faking her heart condition. 16 Students' right to learning time have also 17 been abused. I estimate a deficit of roughly 18 200 instructional hours last school year, about two 19 months of education, stolen from students. 20 I also have evidence of roughly \$250,000 21 wasted on teachers' stipends, much of it funding 22 nonexistent or undocumented activities. 23 Retaliation at TMP is targeted at those 24 who expose its failures. As just one example, when 25 Dr. (audio distortion) and I filed complaints about</p>	<p style="text-align: right;">124</p> <p>1 dysfunction. 2 During the 2023-2024 academic year, Karla 3 Haas Moskowitz, Christopher De Jesus, and Norma 4 Moreno at The MASTERS Program consistently 5 discredited and invalidated my son's medical 6 diagnoses. They withheld his initial 504 7 accommodations and his IEP from his instructors, 8 withheld instructional materials and a textbook, and 9 withdrew the homebound instruction they created for 10 him and built into his IEP. 11 I am in the process of filing a formal 12 complaint with the New Mexico Public Education 13 Department, as I did not have the capacity or 14 bandwidth to do this last year due to my son's 15 illness and the abuse and gaslighting of the school. 16 It has come to my attention that much of 17 the abuse that was perpetrated and the violation of 18 my son's IEP and his rights under federal IDEA law 19 may be a direct result of the lack of oversight of 20 charter schools. 21 I therefore request that the committee 22 delay their decision regarding the renewal of TMP's 23 charter until more information has been gathered and 24 proper oversight established. 25 In addition, it is my hope that these</p>
<p style="text-align: right;">123</p> <p>1 special education violations, our PowerSchool 2 accounts were immediately shut down. 3 I do not believe the abuse is over. The 4 PEC flagged TMP, as Part B re-charter application, 5 for failing to meet staff credentialing standards. 6 And if this school claims that all hires this year 7 were licensed and free from violence in their 8 histories, I have documents proving that's not true. 9 I'm nearly done. This is my last few 10 sentences. 11 Approving a long-term charter renewal 12 without oversight would show blatant indifference to 13 accountability. Please support the school's truly 14 incredible children by approving a short-term 15 renewal with conditions and close oversight. You 16 owe it to them. Thank you. 17 MS. MELISSA BROWN: Next we have Keren 18 James. 19 FROM THE FLOOR: Good morning. My name is 20 Keren James. First name is K-e-r-e-n. Last name, 21 J-a-m-e-s. 22 My 16-year-old son is twice gifted as 23 neurodivergent, a neurodivergent gifted student. In 24 addition, my son has a physician-diagnosed 25 autoimmune illness, anxiety, and autonomic</p>	<p style="text-align: right;">125</p> <p>1 three individuals will be removed from their 2 positions at TMP and that they never again be 3 allowed to serve in roles related to children or 4 students. 5 Thank you. 6 MS. MELISSA BROWN: Next we have 7 Roxanne -- and I'm not going to try. 8 FROM THE FLOOR: Good morning. It's an 9 honor to speak with you all. I am not here to speak 10 one way or another -- oh -- Seagraves. Roxanne 11 Seagraves. S-e-a-g, as in "gravy," -r-a-v, as in 12 "Victor," -e-s. Seagraves. 13 I am the Director of Bilingual Education 14 here at The MASTERS Program. When I arrived at the 15 school, I noticed that we had a large number of 16 Hispano (incomprehensible) students, but we did not 17 have the opportunity for them to earn the Bilingual 18 Seal on their diplomas. 19 In addition, we have Native American 20 students and Arab-speaking students who needed an 21 opportunity to have their world languages and 22 indigenous languages celebrated. 23 So picking up the ball and working with 24 Karl- -- excuse me -- with Karla Haas Moskowitz and 25 Ernest Kavanaugh, we put the program in place and</p>



<p style="text-align: right;">126</p> <p>1 last year graduated 14 students with the Bilingual 2 Seal.</p> <p>3 We have an additional 17 students signed 4 up for the seal who are seniors this year. There 5 usually are five to twelve that come in later at the 6 very last minute to take the test and prepare for 7 it.</p> <p>8 I have a list of another 25 students in 9 lower grades who have signed up for the seal.</p> <p>10 I also coordinate and organize programs 11 for our students in international travel. I took 12 25 students from TMP to Panama last summer. We had 13 a really amazing trip, and they learned a great 14 deal.</p> <p>15 Some there whom you saw in the video 16 earlier went with us and is going to come with us on 17 our next trip, which is to Costa Rica in the summer 18 of 2026 as a chaperone.</p> <p>19 It's an opportunity for students who have 20 been raised in Santa Fe and, in many ways, 21 sheltered -- because we're kind of like an island in 22 the desert -- who they only have an opportunity to 23 see the world, and especially the Hispano 24 (incomprehensible) and Hispanic worlds, beyond the 25 cultures that they know in Mexico and New Mexico.</p>	<p style="text-align: right;">128</p> <p>1 difficult for a student to really get an education 2 when the parents' perspective is also not -- is 3 looked through -- is looking through their education 4 through certain filters.</p> <p>5 There is a saying: "Hurt people hurt 6 people." And it's very difficult for us as 7 educators to work with students when the parents 8 aren't willing to work with us.</p> <p>9 And, you know, I -- I got a chance to work 10 with Keren's son. He's a wonderful student. He 11 does have a lot of medical conditions. I don't 12 recall ever making fun of his medical conditions or 13 anyone at the school ever making fun of his medical 14 conditions. What we did say was --</p> <p>15 VICE CHAIR CARRILLO: Excuse -- I'm going 16 to remind people that you're not to allowed to talk 17 about specific kids or staff.</p> <p>18 FROM THE FLOOR: So I just wanted to say 19 we need to remember that education doesn't just fall 20 on staff and administration. It really takes a 21 whole group of people.</p> <p>22 And as parents, we have to take our own 23 responsibility as educators. We have to take our 24 own responsibility -- the board plays a part. 25 Administration plays a part. And to try and blame</p>
<p style="text-align: right;">127</p> <p>1 It's been a great pleasure to teach at The 2 MASTERS Program. Again, my name is Dr. Roxanne 3 Seagraves. Thank you.</p> <p>4 MS. MELISSA BROWN: Next we have Norma 5 Moreno.</p> <p>6 FROM THE FLOOR: Oh, hello. My name is 7 Norma Moreno. My last name is M-o-r-e-n-o. I am a 8 new teacher at TMP. I have -- I'm also an adjunct 9 professor through SFCC. I have a doctorate in deaf 10 psychology with an emphasis in somatics.</p> <p>11 I'm going to speak -- I'm also a parent 12 for two students that are at TMP. I have a senior 13 and a junior at TMP.</p> <p>14 So I want to speak to the fact that 15 education and learning really takes a village. As a 16 parent, I have the responsibility to educate my 17 students, my only children, about what it is to be a 18 student and what it takes to be successful in 19 learning and to get an education. Especially having 20 gone through a whole doctorate program, I greatly 21 value education.</p> <p>22 And I think it's something that we don't 23 really consider much as parents what our roles are. 24 And I think it's important that parents fight for 25 their children's rights; but I also think it's very</p>	<p style="text-align: right;">129</p> <p>1 just one entity, to me, is unfair.</p> <p>2 MS. MELISSA BROWN: Next we have Diana 3 Boyd.</p> <p>4 FROM THE FLOOR: Hi. My name is Diana 5 Boyd. D-i-a-n-a B-o-y-d. I have a math Ph.D. I've 6 been a math teacher for about 30 years, including 7 five years at TMP.</p> <p>8 In early 2024, I alerted leadership to 9 concerns about special education practices, later 10 deemed by the PED to be two violations of state and 11 federal laws.</p> <p>12 I was then pushed out of my teaching job, 13 immediately placed on an indefinite administrative 14 leave.</p> <p>15 Math proficiency scores at TMP have fallen 16 from 31 percent to 17 percent, despite diversity at 17 the school since I've been there, for five years.</p> <p>18 It also appears at that time the special 19 education director got a promotion, a raise, and the 20 superintendent moved into his house.</p> <p>21 The top-tier administrators at the school 22 cost the school about \$400,000 annually with an 23 additional \$337,000 spent on outside consultants. 24 Is that an effective use of public funds? 25 A 2023 Title IX claim against TMP resulted</p>

<p style="text-align: right;">130</p> <p>1 in a determination of discrimination based on sex 2 and sexual orientation, citing hostility and 3 unprofessionalism in the workplace and placing blame 4 on the governing council for lack of oversight. 5 As recent as May 2024, despite -- as 6 recent as May 2024, our leadership -- TMP leadership 7 declared, in reference to my using a public 8 restroom -- this is a quote -- "A lesbian teacher 9 must use extra care in being diligent and 10 professional and not putting herself at undue risk." 11 And I'll ask you. What risk is that? 12 The PED must question if TMP is safe and 13 inclusive for LGBTQIA students and people? Is the 14 volunteer unvetted TMP council with a recently 15 resigned president up to the task of necessary 16 oversight? 17 The school's across-the board decreasing 18 proficiency scores, ongoing problems, violations of 19 state and federal law, suggest the answer is no. 20 I urge you to put restrictions on the 21 recharter, possibly requiring leadership 22 restrictions, possibly placing TMP under the 23 guidance of the Santa Fe Public School system 24 administration. 25 Bottom line. Students continue to seek</p>	<p style="text-align: right;">132</p> <p>1 my sister went there, and she has said amazing 2 things about it. And I personally wanted to 3 experience how it would be for me. 4 And it personally has made me more 5 confident in doing this, speaking to people, and 6 (audio distortion) helped me a lot as well into 7 opening my opportunities and trying to find myself 8 and to see what I want to do as a person. 9 And I think all the teachers are really 10 trying to have a personal connection with me, which 11 is great, and really open opportunities to people 12 and others. 13 And I also want to say how amazing it has 14 been for me, because it truly has made me more 15 confident and changed my whole perspective in seeing 16 the world as well to know how to step up in life, 17 how it can be. 18 And I want to thank the teachers and 19 everybody for the opportunities. And thank you for 20 your time. 21 MS. MELISSA BROWN: Next we have Vanna 22 Gallegos. You already spoke? 23 How about Jocelyn Newhall? 24 UNIDENTIFIED SPEAKER: My name is Jocelyn 25 Newhall. J-o-c-e-l-y-n N-e-w-h-a-l-l. I am</p>
<p style="text-align: right;">131</p> <p>1 support with school concerns. 2 THE CHAIR: You have to wrap it up. I 3 apologize. 4 FROM THE FLOOR: Okay. Last sentence. A 5 school where remaining staff might feel afraid to 6 advocate for students is an unsafe environment. 7 MS. MELISSA BROWN: I'm speaking directly 8 to the attendees on Zoom right now. 9 If you continue to raise your hand and you 10 were not signed up for public comment, you will be 11 exited out of the Webinar. 12 Next we have, in the room, Micaelah. 13 Okay. Well, they can't keep raising their 14 hand. 15 Micaelah? Are you a student ambassador? 16 Did you already speak? I can't read your last name. 17 No. There you are. 18 FROM THE FLOOR: Good morning, everybody. 19 My name is Micaelah Balladares, B-a-l-l-a-d-a-r-e-s. 20 I am a freshman at TMP. And I want to apologize for 21 the situation that I have been hearing. But I also 22 want to advocate for myself and everyone else how 23 amazing I think this school is to everybody. 24 And I personally did not want to go to 25 TMP. But I really -- my parents pushed me because</p>	<p style="text-align: right;">133</p> <p>1 currently a freshman at The MASTERS Program. And I 2 have really enjoyed it so far. I had heard about 3 The MASTERS Program from a friend of mine who was 4 currently a junior at the school. And I was 5 accepted a week before school started, so I went 6 into orientation a little thrown off. 7 But everyone was very helpful, and all of 8 the teachers have been really nice and accepting in 9 helping me when I needed help, especially Ernest. 10 He is very helpful. And I am in his Leadership 2 11 class and Student Council, and he has helped me find 12 my voice and be able to come up here and speak 13 today. I really enjoy TMP, and I wish it to 14 continue. Thank you. 15 MS. MELISSA BROWN: Okay. And then, 16 finally, in the room, Cesar. You already spoke. 17 Okay. That's what I thought. 18 And now we'll move to the folks online, 19 starting with Aaron. Please spell your last name 20 and then I will start the timer for two minutes. 21 FROM THE PUBLIC: Hello. Can you guys 22 hear me? 23 MS. MELISSA BROWN: Yes, we can. 24 FROM THE PUBLIC: I'm so appreciative with 25 my teachers, like they help me --</p>

