

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
CHARTER SCHOOL RENEWAL HEARINGS
DAY ONE

December 9, 2024

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2	<p>1 APPEARANCES</p> <p>2 COMMISSIONERS:</p> <p>3 PATRICIA GIPSON, Chair</p> <p>4 STEVEN J. CARRILLO, Vice Chair</p> <p>5 TIMOTHY BECK, Secretary</p> <p>6 ALAN BRAUER, Member</p> <p>7 REBEKKA BURT, Member</p> <p>8 STEWART INGHAM, Member</p> <p>9 K.T. MANIS, Member</p> <p>10 PED STAFF:</p> <p>11 CORINA CHAVEZ Director</p> <p>12 Charter School/Options for</p> <p>13 Parents and Families Division</p> <p>14 BRIGETTE RUSSELL Deputy Director</p> <p>15 Charter School/Options for</p> <p>16 Parents and Families Division</p> <p>17 LUCY VALENZUELA Technical Assistance and</p> <p>18 Training Specialist</p> <p>19 Charter School/Options for Parents</p> <p>20 and Families Division</p> <p>21 CHERYL ROWE Authorizing Practices</p> <p>22 Administrator</p> <p>23 Charter School/Options for Parents</p> <p>24 and Families Division</p> <p>25 MISSY BROWN Technical Assistance and Support</p> <p>and Training Administrator</p> <p>Charter School/Options for</p> <p>Parents and Families Division</p> <p>NICOLA DAVIS Technical Assistance and</p> <p>Training Coordinator</p> <p>Charter School/Options for</p> <p>Parents and Families Division</p> <p>CONSUELO CONSTANTINE Liaison to the PEC</p>	4
3	<p>1 APPEARANCES, Continued</p> <p>2 COUNSEL TO THE PEC:</p> <p>3 JULIA HOSFORD BARNES, ESQ.</p> <p>4 Barnes Mediation and Law, PC</p> <p>5 200 W. DeVargas Street, Suite 7</p> <p>6 Santa Fe, New Mexico 87501</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p>	5
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6	<p>1 THE CHAIR: Good morning, everyone. I'm 2 going to bring to order this meeting of the Public 3 Education Commission. It is Monday, December 9th -- 4 I have no idea what day of the week it is -- Monday, 5 December 9th, and it is 8:04 a.m. And I'm going to 6 ask Commissioner Beck to do roll. 7 SECRETARY BECK: Commissioner Burt. 8 (No response.) 9 SECRETARY BECK: Not here. 10 Commissioner Taylor. 11 (No response -- 12 SECRETARY BECK: Not here. 13 Commissioner Armijo. 14 (No response.) 15 SECRETARY BECK: Not here. 16 Commissioner Clahchischilliage. 17 (No response.) 18 SECRETARY BECK: Not here. 19 Commissioner Manis. 20 COMMISSIONER MANIS: Here. 21 SECRETARY BECK: Commissioner Brauer. 22 COMMISSIONER BRAUER: Present. 23 SECRETARY BECK: Commissioner Ingham. 24 COMMISSIONER INGHAM: Here. 25 SECRETARY BECK: Chair Gipson.</p>	8	<p>1 SECRETARY BECK: So moved. 2 THE CHAIR: Second. 3 Take roll, please. 4 SECRETARY BECK: Chair Gipson. 5 THE CHAIR: Yes. 6 SECRETARY BECK: Vice Chair Carrillo. 7 VICE CHAIR CARRILLO: Yes. 8 SECRETARY BECK: Commissioner Ingham. 9 COMMISSIONER INGHAM: Yes. 10 SECRETARY BECK: Commissioner Brauer. 11 COMMISSIONER BRAUER: Yes. 12 SECRETARY BECK: Commissioner Manis. 13 COMMISSIONER MANIS: Yes. 14 SECRETARY BECK: Secretary Beck, yes. 15 There are six votes for, zero votes 16 against. The motion passes. 17 THE CHAIR: Thank you. We are on to Item 18 No. 3, which is Public Comment. Do we have anyone 19 that signed up for regular public comment? 20 MS. MELISSA BROWN: We don't have anyone 21 signed up for regular public comment. 22 THE CHAIR: Thank you. Item No. 4, School 23 highlights and Spotlights. 24 On Friday. Yeah, I think we just moved 25 this to Friday. Yeah.</p>
7	<p>1 THE CHAIR: Here. 2 SECRETARY BECK: Vice Chair Carrillo. 3 VICE CHAIR CARRILLO: Here. 4 SECRETARY BECK: Secretary Beck, here. 5 We have six present. There is a quorum. 6 THE CHAIR: Thank you very much. And I am 7 going to ask everyone to stand for the Pledge of 8 Allegiance and then the New Mexico Salute. 9 (Pledge of Allegiance and Salute to the 10 New Mexico Flag conducted.) 11 THE CHAIR: Does someone have the Mission 12 and Vision up? -- yeah -- 'cause I can't -- I can't 13 get into my drive right now. It is somewhere -- 14 somewhere. 15 VICE CHAIR CARRILLO: I can go ahead and 16 read that. 17 (Mission and Vision recited.) 18 THE CHAIR: Thank you. We are on to -- 19 VICE CHAIR CARRILLO: There's that other 20 little thing. I'm not going to read it in the 21 entirety. 22 (Mission and Vision continuation.) 23 THE CHAIR: We are now on to Item No. 2, 24 which is the Approval of the Agenda. 25 Yeah, I don't --</p>	9	<p>1 Item No. 5, the Consent Agenda. 2 VICE CHAIR CARRILLO: Move to pass the 3 Consent Agenda. 4 THE CHAIR: Second. 5 SECRETARY BECK: Commissioner Manis. 6 (No response.) 7 SECRETARY BECK: That's not good, because 8 we need six. 9 SECRETARY BECK: Commissioner Brauer. 10 COMMISSIONER BRAUER: Yes. 11 SECRETARY BECK: Commissioner Ingham. 12 COMMISSIONER INGHAM: Yes. 13 SECRETARY BECK: Vice Chair Carrillo. 14 VICE CHAIR CARRILLO: Yes. 15 SECRETARY BECK: Chair Gipson. 16 THE CHAIR: Yes. 17 SECRETARY BECK: Commissioner Manis. 18 COMMISSIONER MANIS: Yes. 19 SECRETARY BECK: Secretary Beck, yes. 20 There are six votes for, zero votes 21 against. The motion passes. 22 THE CHAIR: Thanks. And now we are on to 23 the meat of our next four days, which is our renewal 24 hearings. 25 So the first school that we have up is</p>

10	<p>1 Tierra Adentro of New Mexico. So, welcome. Good 2 morning.</p> <p>3 So we will -- Public Ed Department -- CSD 4 will go first; okay? And then I don't think there 5 will be anyone. But if there is anyone here for 6 tribal consultation, there's tribal input. And then 7 you'll have your opportunity to do your fabulous 8 presentation. So thank you.</p> <p>9 DR. BRIGETTE RUSSELL: Good morning, 10 Chair Gipson, Commissioners. My name is Brigette 11 Russell. I'm the Deputy Director in the Charter 12 Schools Division, and I am here to present the CSD 13 recommendation for Tierra Adentro.</p> <p>14 Tierra Adentro of New Mexico, The School 15 of Academics, Arts and Artesania, opened in 2010 16 with the Public Education Commission. This is their 17 third renewal with the PEC.</p> <p>18 The mission of the school is to create an 19 inclusive and thriving learning environment 20 comprised of a demographically and culturally 21 diverse student population with a focus on 22 academics, arts, artesania -- artisanship -- and the 23 study of the cultures that comprise our rich New 24 Mexican heritage, to ensure awareness, preservation, 25 and progression of our cultural legacy.</p>	12	<p>1 Excuse me. At the beginning of every 2 meeting, I have to sort of readjust to having only 3 one screen instead of the three I have at my desk. 4 By Friday, I'll be fine.</p> <p>5 The school -- in terms of financial and 6 organizational performance, the school has had only 7 two financial indicators over the entire contract 8 term with ratings other than Meets the Standard, 9 making Demonstrates Substantial Progress the highest 10 rating that CSD can give the school on this section.</p> <p>11 The school has sound fiscal processes and 12 has reported timely to the PED School Budget Bureau 13 for the past three years.</p> <p>14 The school has not had more than two audit 15 findings in any year of the contract term and no 16 repeat findings.</p> <p>17 The school's ratings on Part B of the 18 renewal analysis are as follows:</p> <p>19 Meets -- let's see. Academic -- academic 20 progress is Demonstrates Substantial Progress. They 21 met the standards because the school is not a 22 Spotlight school, it's a Traditional school.</p> <p>23 In terms of mission-specific goals and 24 educational program and equity and identity, the 25 school meets the standards. There are no issues.</p>