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135	<p>1 if you could please just raise your digital hand. 2 We will go to Judy Lopez. You can unmute. 3 Please spell your last name. 4 FROM THE PUBLIC: Good morning. Can you 5 guys hear me? 6 THE WITNESS: Yes, we can. 7 FROM THE PUBIC: Hi. My name is Judy 8 Lopez, L-o-p-e-z. I just wanted to talk about my 9 niece that has frequently expressed concerns about 10 the teachers at TMP. 11 She has noted that there are several 12 troubling behaviors, and she feels many teachers 13 display a lack of disrespect towards students and 14 only show concern when it benefits them personally. 15 She has observed that some teachers do not 16 treat students equally, only addressing issues when 17 it directly impacts them and seem predisposed to 18 discipline students who have been in trouble before. 19 She -- she has observed -- oh, I'm sorry. 20 She believes these practices create a bias and 21 unsupportive environment. 22 Additionally, the school has had legal 23 issues in the past, including a recent lawsuit in a 24 recently dismissed and highly disrespected teacher 25 without clear justification.</p>	137	<p>1 Reuschlein? 2 FROM THE PUBLIC: I figured you had it 3 online. R-e-u-s-c-h-l-e-i-n. 4 MS. MELISSA BROWN: Thank you. It's for 5 the court reporter. She's not in the room. So go 6 ahead. 7 FROM THE PUBLIC: Yeah. I had a child 8 graduate a year early two years ago. He was happy 9 with the program. I was happy with the program. 10 I have a child in there now who has 11 experienced the Panama trip, which was fantastic. 12 I'm glad there was opportunity for that, does get 13 support from DJ and the IEP, special education 14 department. I also have -- have had no grievances 15 and have been supported very well for that. 16 I appreciate the flexibility in the 17 schedules and the assistance that I have received 18 from the teachers. It seems like every time I need 19 to reach out, they're very responsive via e-mail and 20 to any concerns I have. 21 So I'm hoping that they will continue the 22 charter and that we'll continue to be able to 23 provide this to -- as an alternative to schools that 24 we have in the Santa Fe community. I do think that 25 that needs to continue. I appreciate it.</p>

<p style="text-align: right;">138</p> <p>1 Thank you.</p> <p>2 MS. MELISSA BROWN: Thank you. I'm going</p> <p>3 back to Amaya Jaramillo. Are you with us?</p> <p>4 (No response.)</p> <p>5 MS. MELISSA BROWN: All right. I will try</p> <p>6 Natalie -- Natalia. Excuse me. Natalia Dominguez,</p> <p>7 again. Again, I see you've unmuted. We still do</p> <p>8 not hear you.</p> <p>9 I'm very sorry, Natalia. We cannot hear</p> <p>10 anything from your end.</p> <p>11 What would the Chair like me to do about</p> <p>12 our two people?</p> <p>13 THE CHAIR: If they're not there, we're</p> <p>14 going to have to move on.</p> <p>15 MS. MELISSA BROWN: That concludes Public</p> <p>16 Comment.</p> <p>17 THE CHAIR: Okay. Thank you. We're going</p> <p>18 to take a ten-minute break.</p> <p>19 (Recess taken, 12:06 p.m. to 12:21 p.m.)</p> <p>20 THE CHAIR: Commissioner Carrillo.</p> <p>21 VICE CHAIR CARRILLO: Just, initially, for</p> <p>22 the public -- and probably all of you here know</p> <p>23 this. But for the public especially, I remind</p> <p>24 people that MASTERS is an acronym and what it is an</p> <p>25 acronym for.</p>	<p style="text-align: right;">140</p> <p>1 and see what it looked like on campus. Really cool.</p> <p>2 I'm actually a huge fan of early college</p> <p>3 high schools. I have -- one of my children is in an</p> <p>4 early college high school in Albuquerque. And I</p> <p>5 think the opportunities -- that was highlighted over</p> <p>6 and over again by all these students. When your</p> <p>7 electives options are an entire college catalog, I</p> <p>8 mean, I don't know what more choice you could</p> <p>9 possibly ask for as a student.</p> <p>10 And, especially, I love the students who</p> <p>11 don't know what they're going into. They don't</p> <p>12 know, you know, who they are, what they want to do</p> <p>13 when they're 30 years old, because, once again, you</p> <p>14 have the entire community college catalog to figure</p> <p>15 it out before you get into trying to get into your</p> <p>16 bachelor's degree. So what a great opportunity.</p> <p>17 And, yeah, just huge support of early</p> <p>18 college high schools, especially done well and</p> <p>19 providing opportunities to students to get that</p> <p>20 associate's degree, to get a certificate and be</p> <p>21 ready for the next level of college or a career,</p> <p>22 right away, you know, a degreed career right out of</p> <p>23 high school. Incredible.</p> <p>24 I do want to say I've had roles, actually</p> <p>25 in the PED before, in which we worked with lots of</p>
<p style="text-align: right;">139</p> <p>1 Obviously, The MASTERS Program. Math,</p> <p>2 arts, science, technology, English, reading, and</p> <p>3 service. 'Cause we never think of the scope of</p> <p>4 that. So I just wanted to remind everyone about</p> <p>5 that. Thank you. Here you go.</p> <p>6 THE CHAIR: Okay. So as we continue to</p> <p>7 try to keep things at a -- we have a work session</p> <p>8 after this as well. And I want to make sure that</p> <p>9 everyone is heard.</p> <p>10 I'm going to ask folks to keep the</p> <p>11 applause down, because it's just taking up time. I</p> <p>12 appreciate your support and your efforts, but we</p> <p>13 can't clap at everything.</p> <p>14 So thank you. And I'm also going to ask</p> <p>15 the audience to please be very mindful. This is a</p> <p>16 public meeting. And from the audience, it's not</p> <p>17 acceptable for people to be making comments during</p> <p>18 the meeting. So you will be asked to not -- please</p> <p>19 not do that.</p> <p>20 Commissioner Burt.</p> <p>21 COMMISSIONER BURT: Thanks. Thank you for</p> <p>22 being here today.</p> <p>23 It's actually been a while. I have come</p> <p>24 to The MASTERS Program before, not in this role. I</p> <p>25 came last -- in 2017 to visit The MASTERS Program</p>	<p style="text-align: right;">141</p> <p>1 families, folks, about processes in education. And</p> <p>2 I will say I do want to let folks know that it is</p> <p>3 not -- you're not in the wrong forum. You never</p> <p>4 have to apologize for bringing any kind of concerns,</p> <p>5 issues, to address the Commission, ever.</p> <p>6 But there are -- there are established</p> <p>7 processes in place that I would really encourage</p> <p>8 those processes to be followed and followed all the</p> <p>9 way through so that we can do things to act on them.</p> <p>10 So the Commission's role is not to be a</p> <p>11 part of those investigations. It's not to be a part</p> <p>12 of that level of engagement, when there's issues</p> <p>13 that come up at a school.</p> <p>14 But there are established processes that</p> <p>15 are available to any family, any student, any</p> <p>16 teacher. There are processes that you -- that can</p> <p>17 be followed when things are not happening at a</p> <p>18 school in the way that they should.</p> <p>19 So I don't want anybody to feel unheard</p> <p>20 because I'm not -- I am not going to base my</p> <p>21 decision today around the complaints. But we do</p> <p>22 have processes. Once those complaints are looked</p> <p>23 at, once they're gone through with the right</p> <p>24 process, that's when we, as the Commission, can take</p> <p>25 a look at those results of the -- of those</p>

<p style="text-align: right;">142</p> <p>1 investigations and be able to take action at that 2 point.</p> <p>3 But right now, we're at a space where we 4 do have an incredible application, really good data 5 to support a school continuing serving students.</p> <p>6 But that doesn't ever eliminate the option 7 for us to take action at any time in the future, 8 once we have some -- some results from PED 9 departments, from other agencies, that do those 10 investigations.</p> <p>11 So I know it's -- I always think it's hard 12 when you come and you have a frustration, a 13 complaint, and to feel like, "Why did we even do 14 this? I'm going to feel unheard in this moment." 15 But it's just because we're not -- we're 16 not necessarily the right avenue for those issues at 17 this time.</p> <p>18 So definitely heard and will be looking at 19 how those results of those complaints come about. 20 But today, I do want to take a look at the 21 application, look at the results, talk about what's 22 going on at the school that I have in black and 23 white.</p> <p>24 And one of the things that I will say that 25 I did see is a -- a commitment to improvement in</p>	<p style="text-align: right;">144</p> <p>1 Like, that's an unrealistic expectation for 2 everything to always be a perfect green; right?</p> <p>3 So I love seeing when a school has a 4 yellow, and the next year, they don't. They have a 5 red; the next year is a yellow; the next year is a 6 green. That's what the expectation is.</p> <p>7 And that's what I feel like I did see in 8 the data, was any kind of dip on anything was looked 9 at and some actions were taken, because the next 10 year it doesn't seem to be the same issue recurring 11 over and over and over again.</p> <p>12 So I am grateful for that school. And I 13 know that's something that impacts students 14 directly. Because when those pieces don't -- you 15 know, when stagnation kind of happens -- I think 16 that could happen even in a high performing school, 17 where it looks like data -- date-wise, it looks like 18 the students are performing. But if the 19 administration is stagnant, the procedures are 20 stagnant, everything is stagnant underneath, it's 21 still not providing the quality of education that 22 could be there; right?</p> <p>23 Maybe it was good there before, but it 24 could have been better. And I like that there's -- 25 it looks like it's on an upward trajectory at this</p>
<p style="text-align: right;">143</p> <p>1 this school. And that's one thing that I do 2 appreciate.</p> <p>3 Sometimes when I see schools who will have 4 a lot of audit findings, they'll just keep going; 5 right? You just keep doing the same thing, keep 6 working with the same folks over and over again. 7 And results don't really change.</p> <p>8 So I do actually admire when something 9 goes wrong and a board is, like, "Nope, we're not 10 doing that."</p> <p>11 And so I am grateful -- it was a very 12 alarming -- right? -- to see the previous -- the 13 previous year with so many greens and just a yellow, 14 and then the next year have all those financial 15 issues at the school is concerning.</p> <p>16 So the fact that the governing board saw 17 it and was like, "Whoa, we're not doing this, let's 18 get someone else in, let's do this differently," to 19 have that commitment of moving forward with greater 20 transparency, making sure the processes are being 21 followed, that's what I would ask for from a school.</p> <p>22 It's never going to be -- I never expect a 23 school to be just all greens. The fact that a year 24 before that it is all greens, it is commendable. 25 But I expect things to not be perfect in a school.</p>	<p style="text-align: right;">145</p> <p>1 school. And I appreciate that.</p> <p>2 I actually don't have a ton of negative 3 things to say. Because I've really looked through, 4 and I was trying to find, you know, what are these 5 pieces that really need to be looked at in this next 6 term.</p> <p>7 But I feel like -- unless with the new 8 business manager, if the financial issues continue, 9 I'd be concerned. But it being one year of your 10 contract and to see that you made that change so 11 quickly to improve that, it doesn't leave me with 12 any concerns to renew the school for five years with 13 no conditions.</p> <p>14 So thank you for being committed to adult 15 improvements and making sure that those -- the 16 access to students isn't going to go away, because I 17 think students deserve to have access to college 18 classes in high school.</p> <p>19 The first -- those first two years -- 20 like, for kids who go through as AP students in a 21 traditional high school -- right? -- those first two 22 years of college are usually a repeat of what you 23 just did your junior/senior year.</p> <p>24 So to allow these students to have access 25 and get over that and have rigorous coursework and</p>