11	<p>1 Tierra Adentro's current Executive 2 Director is Veronica Torres, and Genevieve Lopez is 3 the principal.</p> <p>4 The renewal site visit took place on 5 Monday, October 21st, and the team consisted of Lucy 6 Valenzuela as team lead, Kelli Renken, and Kristen 7 LaVolpa.</p> <p>8 The Charter School Division recommends 9 that Tierra Adentro of New Mexico be renewed for a 10 term of five years without conditions.</p> <p>11 Tierra Adentro has been designated a 12 Traditional school for the last two years through 13 New Mexico Vistas.</p> <p>14 The PED has published the Spring 2024 15 assessment results, and I will share screen to 16 show -- 2024.</p> <p>17 As Commissioners and the public can see, 18 Tierra Adentro's ELA proficiencies were the same as 19 the district and the state, but above state averages 20 for several subgroups.</p> <p>21 Math proficiencies were not above state 22 and district. Science proficiency for all students 23 was above the state and district average and was 24 above the state and district average for all 25 subgroups as well.</p>	13	<p>1 The school demonstrates substantial 2 progress in terms of governance responsibilities and 3 other performance framework indicators.</p> <p>4 Thank you.</p> <p>5 THE CHAIR: Thank you so much. 6 So I forgot to ask at the beginning if 7 there are any Commissioners that have to recuse 8 themselves from a vote.</p> <p>9 (No response.)</p> <p>10 THE CHAIR: Okay. Thanks. 11 Is there anyone here for tribal input? 12 (No response.)</p> <p>13 THE CHAIR: Okay. Thanks. Whenever 14 you're ready.</p> <p>15 (School Flamenco Performance.)</p> <p>16 VICE CHAIR CARRILLO: Just want to say 17 quickly before you start, too bad the kids are 18 outside. You are why I just love being part of 19 state charter schools in New Mexico. This is why. 20 Right here. Thank you so much.</p> <p>21 MS. MELISSA BROWN: If you could start 22 with introducing yourself and spelling your last 23 name, so we could get that over for the --</p> <p>24 MS. VERONICA TORRES: Veronica Torres, 25 T-o-r-r-e-s, Executive Director of Tierra Adentro</p>

<p style="text-align: right;">14</p> <p>1 Charter School. So, Madam Chair, members of the 2 PEC, thank you so much for having us this morning. 3 I hope that was a little treat for your Monday 4 morning to wake you up and get you ready for the 5 day, set you right. 6 We have a slide show presentation just to 7 wrap up. I wanted it to be mostly about the 8 students and what we do at Tierra Adentro; so that 9 is our mission right there in your face as we start 10 this morning. 11 If you could put up the slide show, Missy, 12 that would be awesome. That's just our welcome. We 13 can go straight past that. 14 No problem. 15 All right. So our mission has already 16 been read by the lovely Brigitte Russell, so I'm not 17 going to go over that again. But as you can see, 18 this is a number of our dance folkies (ph) performing 19 at Hispanic Cultural Day for Sandia Labs for 20 Kirtland Air Force Base and Sandia Labs. 21 Next slide, please. 22 We've had some incredible milestones. I'm 23 so proud that this is our third renewal with all of 24 you. 25 As you can see, when we first started at</p>	<p style="text-align: right;">16</p> <p>1 We were one of the first charter schools in 2 New Mexico to build from the ground up in the 3 Sawmill District, just east of the Sawmill Market. 4 We are in our mission completely with, you 5 know, many museums and Old Town right near. So our 6 students can take full advantage of not only what's 7 in the building, but what's in the community. So 8 that was awesome. 9 During COVID, as you all know, everyone 10 suffered. But performing arts suffered a lot. To 11 keep our students thriving in the arts at home, we 12 handed out portable dance floors like you saw here 13 to all of our students. Every student got a guitar. 14 Every student got a computer. We kept the arts 15 alive. 16 We couldn't have an end-of-year 17 performance, so we did a documentary called "Doce." 18 It was featured on Channel 13 and on our YouTube 19 channel. It was, I think like, a 45-minute 20 documentary on what the students' life was like at 21 home, student artists, with culminating performances 22 as we voyaged into our new building coming out of 23 the pandemic. 24 So here we are today in front of you in 25 our third renewal, and we're so proud to be here and</p>