<p style="text-align: right;">146</p> <p>1 actually have that be something that they carry with 2 them on a transcript literally for their whole 3 lives -- right? -- oftentimes we talk about high 4 school. And once you get that transcript, it never 5 goes anywhere after college; right? 6 Early college high schools are the one 7 case where your high school transcript, it does 8 follow you for your whole life. And that's an 9 incredible -- what a value savings, what a learning 10 opportunity for students. 11 And I love that they're all encouraged to 12 continue moving after they get out of school. So 13 just wanted to say thank you to you all. 14 COMMISSIONER TAYLOR: So, yeah. Thank you 15 all for being here. What a great group. And 16 it's -- it's always encouraging to see so many 17 people come in support of a renewal or a new school 18 approval. 19 I did have a question, maybe just some 20 clarification, on the mission-specific goals. 21 You know, you talked about that a little 22 bit. It -- as is, it sets you up for failure almost 23 every time. I know that you're processing how 24 that's going to change. 25 What -- and, by the way, I love the way</p>	<p style="text-align: right;">148</p> <p>1 forward with what I believe is true or best, I 2 really want to understand, well, what happened? 3 Why -- what -- what contributed to that? 4 Ultimately, it looked like there were 5 some -- there were some pieces in place at the 6 college to support it, a first-year seminar course 7 with credit that we could put all the freshmen in. 8 And then there was the thinking, well, we'll just 9 put all the freshmen in there. 10 That course didn't continue, and it didn't 11 work. Those are the kinds of vulnerabilities that 12 happen when that is the thinking. And I think it 13 was well-intentioned, definitely. 14 Where I come from, as an educator for 15 almost 50 years, and in watching students grow and 16 develop, and have two children myself, very 17 different learners, what was college, and then 18 thinking about my own college experience, I kept 19 coming back to what does it really mean to be 20 prepared. 21 So anecdotally, and I also think 22 statistically. And I did a little bit of work 23 around New Mexico. We're also looking at retention 24 in college. So that makes preparation and readiness 25 even more important.</p>
<p style="text-align: right;">147</p> <p>1 that you're addressing that. It sounds like a more 2 appropriate way to really deal with -- I mean, our 3 goal is not to have numbers of people. Our goal is 4 to make sure that people are ready for -- for 5 college, you know, and ready for life in general. 6 But what is your timeline for making those 7 changes? And do you have some specific ideas about 8 how that -- you know, what the specific goal is 9 going to be, just so that you don't have those ugly 10 Does Not Meet, Does Not Meet, you know, for those 11 goals. 12 MS. HAAS MOSKOWITZ: Well, thank you, 13 Commissioner, for that question. This is a very 14 exciting topic for me, because when I was hired and 15 I learned about the mission-specific goals and 16 understood that they were about quantity and not 17 quality, I immediately thought, "Well, this doesn't 18 make sense for me educationally." 19 I wanted to find out a little bit about 20 the why's, like, what was the thinking behind doing 21 that? 22 And I interviewed quite a few people and 23 got the stories. And I think it was 24 well-intentioned. And I -- I'm only spending a 25 little bit on that, because I owe it -- before I go</p>	<p style="text-align: right;">149</p> <p>1 The other thing that I want to mention is 2 that if students felt good about taking a college 3 class and then having to feel like they needed to 4 drop it felt good to them, I'd say, "Go for it. 5 Let's just try, see what sticks." 6 But it doesn't feel good for them, either. 7 So what I wanted to do was find that kind 8 of sweet spot of blending the college experience for 9 all of our students, grade 9 through 12, so that it 10 would be an encouraging experience, if that makes 11 sense. 12 And that doesn't mean it doesn't have 13 challenge or that it doesn't provide opportunities 14 for them to take risks and feel like they need to 15 buck up or understand that maybe their assumptions 16 about themselves and what they know have to be 17 challenged. All of that is part of it. 18 But, like John Holt says, "You don't teach 19 a person to ski by breaking their legs." That is 20 what I think about when I think about how do we 21 really prepare people to do what we say we're going 22 to do. 23 That was the question that, when I was 24 hired, I asked. We say that this is what our 25 mission says that we're going to do. We are an</p>

<p style="text-align: right;">150</p> <p>1 early college. So let's do it. Let's prepare 2 students for career and college on their own terms, 3 and also to invite them into spaces where they can 4 understand they're navigating systems of power, 5 which I think is sometimes overlooked when we 6 support students to go to school, if that makes 7 sense.</p> <p>8 So the specifics are this: I'm a bit of a 9 constructivist, so I like co-constructing learning 10 experiences with students. So, specifically, what 11 I'd like to see us do -- and we've begun the 12 process. We brought in Canvas, so all of our 13 teachers -- there are a couple still on Google 14 Classroom, but by the end of the year that may 15 shift.</p> <p>16 We're all up on Canvas, that synchs with 17 PowerSchool. And Santa Fe Community College uses 18 Canvas. So right away, feel comfortable with this 19 platform. Synchronous learning, we've integrated 20 that.</p> <p>21 So practicing in supervised settings for 22 them to find success.</p> <p>23 So those are some -- we've been doing -- 24 the work is -- has started.</p> <p>25 So as soon as I saw the mission goals, and</p>	<p style="text-align: right;">152</p> <p>1 out of opportunities to take college classes, and 2 then they go, "Oh, now I know what I want to do." 3 We put our student assistance fund -- it's 4 a very generous fund -- we buy welding kits that are 5 not supported through state funding, other types of 6 career-oriented materials that students need. They 7 know they want to be welders, and they have these 8 welding kits. Some are very logistic like that.</p> <p>9 As far as the academic and curricular 10 piece, with Canvas, there is an e-portfolio option 11 that I'm a big fan. That's where students can show 12 evidence of learning.</p> <p>13 As a teacher, I use it in my classes. 14 That's how I assess my learning is through the 15 e-portfolio. Other teachers use other types of 16 assessments.</p> <p>17 I would like to see us have a ninth grade 18 portfolio that goes all the way through twelfth 19 grade. I would like to see the evidence that they 20 put in there are the criteria we set. They're 21 clearly outlined in our mission statement, and I 22 think those are qualifications that would be really 23 great for students to show evidence for.</p> <p>24 How am I compassionate? How am I engaged? 25 How do I do service?</p>
<p style="text-align: right;">151</p> <p>1 I said, "We're not" -- "We're going to shift it not 2 because of that, but because what is best practice 3 for an early college? What is best practice for a 4 high school?"</p> <p>5 And so I would say almost everything that 6 was suggested and implemented in the past year and a 7 half was to that end, to be the best high school we 8 could be, the best early college that we could be.</p> <p>9 And they go hand in hand. And so creating 10 that learning environment with technological 11 support, I think the staff has almost doubled. We 12 needed to do that. We needed to bring in more 13 people in different roles. College and career 14 adviser, for example, to support our registrar. For 15 me, that was kind of a no-brainer.</p> <p>16 Working even more closely with Davis and 17 looking at other scholarships and FAFSA nights, and 18 all the things that help support students 19 logistically for understanding how to even get into 20 college. The Pathways program has received 21 tremendous support. We do have a CTE grant.</p> <p>22 But we also have our own funds that we're 23 putting into what are these pathways? The courses 24 that students are taking, how do they actually fit 25 together, rather than be too random that they run</p>	<p style="text-align: right;">153</p> <p>1 We have begun to identify, and our 2 leadership team has spent meeting time looking at 3 the research-based qualities that -- some of them 4 are obvious, like, that have to do with confidence, 5 you know, self-reliance.</p> <p>6 There's certainly knowledge base that 7 students need. But a lot of it has to do with their 8 internal workings, their -- their time management.</p> <p>9 For me, in college -- and I was a really 10 good high school student, and a very, very poor 11 beginning college student, as I couldn't put -- I 12 didn't know how to use adults as resources. I 13 didn't know how to navigate systems.</p> <p>14 And that, I think you heard from our 15 students, just by being around the students, you can 16 see that they're learning how to do that, because 17 it's modeled for them as well.</p> <p>18 So I can go on and on about it, because 19 I'm very excited about it. But we're already doing 20 it. And they're very concrete steps. The students 21 are already beginning to engage, and it's about 22 demonstrating and celebrating the proficiency to be 23 able to do that, scaffolding, supporting.</p> <p>24 And some of it just has to do with just 25 being there with the students having advisory and</p>

<p style="text-align: right;">154</p> <p>1 having the advisers check in and say, "So how are 2 you doing in that -- in that composition class," and 3 seeing how we can support them. 4 Does that answer your question? 5 COMMISSIONER TAYLOR: Yeah. That's -- and 6 that's -- I mean, that's great. I -- I love that 7 you put so much time into that. And the focus, as 8 you said, is -- is -- is not the quantitative parts 9 of it, you know, at all. 10 But the other thing is is that an 11 amendment needs to happen -- right? -- in order to 12 change that mission-specific goal, so you're not -- 13 you're not still wallowing in that -- in that 14 existing, you know, goal. 15 MS. HAAS MOSKOWITZ: So we have been on 16 board, I think, as a school with the new vision 17 since -- since the beginning of my tenure there. 18 And, again, it doesn't mean that we don't 19 use data. We still want to know how many of our 20 students have been successful, what kind of courses 21 are they taking. 22 So I'm working now on creating a couple of 23 databases that are really important to me. 24 One of them is so I going can start doing 25 some more longitudinal studies about our students.</p>	<p style="text-align: right;">156</p> <p>1 anything about it because we're not the mechanism to 2 do that. 3 We get reports from agencies when there's 4 a finding, and then we can act on the finding. But 5 we have no ability to act on accusations. It 6 doesn't mean we don't hear them and aren't affected 7 by them. 8 And the angst that we have is that 9 individuals aren't going through the channels that 10 they need to so that we can get -- if there are 11 findings that we can get them. And it may seem like 12 a simple request for us to delay this until we get 13 more information. But we're statutorily limited. 14 We have to make a decision by January 1 for this. 15 So we -- we have a cycle of renewal that 16 statute limits us with, so that this is the time 17 period for this renewal hearing, so that we can make 18 the appropriate decision. 19 So we have no authority to delay for 20 months until we get additional information. 21 So that I just -- and I know it's been 22 communicated to people. But I just want to 23 reinforce that, that it's -- it wasn't that it was 24 heard. We can't -- we can't do that. 25 So I'm going to say kudos for a lot of the</p>
<p style="text-align: right;">155</p> <p>1 Where are they? How did TMP prepare? What kind of 2 courses did they take? 3 That's something we're working on this 4 next semester. It's really important for us to find 5 our alum and track. But the longitudinal studies 6 using our alum are really important to inform what 7 it is that we're doing as well. 8 So there's a lot of data to -- to collect 9 to go forth. But I think philosophically what we're 10 looking for is how do you demonstrate readiness? 11 And -- for career and college. So thank you. 12 THE CHAIR: So thanks once again. And 13 everyone who came, took the time out to speak, 14 especially students, who, it's a little bit of a 15 heavier lift to come and speak before any public 16 body. 17 So I really do appreciate it. One of the 18 great things about this is we get to hear all these 19 stories. And this has been, for the most part, 20 three really good days, because we've heard from 21 students, we've had presentations, and it's been a 22 celebration of the school. 23 One of the frustrating parts about what we 24 do is when we do have individuals come and express 25 concerns to us and it isn't our -- we can't do</p>	<p style="text-align: right;">157</p> <p>1 great work. But I am going to ask -- so one of the 2 dips -- I think it was last year -- in the 3 performance framework -- and there were a few more 4 greens -- a few more yellow and maybe a red, I'm not 5 sure. But then there was also -- there was a big 6 changeover on the board. 7 Did that happen at the same time? 8 DR. KELLY TRUJILLO: No. Actually, it 9 happened over time. I've been with the board for a 10 year and a half. At the time I joined the board, 11 there was -- there was some transition. We had an 12 outgoing board president, and a new president was 13 appointed. We had some people come and go, just for 14 whatever reason. They -- you know, it's -- it's a 15 true commitment of time and effort. 16 We're in the position right now where we 17 have added some tremendous valued members to the 18 board that bring with them knowledge that we need. 19 We have a lawyer on our board, for 20 example. We have a person with financial expertise. 21 I happen to be associate dean at Santa Fe 22 Community College, so I have the connections to the 23 college, and I'm there on a daily basis to see how 24 TMP functions and how it interacts with the college. 25 So, yes, there's been some transition. I</p>