<p style="text-align: right;">15</p> <p>1 1511 -- I think Alan may have even visited that 2 building. But people came for the community and not 3 the building. It was on Central and University. 4 And it wasn't the safest. 5 But we saved up, and we moved on to our 6 next milestone, which was in 2015, when we were part 7 of the Distinguished Concerts International in 8 New York, and we were invited to perform at Carnegie 9 Hall in a show called "Misa Tango." It was a 10 sold-out crowd. 11 Carnegie Hall sits over 6,000 people, and 12 my eyes have never been wider when I stepped onto 13 that stage, as well as our students. It was an 14 amazing experience. I wouldn't change it for the 15 world. 16 We moved into what we called TANM Two, 17 which is near the Sawmill Area -- and, Alan, I know 18 you were in that building -- and right across from 19 Tiguex Park in Old Town, and that's where we could 20 spread our chi a little bit and work really hard 21 with our foundation president, Diego Gallegos, to 22 move into our brand new \$8 million facility, which 23 is up and running right now, in 2021. 24 So we're super excited that, yes, we went 25 through three phases, it was well worth the wait.</p>	<p style="text-align: right;">17</p> <p>1 feel very welcomed by all of you. 2 Thank you. 3 Next slide, please. 4 So here's a few of our highlights. That's 5 actually two of our students in 2016 on the Carnegie 6 Hall stage, that picture. That's Jose Encinias and 7 Marisol Cisneros. 8 Next slide, please. 9 That is artwork done by one of our 10 sophomore students, I believe. 11 So in 2023, we did win the Hispanic 12 Heritage Award and Corazon de Cultura Award. And so 13 just some distinguished things coming out of the 14 pandemic that was right coming out. And so that was 15 a wonderful award to receive. 16 Next slide, please. 17 In April, we were approved for the state 18 Bilingual Literacy. So this is a new program. We 19 actually had three students that received the 20 honors. And this year, we're on track to have 21 definitely more than three. 22 So I think we're moving up. So that 23 was -- that was a great -- great honor that our 24 bilingual coordinator that was back here clapping 25 our hands with me; that was Ms. Osuna, and, of</p>

<p style="text-align: right;">18</p> <p>1 course, our principal, Genevieve Lopez, were the 2 ones that made that happen. So thank you for that. 3 Then we were just awarded a few months ago 4 an Outstanding Diversity award by Albuquerque 5 Business Journal. We received that this last 6 October. And so that was an exciting day for us as 7 well to receive that honor. 8 Next slide. 9 And breaking news, Ms. Janelle Gonzales, 10 who is one of our guitarists, she is up for Charter 11 School Student of the Year. This Thursday, the 12 12th, she'll be present and playing that evening 13 with the other two guitarists. So I know you all 14 will be present for that. So send Ms. Janelle good 15 vibes. 16 And then last, but not least, our student 17 outcomes. 18 So as you can see, as the school, in 19 proficiency, that's not our gig. Growth, we have 20 over a 40 percent growth level. If you bring them 21 to us in sixth grade -- a lot of our kids will come 22 in as low as kindergarten, very minimal, some at a 23 preschool level in reading and math. And our 24 teachers are jumping them, jumping them -- by the 25 senior year, we have over half of our students</p>	<p style="text-align: right;">20</p> <p>1 different, because of the calculations. So you did 2 see a drop in that coming out of the pandemic. But 3 we are going to get back up there; I know we will. 4 Other than that, I think everything on 5 that slide is basically what Brigitte had read to 6 you, so I won't read the entire thing. So I'll go 7 on to the next slide. 8 MS. GENEVIEVE LOPEZ: Madam Chair, members 9 of the PEC, my name is Genevieve Lopez, L-o-p-e-z. 10 I'm the principal of TANM. 11 Like Veronica said, we focus on growth at 12 TANM. We do the NWEA three times a year in math, 13 reading, and science. 14 After each round of testing, we bring in 15 our data coach from charter school testing, and they 16 do a deep dive of data with our teachers so they can 17 strategically plan. 18 We have noticed a 40 percent growth since 19 we started doing that. 20 We have a lot of student supports in 21 place, such as our crisis team who are all (audio 22 distortion) certified. We have a quiet room that is 23 a designated spot for students if they need to 24 reset. 25 We have a lot of different programs that</p>
<p style="text-align: right;">19</p> <p>1 proficient. 2 So we're getting them there in those 3 subject areas. But we do need bottoms in the seat. 4 We do need students on time and present. Our 5 teachers will get them there. 6 We do have three teachers that are 7 nationally board certified and one more, I believe, 8 that's going to be getting her national boards this 9 year. And so we're moving them. We're moving them. 10 We're just not quite there yet. 11 And as everybody suffering coming out of 12 the pandemic, it's not an excuse; it's just a fact. 13 It's what happened. So we are a growth school. We 14 market that and promote that to our families. 15 Our graduation rate, to us, internally, is 16 100 percent. Again, if you bring them to us, we 17 will graduate them. We do sometimes get students 18 with a lot of credit recovery. A lot. So they're 19 supposed to be a junior, and they only have credits 20 for a freshman. 21 So we may get them there in five years 22 which on New Mexico Vistas, we get dinged for. But 23 we will graduate them. So that's why when we 24 present to our community, we're 100 percent. On New 25 Mexico Vistas, obviously, the math is going to be</p>	<p style="text-align: right;">21</p> <p>1 students can be involved in, and we always push that 2 everyone attends tutoring, which is available to all 3 of our students in all grades and is, of course, 4 always free. 5 Next slide. 6 MS. VERONICA TORRES: So, like I said 7 before today, we just want to thank you again for 8 having us here. This was actually our students' 9 last year at the Public Charter Schools New Mexico 10 out in Tamaya. So we decided to do a quick photo 11 shoot after our performance, take advantage of the 12 scenery out there. 13 But, again, thank you for your attention 14 to all of us, to all charter schools, your 15 dedication and your support you give us each and 16 every day. I also especially want to thank Charter 17 School/Public Ed, you guys are a support, and we 18 really thank you for that. We know we can reach out 19 to you and thank you for your open lines of 20 communication as always. 21 And we want you all at our performance at 22 the end of the year. You all have tickets. 23 So that concludes our presentation. Thank 24 you. 25 THE CHAIR: Thanks.</p>