158	<p>1 don't think it's been terribly unusual. We've made 2 changes to ensure that we are within compliance with 3 regards to our training and any sort of other 4 compliance issues that we have. 5 Our secretary of the board, Dorianis 6 Perez, keeps us on track, also keeps us on track 7 with our monthly meetings and recordings and being 8 completely transparent with the public. 9 THE CHAIR: Thanks. And maybe I'm reading 10 the chart wrong, because it looked like there were 11 maybe five new this last year? And I could just 12 be -- 13 MS. MELISSA BROWN: I can pull that up, if 14 you would like. 15 THE CHAIR: -- misreading. Am I reading 16 that wrong? 17 MR. KELLY TRUJILLO: There are currently 18 two members of the board that have been there 19 significant amounts of time. 20 THE CHAIR: Correct. There were those 21 two. But then it looked there were five or six that 22 just came on this year. 23 MR. KELLY TRUJILLO: Yes. 24 THE CHAIR: So, just in general, that's 25 one of the indicators to us that there is a concern,</p>	160	<p>1 complaints filed. And I know we've got the Office 2 of Special Ed, the OSE complaint that's been 3 identified. 4 Were there any other complaints, like 5 Title IX? Because the application did ask, and 6 there was no response to that. 7 So have there been other complaints filed 8 beyond the OSE complaint that we have identified? 9 MS. HAAS MOSKOWITZ: Well, the ones that I 10 know of, I felt I did report. There was a Title IX, 11 and that was closed. 12 THE CHAIR: I don't see that in the 13 application. 14 MS. HAAS MOSKOWITZ: Okay. 15 THE CHAIR: When I looked at the 16 application, I didn't see a response to it. And I 17 asked the Director if she had a -- because you're 18 supposed to upload a copy of it. 19 MS. HAAS MOSKOWITZ: I would be happy -- I 20 would be more than happy to upload a copy of it. 21 It's been investigated and closed. So I still -- I 22 didn't know that was -- 23 THE CHAIR: The application specifically 24 says that. And it wasn't identified in the 25 application.</p>
159	<p>1 when you have a large -- I mean, five out of seven 2 or six out of eight. 3 MS. MELISSA BROWN: So they have three 4 continuing members and three new members this year. 5 THE CHAIR: Okay. So that was me. Okay. 6 So I'm less concerned. Thank you. Thank you. 7 MS. HAAS MOSKOWITZ: Thank you. 8 THE CHAIR: I don't often read those 9 charts wrong. So I appreciate the clarification, 10 because I thought I was reading it wrong. Yeah. 11 MS. MELISSA BROWN: They might have had 12 some members that joined and then left. That 13 happens. Now that the State no longer requires 14 board members to have any training before they're 15 voted on, some people find that the commitment is 16 not for them, and so there might be some people that 17 joined and then left and then didn't get any 18 (inaudible). 19 THE CHAIR: Thanks. I appreciate it. So 20 I have less of a concern of that. 21 So thanks. And I do appreciate the fact 22 that things are identified and the school works on 23 it. So I do appreciate that. 24 But I am going to ask -- because the 25 application does ask to report if there were any</p>	161	<p>1 MS. HAAS MOSKOWITZ: And then that was an 2 oversight on our team, so I apologize for that. 3 That went on most of the last semester. It was 4 fully investigated, and it was closed. 5 THE CHAIR: Thank you. And I don't want 6 to get into the what, okay? So I just needed some 7 clarification on that; otherwise, I don't have any 8 concerns at this point in time. 9 Oh. Commissioner Brauer. I'm sorry. 10 COMMISSIONER BRAUER: Thank you, Chair. 11 Thank you very much. Thank you to all the students. 12 Just, again, it's great to be broken records up here 13 to just say how great it is to have young people 14 here and to show their leadership, to show clarity 15 and confidence about who they are, the 16 self-awareness that it takes to be in front of a 17 bunch of strangers up here on the dais. 18 Congratulations to you all. Thank you for 19 sharing more about the TMP story. I've only been 20 there a couple of times prior to being a 21 Commissioner. And I know you all are doing some 22 really great work. 23 I have just a few questions and then just 24 one comment. 25 I -- first off, congratulations on the</p>

<p style="text-align: right;">162</p> <p>1 operational cash balance that you all have. Like, 2 you have over \$2 million in your cash. And that -- 3 that is equivalent to 155 days of cash on hand. So 4 I think that's wonderful.</p> <p>5 My follow-up question to that is, what are 6 you going to do with all that? If you don't mind -- 7 if you have plans, you don't have to tell me 8 exactly.</p> <p>9 I was just curious what your thoughts are. 10 Probably FTEs, it sounded like? I'm putting two and 11 two together. But I was just curious if you had 12 larger scale plans.</p> <p>13 MS. HAAS MOSKOWITZ: Commissioner, thank 14 you for that question. I also love talking about 15 finances.</p> <p>16 So coming to The MASTERS Program from 17 charters from out of state, I was surprised to learn 18 that it was common to have business managers, 19 companies that managed the budget, because I've 20 always managed the budgets wherever I've been.</p> <p>21 So, with all due respect, one of the 22 reasons I recommended to the board that we make the 23 change is I wanted a smaller, more 24 partnership-oriented -- because I had lots and lots 25 of questions to figure out what -- so, again, what's</p>	<p style="text-align: right;">164</p> <p>1 of there was an attempt at kind of a massive 2 reorganization that was -- that cost money, you 3 know, to bring people in, professional development, 4 and offering the resources that those teachers 5 wanted.</p> <p>6 And not just teachers. Because our staff, 7 they're all teachers. I mean, we're all educators. 8 And so making sure that they had what they needed in 9 terms of space, you know, in terms of just office 10 materials, textbooks, if they wanted that, 11 professional development, and just materials for the 12 classroom.</p> <p>13 Because another thing that shifted was 14 needing to get more classroom space. And so we -- 15 we said, "We'll lease it. We just need more space." 16 And the College has been great in 17 giving -- I have six new classrooms since they've 18 come on.</p> <p>19 So just getting a classroom, you want to 20 make it warm and inviting. So part of it was the 21 school previously -- I think because it interpreted 22 early college as -- like, everybody was a college 23 adjunct.</p> <p>24 But for me, we're a high school first. So 25 we assigned rooms to people so they could create</p>
<p style="text-align: right;">163</p> <p>1 the history here of where did the money come from? 2 How can I spend it? What's the unique funding 3 sources in New Mexico?</p> <p>4 So, fundamentally, school budgeting is the 5 same, but there are some unique aspects to it. So 6 there was a lot of learning about it. And I 7 realized that not only did we have a strong, as you 8 said, balance, but we also had to spend it. You 9 know, we had to spend it.</p> <p>10 So I spent it as strategically as 11 possible. And my priority was to look at the 12 mission and make sure that our budget reflected our 13 priorities; our budget reflected what we said was 14 important.</p> <p>15 And so, for me, number one -- or one of 16 the number ones -- there are more than one -- is 17 people. And I think that the -- the young people 18 our students, will tell you that what makes TMP is 19 the staff.</p> <p>20 And so we clearly needed more. And more 21 isn't always better, because you can enlarge an 22 organization and make things so complicated and 23 chaotic that it isn't always good.</p> <p>24 But we did need more people. And we also 25 needed job descriptions and put people -- in terms</p>	<p style="text-align: right;">165</p> <p>1 those spaces, which they did.</p> <p>2 And so when they want more storage or more 3 art materials to integrate into English class, or 4 we're developing a maker space, hired an amazing new 5 STEM teacher who's turning a room into a science 6 room, which involves all kinds of things like 7 electrical outlets being -- certainly -- so there's 8 all those things.</p> <p>9 There's new tables and chairs where we 10 want to redevelop the atrium, the center of our 11 school, where the students congregate. Because some 12 of the -- you know the places where the students sit 13 are not up to par, and we want them to be 14 comfortable and helping to weigh in on what those 15 look like.</p> <p>16 So it's people; it's materials for the 17 classroom. And, yeah, it's stipends. And so -- and 18 the stipend continues. So at the beginning, 19 staff -- we had half the staff -- we had a large 20 turnover of staff. It wasn't just -- we had a 21 significant -- when I came on, we hired new people 22 to replace people who had left, and then additional 23 people.</p> <p>24 So just figuring out how do we bring these 25 people together so that they're talking to each</p>

<p style="text-align: right;">166</p> <p>1 other and they're not necessarily staying in their 2 classroom, how can we get them to really want to be 3 together again. 4 And so part of it was forming PLCs and 5 committees to make a lot of decisions about 6 calendar, about activities, about curriculum, about 7 all kinds of things. 8 And they did it. They -- and I trust 9 them. And they talked together, and they worked on 10 who they wanted to be as a school. 11 And I can't tell you how joyous it is to 12 be at that school these days a year and a half 13 later, to sit in the main office and see people 14 having lunch together, talking together, meeting 15 together, planning together, laughing. 16 And that -- it was incentivized by extra 17 time during lunch periods, after lunch, during 18 breaks. And so it's investment. I'm trying to 19 invest in what we say we're doing. 20 And extra planning time. 21 So, I mean -- and that's -- so, 22 strategically, we do have capital monies that we are 23 putting in a -- I mean, a student asked for a gender 24 neutral bathroom. When I first -- in our wing. And 25 I put in -- and it takes a while to build things at</p>	<p style="text-align: right;">168</p> <p>1 the information that I need to know. And so I feel 2 like I can be a part of that and support. 3 And we have a great business office with 4 Margaret. We hired human resources. I can go on 5 and on. We've added a lot of folks to support our 6 operations, as well as our instruction. 7 COMMISSIONER BRAUER: Awesome. One -- 8 thank you for that thorough response. 9 I have a quick question. Do you all have 10 paid internships with your students? What's that 11 look like? 12 Because that's where I think -- in my 13 mind, I think all that stuff you said was like, 14 great. When I think there's additional funding, how 15 is that supporting students directly in terms of 16 opportunities? I know as an early childhood -- or 17 sorry -- early college school, a lot of this is 18 wrapped in getting their college courses taken care 19 of. But I was curious if you all had paid 20 internships or work-based learning that happens also 21 at the school. 22 MS. HAAS MOSKOWITZ: We do. That's also 23 being expanded, because, you know, when -- a good 24 part of my teaching career, I was a SWAP teacher. 25 schoolwork Action Program. The idea of vocational</p>
<p style="text-align: right;">167</p> <p>1 the college. 2 And so -- or even in your own home, if 3 you've ever put in a bathroom, and it's twice as 4 long or three times as long. And it's going in. 5 And we hope -- we're spending money on 6 upgrades, like digitizing a lot of the files so we 7 can access them better. Security systems so people 8 can't -- making sure our security systems are 9 technological. 10 There are all kinds of, and they're all 11 strategic. We'll spend it. I guess -- I don't want 12 to use -- I needed to work with a more transparent 13 system. Not that there was anything hidden, but I 14 want to know each line item. 15 So we now have department chairs that 16 meet. We have a curriculum committee, and they're 17 all doing budgets, so the year before, we go into 18 the year, what is your budget? What do you need 19 ahead of time? Can you go and print a reader 20 instead of make photocopies? 21 So we're talking about all kinds of ways 22 of spending money and saving money. So that I am 23 now -- really, now, finally, I can see each line. 24 I can call Katie and Kim and others at 25 Axiom and say -- day or night, they're showing me</p>	<p style="text-align: right;">169</p> <p>1 education being education is in my DNA as an 2 educator. 3 So in working with the staff, we have an 4 interdisciplinary team, and DJ can speak to that, 5 and creating an entire program, identifying it as 6 options, which is curricular as well as 7 experiential. 8 We have IDEA-B funds. We had this 9 fledgling work study program last year that's been 10 significantly expanded. 11 We now have a handbook and a policy manual 12 for work study students, because I do payroll for 13 the school. I process the time sheets. And they 14 get paid. And they learn how to be workers. 15 And I agree. I think it's the best -- 16 it's the best possible way of learning is to be in 17 it. 18 And we hope to -- and DJ and I have been 19 meeting. We're going to keep expanding it. Let's 20 do conferences, get more kids involved, and be a 21 model program for student engagement in the 22 community. 23 We have the Friday projects, which are 24 service learning. And they are companion projects 25 to our students who are working in the kitchen, who</p>

<p style="text-align: right;">170</p> <p>1 are working in the greenhouse. And we've got one 2 doing a special research project in technology. 3 So, yes, an enthusiastic yes. 4 MR. CHRISTOPHER DE JESUS: I'd just like 5 to touch on that. We did start doing paid 6 internships. Actually, one individual I have had 7 experience with at a previous school that was 8 actually in the center program for the majority of 9 his elementary school. He had autism and was in 10 that program and was never challenged. 11 And when he came to TMP, we saw his 12 potential. And, currently, he's in the second year 13 of working in the cafeteria, which his supervisor 14 says he's a natural. He's come out of himself. 15 When he was -- sometimes he'd have kind of 16 outburst.s and he hasn't had outbursts in over a 17 year because of the socialization that we're able to 18 provide him, as well as he's in his first year of 19 working towards a culinary certificate, which this 20 student was in a center program for seven years, 21 never challenged. And hen he got to TMP, we had the 22 resources and the mindfulness of providing these 23 services to this student. 24 Another student that is 25 (incomprehensible), we gave her the opportunity to</p>	<p style="text-align: right;">172</p> <p>1 With math, there -- it was -- I know it 2 was 30 percent last year, '22-'23. This year, it's 3 17. So that's, like, an alarm raising kind of dip, 4 you know. 5 You basically have the amount of students 6 who are proficient right now in math. 7 And then science has had a subtle decline 8 as well over the last three years of data that we do 9 have. 10 What I just wanted to hear is how is 11 that -- what are the areas of concern for you all? 12 How are you thinking about the information that we 13 have? 14 Granted, I know stuff this last year -- I 15 know you've it had longer than we have. It was just 16 released this week, but I know you all have had that 17 information beforehand. 18 I'm just wanting to hear a little bit -- 19 it's not going to affect my support of the school. 20 But I do think that there is a -- this is a -- 21 something to pay attention to, and there is a trend 22 there across the three subject areas. 23 I just wanted to hear your response to 24 that. 25 MS. CHERYL ROMERO: Commissioner Brauer,</p>
<p style="text-align: right;">171</p> <p>1 be in a jewelry program auditing classes. And this 2 young lady is in her third class. And the other day 3 she came up and said, "Hey, DJ, look at what I 4 made." A beautiful ring that in any other school we 5 would -- they would have put her -- these students 6 in a center program where -- remediated their -- 7 totally remediated what they're doing. 8 But with Karla's vision and the support 9 from the staff, we're able to provide these students 10 with these amazing opportunities, and we're very 11 much excited to expand this. 12 COMMISSIONER BRAUER: Great. Thank you so 13 much. 14 I have one other area that I had some 15 questions around. I'm sorry. I'm looking -- I 16 think I have this memorized without looking at it on 17 my computer. 18 But I know that for -- for your 19 proficiency scores in reading, math, and science, 20 each have gone down a little bit. Reading has gone 21 down a little bit from -- last year, you had, like, 22 it was around 55 percent proficiency, and '21-'22, 23 you really spiked, like, 65 or 66 percent, maybe 24 it's a little bit higher than that. And you dipped 25 down back to, like, 56 this year.</p>	<p style="text-align: right;">173</p> <p>1 thank you for -- board, thank you. There is an 2 illusion, when you look at the two different sets of 3 scores, from '22-'23 school year to '23-'24. 4 And the illusion is that these are the 5 same students, to see if they have grown or if they 6 have mastered additional skills. 7 And the reason being is when you look at 8 the SAT, and you're just using those particular 9 scores, when you get the results, those are eleventh 10 graders for that particular year. And then when you 11 take the next school year, you're looking at a 12 different set of students. 13 And so you cannot determine whether or not 14 those students have grown or have lost any skills, 15 because it's a completely different set. 16 COMMISSIONER BRAUER: I'm so sorry. I'm 17 going to interject that I totally get that. I 18 understand. I understand they're not the same 19 students. I know it only happens in eleventh grade. 20 But it also is a trend that the eleventh 21 graders last year, in reading, were at a much higher 22 level than the eleventh graders this past year in 23 reading. And I think that the trend results are, 24 like, the eleventh graders in science and math have 25 declined pretty dramatically.</p>

<p style="text-align: right;">174</p> <p>1           So I just want to make sure you knew -- 2 like, I get the illusion. But I'm not at that 3 level. I understand that. But I just wanted to 4 see, like, what are you doing with the -- and this 5 is the thing about -- and my opinion, in high school 6 it's hard to have just one assessment that this all 7 goes into. And I get that. 8           But you all are an early college pathway. 9 And 17 percent proficiency doesn't sound -- doesn't 10 sound like college preparation to me. It doesn't 11 tell the whole story. I get it. 12           But I just -- that's where I'm going. 13 Like, what's happening to make sure that that may 14 have been a little bit more of an outlier, and then 15 the next five years, we're going to pay attention to 16 this? Even if something changes, and we have 17 additional assessments, or if you decide on a 18 different model with your partnership with us when 19 we go to contracting, I'm just -- I just -- I'm 20 worried when I see that that, like, the -- we're 21 seeing a decline, where I think an early college 22 school, we should see, like, stronger results when 23 it comes to the math, science, and reading. 24           MS. CHERYL ROMERO: Okay. So for some 25 more clarification, just to put those pieces out</p>	<p style="text-align: right;">176</p> <p>1           readiness mean? What type of colleges are we 2 looking at? Are we looking at a very traditional 3 school that was maybe an Ivy League school that had 4 a specific pathway for its college? Were we meeting 5 those particular skills? 6           Are we looking at those students and 7 saying, "These are the skills we want them to meet," 8 or are we looking at it in a broader range? We have 9 students who are going to attend college and aren't 10 going to get a traditional four-year bachelor's 11 degree or a five-year bachelor's degree, depending 12 on what's going on. 13           So now we have implemented different 14 pathways to help students try and find their way 15 with their particular passion and their unique 16 abilities. 17           And so looking at just a range of your 18 reading level is only at 50 percent, does that mean 19 that you're college or career ready? If we're 20 really looking at college, what type of college are 21 we looking at for each individual student at our 22 school? 23           Is it a college that is going to prepare 24 them post-secondary for a trade? And we are looking 25 at sustainability, and they're looking at an</p>
<p style="text-align: right;">175</p> <p>1           there, we are aware of that particular part. And 2 that's why we wanted to broaden the results. So 3 when we look at those particular findings, we wanted 4 to make sure we were looking at it through a whole 5 bunch of different lenses, so we were not making it 6 just based off of SAT scores. 7           And so then that's when we brought in NWEA 8 MAPs, so we could then look at our students as they 9 go year to year so we could determine how are these 10 students approaching the next set of skills that 11 have been presented in the curriculum that we are 12 providing at TMP, and then what we are presenting 13 for them to take when they go to Santa Fe Community 14 College, or if whether they're taking classes that 15 are sheltered dual credit, or if they're going to 16 IAIA and going to that college, also. 17           We're drilling into those skill sets for 18 those particular academic skills. 19           But at the same time, as you know, we had 20 our first goal for our charter was to say how many 21 students were actually -- or enrolled in college 22 courses, and then whether or not we were meeting 23 those as ninth, tenth, eleventh, and twelfth grade. 24 So we knew that was a very limited view. 25           When we look at it, we say what does the</p>	<p style="text-align: right;">177</p> <p>1           engineering degree, and is that -- the trade that 2 they're looking at, is it really going on the STEM? 3           So all of these particular pieces are 4 coming back. So when we look at college readiness, 5 we're looking at improving it all. 6           So our professional development is coming 7 back to looking at this. We're looking at our 8 programming. We're looking at our advisory. How 9 are we getting information from families and 10 students? And the service component also allows 11 them to have these pieces, so we can then determine 12 which college is appropriate, how do we fill it into 13 the Next Step plan, what is appropriate for this 14 student to get to the next spot. 15           MS. HAAS MOSKOWITZ: Let me address some 16 of the academic pieces of your question. 17           So there's a few logistical things we've 18 done. 19           We have almost doubled our numbers of 20 students identified as English Learners. And, 21 again, that is not problematic for us. That is an 22 asset. And it's more -- more people to be involved 23 in our Bilingual Seal. 24           But in working with our new chair of that 25 program, I asked if she would have a -- an</p>

<p style="text-align: right;">178</p> <p>1 individualized literacy goal.</p> <p>2 In other places where I've lived, in E,</p> <p>3 programs, you have ILPs, and then students who are</p> <p>4 identified with disabilities have IEPs or 504s.</p> <p>5 Now, the more we can have Individualized</p> <p>6 Learning Plans for all of our students. And the</p> <p>7 Next Step Plans are for all of our students. The</p> <p>8 ILPs are for students identified as being English</p> <p>9 Learners. Our IEPs are identified with stu- -- and</p> <p>10 then we have 504s.</p> <p>11 That will help to -- overall, hiring three</p> <p>12 or four more special education teachers to increase</p> <p>13 the team with coaching and tutoring and what can be</p> <p>14 seen as intervention.</p> <p>15 There's a lot of problematizing terms used</p> <p>16 involved in this. You don't know me well. I don't</p> <p>17 want to fall into something that looks like we're</p> <p>18 remediating a person. And we're not. We're finding</p> <p>19 the areas where they can use the most support.</p> <p>20 So the more data we get, which MAP gives</p> <p>21 us, which SAT and PSAT and the NM -- New Mexico</p> <p>22 Assessment for Science Readiness gives us is</p> <p>23 helpful, but not as helpful, because in MAP, you get</p> <p>24 the immediate. The student gets to be a partner in</p> <p>25 that. And you are tested four times a year.</p>	<p style="text-align: right;">180</p> <p>1 measures to take care of that.</p> <p>2 But I also opened up The MASTERS Program</p> <p>3 handbook on your website. And I think that in these</p> <p>4 moments, this is where it behooves all of us to</p> <p>5 utilize our core values and to be driven by our core</p> <p>6 values.</p> <p>7 One of your big core values is respect,</p> <p>8 respect for self, respect for others, respect for</p> <p>9 community, respect for the environment.</p> <p>10 And I just hope that, as we go through</p> <p>11 what I think your school is going through -- and, of</p> <p>12 course, there's due diligence and due process that's</p> <p>13 going to be happening -- that I hope that there --</p> <p>14 that that value of respect in all ways is continued</p> <p>15 to be upheld, for everyone involved. And that's</p> <p>16 bidirectional. Thank you.</p> <p>17 THE CHAIR: Commissioner Carrillo. Okay.</p> <p>18 You can go. Sure.</p> <p>19 VICE CHAIR CARRILLO: Okay. In terms</p> <p>20 of -- thank you for being here, and thank you for</p> <p>21 the entertainment, starting with, you know, the</p> <p>22 quintet that was there. It was just -- we love</p> <p>23 that. It just fills our hearts with joy when we see</p> <p>24 what our students are doing, and they share with us</p> <p>25 what they're doing.</p>
<p style="text-align: right;">179</p> <p>1 I think you're asking is what are we going</p> <p>2 to do. We anticipated the drop, because, I mean,</p> <p>3 you can't sustain Spotlight status, I don't think,</p> <p>4 if you're just looking at a smaller group of</p> <p>5 students and one particular type of test that does</p> <p>6 not give you data to really affect instruction.</p> <p>7 So I think that those are the biggest</p> <p>8 things. Our learning lab, our fifth block, homework</p> <p>9 help, our advisement, and MAP data, looking at</p> <p>10 something that can be seen as intervention or being</p> <p>11 proactive in supporting students in their skill</p> <p>12 development. Because I'm also concerned, and not</p> <p>13 just for TMP, but I'm concerned about skill level,</p> <p>14 particularly in math, nationally.</p> <p>15 COMMISSIONER BRAUER: Yeah, for sure.</p> <p>16 That is a trend that we've seen. And we've seen</p> <p>17 17 percent math proficiency already this week from</p> <p>18 other schools that are high performing and Spotlight</p> <p>19 Schools. So it takes all of us to prioritize that.</p> <p>20 One last thing. This is a little bit of a</p> <p>21 commentary. I won't repeat, Chair and Commissioner</p> <p>22 Burt, about what we've heard today and a bit of the</p> <p>23 division that we're seeing and some of the -- just</p> <p>24 the different experiences that we've heard.</p> <p>25 And I hope that everyone takes the proper</p>	<p style="text-align: right;">181</p> <p>1 And it reminds us all the time -- not that</p> <p>2 this group needs reminding, because we're pretty</p> <p>3 clear on what we're doing here.</p> <p>4 But it's just who we're serving; right?</p> <p>5 Because sometimes up here we get so involved in</p> <p>6 policy and minutiae and the law and -- but then the</p> <p>7 joy stuff. That's what I'm here for. Okay?</p> <p>8 I don't know if Willow is still here. But</p> <p>9 when she spoke about being able to graduate with her</p> <p>10 associate's in biology -- you know, things like</p> <p>11 that, just -- one of the reasons I love the school.</p> <p>12 And the gentleman whose name I didn't get</p> <p>13 who talked about -- as a result, I think of his</p> <p>14 interactions with ambassadors and with Ernest --</p> <p>15 we'll get to you in a minute, Ernest -- wanting to</p> <p>16 go into law and politics.</p> <p>17 I think not enough people with the right</p> <p>18 mindset want to get involved in public service.</p> <p>19 And, you know, running for office is so difficult.</p> <p>20 By serving the public, there's so much gratification</p> <p>21 in that, whether it's elective office or</p> <p>22 something -- another field.</p> <p>23 And I was just -- just looking at my</p> <p>24 notes, people felt honored and respected by staff.</p> <p>25 They felt safe in the school. They felt that</p>