<p style="text-align: right;">22</p> <p>1 So do we have folks signed up for comment? 2 MS. MELISSA BROWN: Thank you, Chair. We 3 have seven people in the room signed up for public 4 comment. 5 Okay. And our first is Isabel Tickerhoos 6 (ph). You're going to come up to me. 7 Isabel is changing. 8 Do we have -- is everybody changing? 9 Sarah Hartshorn. Okay. 10 FROM THE FLOOR: Is this okay? My name is 11 Sarah Hartshorn, H-a-r-t-s-h-o-r-n. 12 Okay. I just wanted to briefly speak as I 13 have a unique perspective as a founding member and a 14 staff member and also a parent of a former student 15 and an upcoming student. 16 So as a founding member, I've seen a lot 17 of what they spoke to, which was the resilience of 18 the organization, how we've changed buildings and 19 moved and had new communities that we had to reach 20 out to. And that resilience has shown up through 21 the -- how we've always thought about meeting our 22 mission and doing that through our staff. So I'm 23 lucky to be on the staff. 24 And it's an amazing place to work. And 25 our crew is -- I call it a crew because you see what</p>	<p style="text-align: right;">24</p> <p>1 it's really just, like, helped my life. Like, it 2 helps me experience different things. 3 Like, I wasn't like really, like, doing a 4 lot of activities as a child, so, like, flamenco 5 really brought me out and had me talk to people. 6 And the school, I started in, like, eighth 7 grade. I was attending a different public school, 8 and then he came to Tierra Adentro. And the people 9 here just, like, really helped me come out of my 10 shell. I was a very different person compared to 11 now. I didn't really like talking to other people, 12 but now I just feel very comfortable. 13 The community at the school has helped me 14 a lot. They have made me a better dancer, person. 15 The teachers are really nice. They actually care, 16 which is really nice. Like, they want to be there. 17 It's not, like, a sad environment. It's, like, very 18 like, lively and, like, happy. Like, you don't, 19 like, walk into a class where the teacher is having 20 a bad day or something. It's a nice school, a nice 21 place. It makes everyone feel welcomed. 22 MS. MELISSA BROWN: Elizabeth Marshall. 23 FROM THE FLOOR: Hi. Elizabeth Marshall 24 M-a-r-s-h-a-l-l. 25 I just want to say thank you for</p>
<p style="text-align: right;">23</p> <p>1 we've done here; right? We work together to make 2 things happen. And because of what I've seen as a 3 founding member and as a staff member, I was happy 4 to bring my son to TANM. 5 He enjoyed it tremendously, even though 6 he's not a dancer. He's a high performing academic 7 student, but I knew that TANM could meet his needs. 8 That's what we do is meet the individual needs of 9 all of our students. 10 He was a dual-credit student. 11 I also have a sixth grader who will be 12 joining us. And she's an artist, so she is all of 13 this. So I've seen how TANM is incredibly fluid 14 with our community, and I'm lucky to be a part of 15 it. So thank you. 16 MS. MELISSA BROWN: All right. So we have 17 Isabel. Okay. 18 FROM THE FLOOR: T-i-c-h-a-e-r-o-o-s. 19 (Audio distortion.) 20 Okay. So I'm a student at Tierra Adentro. 21 I have been doing flamenco for about seven, eight 22 years, and, honestly, it's amazing. The art form is 23 just, like, beautiful. The music, the people, the 24 culture just, like, built around it is really 25 amazing, and it's really, like -- like -- I think</p>	<p style="text-align: right;">25</p> <p>1 everything you do. It's so nice to actually see 2 your faces and be in person. I recognize a lot of 3 your names. 4 We appreciate so much of what you do. 5 What I was -- I actually had something I 6 was going to say. But what I was kind of struck by 7 when I got here is that this room right now has, 8 like, every stakeholder in our community. 9 Like, we have, you know, all the way from 10 our administrators to our students to our parents, 11 to the state. And it's, like, such a profound 12 experience to be able to be in this room with all of 13 you and all of us here that have, like, the same 14 goals of success. 15 It's a pretty amazing thing. And I 16 started thinking how cool it must be for all of you 17 to do these renewals and see all these schools come 18 through the door. I was thinking this must be like 19 Christmas to them. That's why they do it now; 20 right? It's a Christmas present to themselves. 21 So I'm kind of in a unique position. 22 Sarah said that as well. But I was a founding 23 teacher. I am a flamenco parent. I am a 24 vice president of the governing council. I also am 25 a school principal myself.</p>