<p style="text-align: right;">182</p> <p>1 everywhere they looked -- and Commissioner Burt 2 spoke to this -- everywhere they looked, there was 3 opportunities and that they were supported in 4 exploring who they were in different opportunities 5 and not being pigeonholed in one way or another. 6 And so very happy for that. 7 Ms. Rue -- I don't know if she's still 8 here -- spoke about the compassion and openness of 9 staff. That just seemed to be -- I know there were 10 people that had challenges with the school that 11 spoke. 12 But I also just really see kind of a 13 trend, if you will, of people being supported by 14 staff at the school, and the people online as well. 15 Okay. So now all of that having been 16 said, math is in the cellar. And I know that Chair 17 Brauer -- I mean, what was -- maybe you want to go 18 back into that role? 19 Commissioner Brauer touched on it. A lot 20 of our schools are in the cellar. But just because 21 so many of our schools are in the cellar, that 22 doesn't mean we accept this mediocrity as the norm. 23 Oh, gee. Our kids in New Mexico can't 24 seem to learn math except for a few skills. 25 What's your plan? They're knocking it out</p>	<p style="text-align: right;">184</p> <p>1 You're a social studies and an English 2 teacher. I'm a special ed teacher. I teach the 3 subject. I teach young people, and I attempt at 4 times to teach myself and model that. 5 So, for me, trying with some compassionate 6 encouragement to staff in the community that we will 7 become more interdisciplinary, more project-based, 8 more invested in community education, so that we can 9 fall in love with math everywhere. 10 And it's a hard sell for some, 11 particularly those who have taught a certain way or 12 believed in it in a certain way. And I find that 13 fine. It encourages us and invites us into engaging 14 conversations, and we will have those, and with 15 students and with teachers and with staff, and we 16 will continue to look at that. 17 I also want math to show up in multiple 18 ways; in small groups, in individual coaching 19 sessions, using more the tutoring center at the 20 college. We have our own, you know, learning lab. 21 So I think it's more about helping 22 students find their math self, their math voice. 23 And that -- and I'm -- you know, one would call me 24 an English teacher. And I could say the same about 25 lots of things. But I think we all know -- maybe --</p>
<p style="text-align: right;">183</p> <p>1 of the park in other ways. You're ahead of every 2 school and other schools and the district in other 3 ways. Math. What's your plan? 4 MS. HAAS MOSKOWITZ: So I still believe, 5 contrary to some philosophies, that to think 6 mathematically is a beautiful thing. And so I'm 7 starting with just promoting math as a beautiful 8 thing, accessible to everyone. 9 And there's no -- and there's a lot 10 involved in that. 11 So hiring passionate, creative teachers. 12 And we've had those. 13 And really trying to make it not only 14 relevant -- because relevancy comes up, and people 15 say, "Well, math isn't relevant." Of course, math 16 is relevant. We think mathematically all the time. 17 However, there is a degree of abstraction 18 to math as there is in many things, that it takes 19 some people a while to get. 20 So what I want to do at TMP is really keep 21 supporting math everywhere, math in every level, 22 math in every subject. And we're getting there. 23 TMP has a long history of being a school 24 that has disciplines. And I -- it's not some -- 25 most high schools are.</p>	<p style="text-align: right;">185</p> <p>1 I know -- I think -- sometimes math has been a 2 subject for people where they have -- there's even a 3 concept of being math-phobic. 4 You know -- and we don't -- you can be as 5 afraid of whatever you want. But we don't say that 6 as staff. Like, I never say, "I don't do math, I'm 7 an English person." There isn't that. We all can 8 do all of it. And we may do it in different ways. 9 And we may all come to that at different rates. 10 And I think good schools -- and TMP is one 11 and will continue to be a better one -- will offer 12 opportunities at many, many junctures, in many 13 different ways. Sometimes it'll feel frustrating to 14 some. All of a sudden, the floodgates will open and 15 they'll go "Ah-ha." 16 That's because we do want to keep mixing 17 it up. We use some technology. Primarily, it's 18 about bringing people in that are passionate, that 19 model it, truly, that make it exciting, and are 20 patient, really patient with a person's process to 21 come into their mathematic self. 22 And just role modeling that kind of 23 learning as teachers, educators, and staff members, 24 that we are those kind of learners as well. I don't 25 know if I answered -- I can go on and on.</p>

<p style="text-align: right;">186</p> <p>1 VICE CHAIR CARRILLO: It's funny. You 2 could talk forever about the subject. It's, like, 3 whenever somebody asks me about public schools in 4 New Mexico, it's, like, "Do you have the rest of the 5 day, because I just love to talk about schools and 6 kids and..." -- so I love you used the phrase 7 "finding their math self." 8 Because there was another school at the 9 time, where there's a math-phobic thing that 10 happens, where people are in the sixth, seventh 11 grade, eighth. Maybe they did a pre-algebra and it 12 didn't go well and thought, "I'm not good at math, 13 I'm not going to pursue this." 14 To me, math is fun to me, 'cause math is 15 exact. Math, you find an answer. I just enjoy 16 that. 17 It made me think of how we use the term 18 "writing across the curriculum." You know, I 19 remember once -- my son, for a very brief time, went 20 to a private school. Well, he went to Desert 21 Academy. I don't mind naming it. 22 And the -- his counselor -- his counselor 23 said in his first meeting with us, you know, "Leo 24 isn't bringing home writing homework at all." 25 I'm like, "What?" Just, I'm saying,</p>	<p style="text-align: right;">188</p> <p>1 that are 17 and below. Come on. We can do better. 2 And I know TMP can do better. I mean, I know it. 3 Your answer on quality versus quantity 4 relative to college courses that Commissioner Taylor 5 brought up, I loved your answer to that. There was 6 someone I served with for a while in Santa Fe on the 7 board. And she and I stressed more than anything 8 proficiency. Don't talk to me about graduation 9 rates. Talk to me about reading, writing, and doing 10 math. 11 You can graduate with a D. That's like 12 getting out of bed in the morning. No awards for 13 that. You get awards for doing better than that. 14 And so I really like that you are looking at that 15 differently in terms of quality versus the quantity. 16 The -- I was going to save Ernest for 17 last, but I'll do him now. 18 The times -- I've been at the school many 19 times. I'm grateful to Tina for the times you reach 20 out to me and I'm able to attend different events. 21 I don't know if Barb is still here. Same thing. 22 I love being at your school -- I love -- 23 the kids are -- you're on a college campus. It 24 feels so good that way; right? 25 So for kids that are really -- they really</p>
<p style="text-align: right;">187</p> <p>1 "Randy, what's the story here? Why is my son not 2 bringing home any writing assignments?" 3 He said, "Well, we're not really focusing 4 on that. We're not focusing on writing across the 5 curriculum." 6 And I was like, "What?" Actually, I said 7 "WTF." 8 And my wife was, like, "Steve." 9 I was, like, "No, you write across -- 10 you're constantly writing. Every subject should 11 have a writing component." 12 And I like that you said, "I'd do math 13 across the curriculum," working in a component of 14 mathematics into everything so people are more 15 comfortable. 16 And also teachers learning how -- through 17 professional development, "How do you reach somebody 18 who's math-phobic? How do you take off the armor 19 for them and have them just be open to whatever is 20 next relative to math?" 21 Relative to professional development, that 22 might be something to look at, very specifically, 23 how do you treat a kid that's math-phobic and turn 24 that around for them? 25 17 is not good. We have so many schools</p>	<p style="text-align: right;">189</p> <p>1 kind of know they want to go that direction, I think 2 TMP is an amazing place to be. We heard that from a 3 lot of the kids. 4 I was able to attend one of Ernest's -- 5 should I call you Mr. Kavanaugh -- is it okay if I 6 call you "Ernest"? Do we know each other well 7 enough? All right. 8 One of his classes on leadership, and also 9 the graduation -- or the moving on kind of ceremony, 10 if you will, for the Ambassadors. 11 And it was extremely moving. The 12 confidence these young people had in speaking to 13 their peers, and to also everyone that attended, 14 what they were -- the ground that Ernest was 15 covering in the leadership class. 16 That's -- that's something you have at 17 your school that I don't see at other schools kind 18 of in any way. 19 It's one thing to have it, like, Santa Fe 20 High, yeah, you've got your pool of kids that are 21 going to take kids on their tour if they're 22 considering the school. That's way different than 23 the leadership, the Ambassadors, and now this next 24 level that you're doing. 25 I'm super impressed. You're one of those</p>



190	<p>1 people, I'm really sorry to say, that can never 2 retire. It is what it is. We'll build wheelchair 3 ramps for you if we have to. Whatever you need, 4 okay?</p> <p>5 Now I'll turn to something that is kind of 6 a big red flag. It's board turnover and 7 administrator turnover.</p> <p>8 It's amazing your school is able to do as 9 well as it does, given that kind of turnover.</p> <p>10 And so to you first, Mr. Trujillo -- and 11 just tell me, just, honestly -- not that you would 12 lie to me -- how many members on your board have 13 been there for less than one year, one solid year?</p> <p>14 DR. KELLY TRUJILLO: Oh, geez. We just 15 recently have two that just joined.</p> <p>16 VICE CHAIR CARRILLO: Is it five? A year 17 or less.</p> <p>18 DR. KELLY TRUJILLO: A year or less -- is 19 it six? Five? Five.</p> <p>20 VICE CHAIR CARRILLO: If it's six, that's 21 even worse. The thing is -- what I'm getting to is 22 on boards -- and I was very happy to meet two of 23 your board members that are coming on. What we see 24 and what a focus of ours is -- only four that have 25 been there one year or less?</p>	192	<p>1 turnover.</p> <p>2 And in a lot of ways, maybe some of the 3 challenges that were brought forward in public forum 4 would not have existed if there was much more 5 continuity on the board.</p> <p>6 So a question, as well, Mr. Trujillo. Do 7 you meet in Zoom or in person?</p> <p>8 DR. KELLY TRUJILLO: Well, we do hybrid. 9 But we do have people on the ground.</p> <p>10 VICE CHAIR CARRILLO: So mostly in person. 11 DR. KELLY TRUJILLO: Yes, that's correct.</p> <p>12 VICE CHAIR CARRILLO: Excellent. To 13 anybody listening, you want to do Zoom and have your 14 camera off and eat tacos night on Tuesday or 15 whatever, get off the darn board. Commit.</p> <p>16 And the other thing is -- I'm really 17 serious about this. I think Zoom makes people rude, 18 sarcastic. They act in ways on Zoom they would never 19 act if you were sitting next to me, ever.</p> <p>20 The other thing that being in person 21 does -- and I'm curious about this. How robust is 22 your public comment as part of your agenda?</p> <p>23 DR. KELLY TRUJILLO: Unfortunately, it 24 hasn't been robust. We've had very few public 25 comments during our board meetings.</p>
191	<p>1 (Off-mic discussion.)</p> <p>2 VICE CHAIR CARRILLO: Okay. Then it's 3 six.</p> <p>4 You know what, honestly? Doesn't matter. 5 Way too much turnover on the board. Way too much. 6 Where we see schools' success -- and in 7 the last school that was here -- everything becomes 8 a blur. Who was here this morning? Amy Biehl. 9 Eight years, fifteen years, four years, five years. 10 And they're making a commitment to their school, 11 realizing the commitment that they're making and the 12 job -- and the work that they need to put into it.</p> <p>13 It's not just, "Oh, I'm joining a board. 14 I like kids. I like schools. I want to help out. 15 I want to give back to the public for a year or so."</p> <p>16 No. So I'm hoping that you're doing 17 on-boarding with the two new board members that are 18 here and anyone else that comes on who is currently 19 there.</p> <p>20 This is a commitment. Our commitment is 21 four years, and I think many of us have just upped 22 it to eight years, we're going to be serving.</p> <p>23 You've got to be invested. And I want 24 your board to be invested, because that is the 25 biggest red flag on any school that we see Board</p>	193	<p>1 VICE CHAIR CARRILLO: Invite people, okay?</p> <p>2 Often people don't realize it's even happening. It 3 always should be at the beginning of your agenda, 4 and any topic, whether or not it's on your agenda. 5 You find out so much from kids and parents and 6 others in your community. Invite it, public 7 comment.</p> <p>8 I mean, I would say you want to have at 9 least five or six people in every meeting. But, 10 really -- and be welcoming. Because we hear of 11 boards all the time, they are not welcoming to 12 public comment. And that's the beginning of the 13 end, also, when that happens.</p> <p>14 So I put you in the hot seat for a moment 15 there -- so thank you very much, Mr. Trujillo.</p> <p>16 Curious about long-term planning for the 17 school. So as it relates to the board, we want 18 people -- I want people that are going to be there 19 at least three years, commitment to the school.</p> <p>20 What about on -- so -- Ms. Haas Moskowicz, 21 what is your long-term plan? What is your, like -- 22 let me try -- I'm not using words well.</p> <p>23 What's your long-term planning with the 24 school? You've had a lot of turnover. You're the 25 fourth administrator in five years.</p>

<p style="text-align: right;">194</p> <p>1 MS. HAAS MOSKOWITZ: Thank you for that 2 question, Commissioner. 3 VICE CHAIR CARRILLO: It seems like every 4 time I go to a graduation, I meet somebody new. 5 MS. HAAS MOSKOWITZ: There's nothing I 6 would like more than to go over in great detail 7 everything I feel about what I've learned about the 8 school organizationally in terms of leadership, in 9 terms of its culture. 10 And I think you can tell a little bit from 11 some of the sharing that there's actions that are 12 confidential that I don't feel comfortable speaking 13 to; although I would joyfully do so. 14 And I would joyfully figure out -- I've so 15 appreciated the comment about how important it is 16 for us to stay engaged with one another and find it 17 in our hearts, no matter how hurt or upset we are, 18 to remember that we are humans that all struggle and 19 all suffer and find that common ground. 20 And I want to be that person and believe 21 that I am most of the time. 22 And so that doesn't mean that it's easy 23 navigating all kinds of things that have come up in 24 people's minds and they're realities. 25 So where I'm going with this is that I</p>	<p style="text-align: right;">196</p> <p>1 can't retire. But I also can't work someplace that 2 I'm not inspired by or that I don't believe has 3 purpose for me or that I don't feel called to. 4 And I feel all of that here. But that 5 does not make it easy. 6 So what is my commitment? It's enormous. 7 It's infinite. My resilience is also pretty good. 8 Am I the person that the school wants and 9 the community wants? I guess that's yet to be 10 determined, through a, hopefully, a very robust 11 evaluation. 12 Because I do agree in avenues and systems 13 for processing concerns, complaints, as well as for 14 impromptu conversations and relationship-building. 15 So what I want to do is clear. Whether 16 that is to remain the choice, we'll see. 17 VICE CHAIR CARRILLO: Thank you. Thank 18 you for your candor. 19 I would -- whatever's -- you know, it's, 20 like, I can be at The Boxcar and somebody talks to 21 me for 20 minutes about -- this happened last Sunday 22 during football -- talks to me about the program. 23 And somebody else says something entirely different 24 to me when I'm someplace else. And -- you know. 25 So I know the -- in every institution,</p>
<p style="text-align: right;">195</p> <p>1 have been navigating a place that's all new to me. 2 I'm here brand new -- I mean, I lived in the West, 3 and I visited Santa Fe. But I've been here a year 4 and a half. 5 My family, my friends, my community are 6 all far away in Florida. My grandchildren are here, 7 and I'm here, and it's a beautiful place. 8 And there was a lot of turnover when I 9 walked in. And there were systems that were not 10 particularly in place that I would like to have seen 11 them in place. 12 So I've worked really, really hard, I 13 think, to bring the school to a place where we can 14 find each other. I believe that. That's my 15 intention, whether it came across that way or not. 16 But I know where my intentions were. 17 So I'm saying that, to answer your 18 question, is I am a very loyal and committed person. 19 I will stay here the rest of my working days. And 20 with the amazing debt that I incurred moving to 21 Santa Fe with housing and the difficulties of 22 things, that may be a long time. I may have to work 23 way longer than I thought. 24 That is irrelevant to your question, 25 except that I have to keep working. I am 68, and I</p>	<p style="text-align: right;">197</p> <p>1 school, whatever it is, there's always going to be 2 some sort of, you know, conflict, some sort of 3 displeasure, some sort of whatever. 4 The question is how is it dealt with to 5 get to the other side? 6 And I -- you know, hearing you today -- 7 because we've never really had a chance. I mean, 8 I've seen you at the school and everything else. 9 But your answers to the questions today, and, 10 Mr. Trujillo, your commitment to this board, makes 11 me want you guys to thrive together, you know, to 12 take this school to the next level, where -- I mean, 13 I think it's at a great level already, because I was 14 going to bring up what's next. 15 But I just want things to work out in a 16 way that people feel -- all of you, the new board 17 members also -- you feel you're in an environment 18 that you're nurturing yourself, you're being 19 nurtured, and you're having purpose. 20 Ultimately, it's about these amazing kids 21 that came and -- today. It's all about them. And 22 as long as we stay kid-focused -- I say this all the 23 time. If the people across the street in the 24 Roundhouse could watch the way we work -- doesn't 25 matter that we are politically split on one or the</p>

<p style="text-align: right;">198</p> <p>1 other. We're focused on one thing. We know our 2 job. It's charter school kids. I think it's why we 3 get so much done, and I think it's why we're such a 4 good Commission. 5 I want things to happen for your school 6 that way as well. I want continuity and longevity 7 for all of you. I don't know that I'll be here 8 another five. I know that I'm serving another four. 9 But God forbid, a third term? 10 Which leads me to what's next. When I run 11 into people and I talk to parents that I know that 12 are at your school, one thing that comes up all the 13 time is, "Why don't we have a middle school? Why 14 don't we have grades six through eight?" 15 And I said, "Well, that's -- it's not 16 because of us." 17 I said -- I mean, I am only speaking for 18 myself here, of course. I would entertain it in a 19 heartbeat; okay? 20 Location is going to be the hardest thing, 21 because I can't see the Commission ever allowing a 22 middle school on a college campus. And real estate 23 is challenging in Santa Fe. 24 But I -- you know, there's the need. And 25 this isn't to be critical of Santa Fe Public Schools</p>	<p style="text-align: right;">200</p> <p>1 Right? Are they leaders or just bystanders and 2 doing whatever? 3 There's no one I know more qualified and 4 sets a better example than Mr. Kavanaugh on that. I 5 would just encourage the board to be open to that as 6 the next big step; okay? 7 Okay. 8 And that -- I may have a Columbo moment, I 9 don't know. But that is it for now. 10 THE CHAIR: Commissioner Ingham. 11 COMMISSIONER INGHAM: Okay. I hope that 12 I'm -- I wonder if I missed something. But I wanted 13 to ask about, first, student attendance. And I 14 recognize that in a -- in the situation you are, 15 college courses don't take attendance. And so I 16 don't know if that's the issue. 17 But the fact that your attendance has gone 18 down straight on -- at least that's what we've seen. 19 And then with the new Vistas, who knows what that 20 means, but it's way lower. 21 Can you speak to what's going on with 22 attendance? Because I do believe high school kids 23 are not -- that's one of the things that's really 24 difficult, that transition to being so -- that you 25 have to manage your own time.</p>
<p style="text-align: right;">199</p> <p>1 in any way. But middle school is challenging. And 2 finding the right people for middle -- one of the 3 schools we just did was six, seven, eight. Would 4 you remind me? 5 They focused on the middle school grades, 6 and they're doing really well because they're 7 focused on these kids and their ages and their 8 challenges. 9 There's a school we just approved -- it'll 10 be opening next fall -- called Equip, K-5. They say 11 they're a college preparatory charter school. K-5. 12 So their whole focus is reading is foundational to 13 absolutely everything. Everything. Starts with 14 reading. In K. 15 And they want -- they know that their 16 families and their kids are already thinking, like, 17 where am I going to be in 15 years, whatever it 18 might be? And the kids might tour UNM. They're 19 just thinking, you know, down-line. 20 And so I really believe that using the 21 model that you have -- I mean, imagine, Ernest, what 22 you could do with sixth, seventh, and eighth 23 graders, you know? Because they're finding out who 24 they are in the world. They're going to lay their 25 foundation for are they kind and empathetic or not?</p>	<p style="text-align: right;">201</p> <p>1 You spoke to that a little bit. But I'd 2 like to know what you're doing about the attendance. 3 MS. HAAS MOSKOWITZ: Thank you, 4 Commissioner. Also happy for that question, because 5 I didn't know how I wanted to bring up this subject 6 that I think is connected. And that, for me, is the 7 most -- I guess I believe is the most 8 under-identified challenge to educational process 9 and maybe life process. And that is trauma. 10 And I've been doing this long enough that 11 I don't feel that it's anything new; however, I do 12 feel it's significantly more profound than I've ever 13 seen it in all of my years in schools. 14 And I've worked all over the country, in 15 all levels. Started as a preschool teacher, and 16 I've taught in universities. So just watching, 17 listening, and observing. 18 And it's -- for me, it's a huge concern. 19 And I would say there is a direct -- and it's 20 growing rapidly. And every year, I feel it more and 21 more. 22 And so specifically -- we're a small 23 school. So we know our students. We talk to them, 24 we know them, we know their families, as much as we 25 can and more than others. And the stories, and the</p>

<p style="text-align: right;">202</p> <p>1 sharings around trauma of just not being able to get 2 out of bed to get to school, to be there, is not 3 uncommon. So I would say that that, I believe, is a 4 huge influence on that.</p> <p>5 I'm also concerned about -- we've tried to 6 run a variety of different reports on attendance to 7 try to get down to what it really is.</p> <p>8 And I'm not satisfied that -- I'm just not 9 satisfied that our data -- I'm not even saying that 10 one way or the other -- is just -- is right. So 11 that's something I'm also working on is, just, can 12 we get real numbers for attendance, you know, every 13 period, and how that's -- from PowerSchool, from -- 14 and so I'm a little concerned about that.</p> <p>15 I'm very, very happy with the way we 16 handle it, because we still do calls. Like, we take 17 attendance, and then we have an amazing staff 18 person, bilingual -- we call. So they may not be 19 sitting in that chair, but we know where they are. 20 If we don't and the parent doesn't, we figure it 21 out. And that's rare. It's usually -- so 22 social-emotional learning, trauma-informed education 23 is a huge priority at TMP. I think it may always 24 have been. Maybe it wasn't explicitly stated in 25 that way. I wasn't here.</p>	<p style="text-align: right;">204</p> <p>1 see things are wrong and we try to make it better. 2 We have to. We have to do that.</p> <p>3 And if we're going to ask our students to 4 do that every single day and every single class, 5 then we have to do it, too.</p> <p>6 So there's a lot of challenge involved in 7 being at school. And I think for a lot of our 8 students who are facing depression, trauma, or are 9 victims of violence, who, the number of -- and this 10 is not a problem. Just the number of parental 11 deaths has gone up.</p> <p>12 It's -- "problem" is not the word. It's 13 just sad.</p> <p>14 And I do -- I just want to mention it, 15 that I do think it's affecting our students being 16 present and being marked "Here."</p> <p>17 But we know where they are. And we talk 18 to their guardians, the parents, the people who are 19 raising them. And then we talk to them.</p> <p>20 And then I send the letters out. And then 21 we have meetings and invite -- it's build 22 relationships, and we're doing everything we can for 23 the right reason, which is because we believe in 24 them and relationships, and we want them to be 25 healthy and happy people.</p>
<p style="text-align: right;">203</p> <p>1 I know it is for me as an educator. It's 2 fundamental. And I think anyone in this room who 3 has experienced trauma -- I know I have -- it's hard 4 for me to do anything. It's hard for me to be my 5 best self, to get work done and in and so forth. 6 Completion -- I think it's not only affecting 7 attendance; it affects work completion as well, that 8 translates to grades and so forth.</p> <p>9 To me, it's one of the root causes to any 10 of the concerns about being there. We address that. 11 We have a full-time service dog now, an emotional 12 support dog. And I think you know about our ADW 13 program with the dogs. That has been huge.</p> <p>14 We have students, I don't know if they'd 15 even come if they didn't know that labradoodle was 16 waiting -- so that was really helpful.</p> <p>17 By the way, that's for staff, too. It is 18 all about the kids. I get that. And I've also been 19 one that said it's also about the adults, because 20 the adults are with the students. And we have to 21 figure out our stuff, too, and be our best selves 22 and model learning and risk-taking and all the 23 things -- and do what we say.</p> <p>24 I appreciate the comments that it's nice 25 to see that we're approaching improvement, that we</p>	<p style="text-align: right;">205</p> <p>1 And we also want them to be at school 2 because if they're not there, the learning is 3 hampered.</p> <p>4 COMMISSIONER INGHAM: I had hoped -- I'm 5 going to use the "C" word. I had hoped we were 6 getting over the trauma from COVID that it should be 7 that our attendance figures should be, you know, 8 increasing.</p> <p>9 I mean, it's the same thing with going 10 back to work and people are change- -- I understand 11 it's all -- but we have to take some real 12 substantive efforts to get the kids in school.</p> <p>13 And you've described what you could do. I 14 think we all need to look at this. Because it's not 15 just your problem. But it is clear here in the 16 paper. I just need to ask what your response is.</p> <p>17 MS. HAAS MOSKOWITZ: Appreciate the 18 question. I hope you don't misunderstand me. I'm 19 not necessarily connecting it to COVID. I think 20 there's other reasons contributing to the trauma.</p> <p>21 COMMISSIONER INGHAM: So the other two 22 questions -- Chair Gipson, the other two questions I 23 have are not specifically pointed at the school, but 24 to us. And is this still an appropriate time to ask 25 those questions?</p>

206	<p>1 Okay.</p> <p>2 Well, so one of them, there's a mention of</p> <p>3 the SpEd CAP. I don't have any understanding of</p> <p>4 what that SpEd CAP was for or what it was. It says</p> <p>5 it's in place now. Does this have anything --</p> <p>6 THE CHAIR: So the SpEd CAP was in place</p> <p>7 in August when the renewal site visit took place.</p> <p>8 The SpEd -- the Office of Special Ed closed the CAP</p> <p>9 out in December. So the CAP is closed. They no</p> <p>10 longer have an OSE cap.</p> <p>11 COMMISSIONER INGHAM: Okay.</p> <p>12 THE CHAIR: It's timing. So when the</p> <p>13 rating came through, they did -- they no longer --</p> <p>14 they're now in compliance.</p> <p>15 COMMISSIONER INGHAM: So that had nothing</p> <p>16 to do with what we heard today?</p> <p>17 THE CHAIR: Correct.</p> <p>18 COMMISSIONER INGHAM: Okay.</p> <p>19 THE CHAIR: We have no -- we've checked</p> <p>20 with OSE. They have no additional complaints. So</p> <p>21 to -- we have no record of any complaints being</p> <p>22 filed to any entity.</p> <p>23 COMMISSIONER INGHAM: Okay.</p> <p>24 On the governance council, was the second</p> <p>25 question was in our thing, it says the two at the</p>	208	<p>1 MS. HAAS MOSKOWITZ: We added staff. And</p> <p>2 I think I mentioned JMP in the application.</p> <p>3 THE CHAIR: So that at this point in time,</p> <p>4 there is -- okay. I think we're good. Yeah. Any</p> <p>5 further questions? Sure.</p> <p>6 VICE CHAIR CARRILLO: (Consults with</p> <p>7 Chair)</p> <p>8 THE CHAIR: Okay. Can we take a break?</p> <p>9 VICE CHAIR CARRILLO: Like, five. To the</p> <p>10 restroom if you need to and come right back. We</p> <p>11 need to work out something. Five real minutes,</p> <p>12 300 seconds.</p> <p>13 (Recess taken, 1:48 p.m. to 1:53 p.m.)</p> <p>14 VICE CHAIR CARRILLO: 297. We're starting</p> <p>15 298. 299. 300.</p> <p>16 If you're out there in the hallway, come</p> <p>17 on in.</p> <p>18 All right. Okay.</p> <p>19 With regards to The MASTERS Program, I</p> <p>20 move that the Public Education Commission approve</p> <p>21 the renewal application for The MASTERS Program for</p> <p>22 a five-year term without conditions.</p> <p>23 COMMISSIONER BURT: Second.</p> <p>24 THE CHAIR: There's a motion by</p> <p>25 Commissioner Carrillo and a second by Commissioner</p>
207	<p>1 bottom were -- it says resigned, with an "R" on it.</p> <p>2 I think it's kind of important to know. Is that</p> <p>3 resigned or removed?</p> <p>4 THE CHAIR: Does the R mean resigned or</p> <p>5 removed?</p> <p>6 COMMISSIONER INGHAM: It says resigned.</p> <p>7 THE CHAIR: Right. Could it be removed?</p> <p>8 DR. KELLY TRUJILLO: There was one former</p> <p>9 board member that you heard from today during public</p> <p>10 comments that was removed.</p> <p>11 COMMISSIONER INGHAM: Okay. So that does</p> <p>12 color the understanding a little bit about the</p> <p>13 governance board. Okay. That's my questions.</p> <p>14 THE CHAIR: So I just -- in your</p> <p>15 application, you indicated that you had hired</p> <p>16 someone to help work with IEPs.</p> <p>17 MS. HAAS MOSKOWITZ: We have an entire --</p> <p>18 we have a whole team of people who do that. And in</p> <p>19 addition to that, I've asked JMP, which is an agency</p> <p>20 that does that work, and they help us support our</p> <p>21 State reporting as well. They also work with us on</p> <p>22 quality control with our IEPs.</p> <p>23 THE CHAIR: Okay. Because the application</p> <p>24 specifically said you hired someone. The way I</p> <p>25 interpret it -- but putting on you added staff.</p>	209	<p>1 Burt.</p> <p>2 Any discussion?</p> <p>3 (No response.)</p> <p>4 THE CHAIR: If not, Commissioner Beck.</p> <p>5 SECRETARY BECK: Commissioner Burt.</p> <p>6 COMMISSIONER BURT: Yes.</p> <p>7 SECRETARY BECK: Commissioner Taylor.</p> <p>8 COMMISSIONER TAYLOR: Yes.</p> <p>9 SECRETARY BECK: Commissioner Armijo.</p> <p>10 (No response.)</p> <p>11 SECRETARY BECK: Commissioner Manis.</p> <p>12 COMMISSIONER MANIS: Yes.</p> <p>13 SECRETARY BECK: Commissioner Brauer.</p> <p>14 COMMISSIONER BRAUER: Yes.</p> <p>15 SECRETARY BECK: Commissioner</p> <p>16 Clahchischilliage.</p> <p>17 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>18 SECRETARY BECK: Commissioner Ingham.</p> <p>19 COMMISSIONER INGHAM: Yes, but with an</p> <p>20 explanation.</p> <p>21 THE CHAIR: Yeah. He can do that.</p> <p>22 COMMISSIONER INGHAM: Okay. I'm going to</p> <p>23 say --</p> <p>24 THE CHAIR: Wait. We all need -- we</p> <p>25 should all vote, and then you can complain.</p>

210	<p>1 SECRETARY BECK: Vice Chair Carrillo.                  2 VICE CHAIR CARRILLO: Yes.                  3 SECRETARY BECK: Chair Gipson.                  4 THE CHAIR: Yes.                  5 SECRETARY BECK: Secretary Beck, yes.                  6 There are nine votes for and zero votes                  7 against. The motion passes.                  8 THE CHAIR: Thank you.                  9 Commissioner Ingham.                  10 COMMISSIONER INGHAM: Okay. I am going to                  11 say I hate trauma. And I hate being slapped with                  12 trauma at the last second. And it is very difficult                  13 for me to manage situations when we get pressed into                  14 a situation where we have to make a decision, and                  15 all of a sudden, things come up.                  16 So I'm going to say I heard the voices in                  17 the audience. I don't discount those -- those                  18 voices. It is very troubling. And I heard that you                  19 had to remove that person.                  20 There may be good reasons for all these                  21 things. It may all be perfectly legitimate. But we                  22 have no way of knowing what's going on, and we have                  23 no time to deal with it.                  24 So, yes, we have to vote yes for this                  25 right now. But all I'm going to say is I heard</p>	212	<p>1 THE CHAIR: Thank you. Anyone else?                  2 (No response.)                  3 THE CHAIR: Thank you. Congratulations.                  4 Congratulations.                  5 (Renewal hearings adjourned at 1:58 p.m.)                  6                  7                  8                  9                  10                  11                  12                  13                  14                  15                  16                  17                  18                  19                  20                  21                  22                  23                  24                  25</p>
211	<p>1 those voices. And it genuinely hurts me that that                  2 trauma is going on in your school.                  3 I know how much I hate it, and I know how                  4 much you guys must hate it.                  5 I would beg of you guys to talk to each                  6 other, get past this. The actions of dismissing,                  7 canceling, that kind of stuff just doesn't work for                  8 me. And so I would ask you guys, be the adults in                  9 the room and -- and get this resolved. Thank you.                  10 THE CHAIR: Commissioner Beck.                  11 SECRETARY BECK: Yeah. And I think it was                  12 brought up before. But in my little less than two                  13 years, I've seen a strong correlation between the                  14 quality and tenure of the governing council and the                  15 strong operation of the school.                  16 So I would hope that the -- the turnover                  17 turmoil of the governing council is now over. They                  18 are all committed to continuing to make this school                  19 the excellent school that it is, and that they're                  20 strongly invested in continuity and consistency                  21 within that.                  22 And to Commissioner Brauer -- not Chair                  23 Brauer -- but Commissioner Brauer's point that it's                  24 in your value system of respect for everyone                  25 involved.</p>	213	<p>1 BEFORE THE PUBLIC EDUCATION COMMISSION                  2 STATE OF NEW MEXICO                  3                  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 December 2, 2024.                  17                  18                  19                  20                  21                  22                  23                  24                  25                  Cynthia C. Chapman, RMR-CRR, NM CCR #219                  BEAN &amp; ASSOCIATES, INC.                  201 Third Street, NW, Suite 1630                  Albuquerque, New Mexico 87102                  License Expires: December 31, 2025                   Job No.: 148P (CC)</p>

1                   BEFORE THE PUBLIC EDUCATION COMMISSION

2                                   STATE OF NEW MEXICO

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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 December 2, 2024.

17  
18  
19                                   *Cynthia Chapman*

20                                   Cynthia C. Chapman, RMR-CRR, NM CCR #219  
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## A

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