<p style="text-align: right;">26</p> <p>1 And, yeah, so I kind of cover all the 2 bases that way. 3 And I just want to say that I think you've 4 seen all of the evidence of growth. You've seen all 5 of the success with operations. All of that is, you 6 know, checking the box. 7 But I really wanted to impart to you that 8 this school has such an amazing network of people 9 that are crossing over in so many different ways 10 culturally. They're coming through, and they're not 11 just walking in the door, like, what, you know, the 12 student was saying. 13 They're coming in, and they're able to, 14 like, go out in the community and work 15 professionally. 16 There are students here that went to 17 school, and they're professionals now, working and 18 being paid. There are people in every one of the 19 departments who are out doing things professionally. 20 The vocational impact is huge for these students. 21 So, yeah, I think that's where they've 22 been successful, outside of everything else, is 23 building a family that's professional and personal. 24 Thank you. 25 MS. MELISSA BROWN: Okay. I'm going to</p>	<p style="text-align: right;">28</p> <p>1 Hello. My name is Janelle Gonzales, and I 2 am currently a senior at Tierra Adentro of 3 New Mexico. And I have been attending since the 4 sixth grade. Being at TANM has opened my eyes to 5 the arts and community. They have given me a lot of 6 resources to pursue music and guitar throughout my 7 whole career at TANM. I feel as though my 8 musicianship would not be where it is today without 9 them. 10 As to my academics, they have encouraged 11 me to take dual credit courses at UNM. Since then, 12 I have completed 13 dual credit classes. Because it 13 is such a small school, I feel like the relationship 14 between my peers and my teachers have -- are a lot 15 closer compared to a public school. And this has 16 helped me -- sorry -- because of this, TANM, as a 17 whole, has helped me become the best student I can 18 be. I truly cannot imagine myself at a different 19 school. 20 Seeing all the students there has really, 21 like, just as they grow and they graduate, it just 22 makes me feel like having a career in music is 23 possible. 24 So, yeah. I am very grateful for that. 25 Thank you.</p>
<p style="text-align: right;">27</p> <p>1 pronounce this wrong. Aileen? Eileen Gonzales? 2 FROM THE FLOOR: Spell my last name? 3 G-o-n-z-a-l-e-s. 4 Good morning. My name is Aileen Gonzales. 5 I am an alumni -- sorry -- from Tierra Adentro. I 6 attended sixth through twelfth grade, and I 7 graduated in 2020. Throughout my time in Tierra 8 Adentro, I learned about community, discipline, and 9 the art of flamenco. 10 Since graduating, I have carried these 11 values, and it has given me the opportunity to 12 perform in tablas regularly and collaborate with 13 fellow artists. 14 I also have the amazing opportunity to 15 teach young upcoming artists flamenco cante. And it 16 has felt fulfilling to give back to the community 17 because they've given me so much. 18 I wouldn't be where I am without 19 Tierra Adentro. I would not have grown as much as I 20 have. They really helped me find my voice and have 21 given me a unique and exciting career path. And for 22 that, I am forever grateful. Thank you. 23 MS. MELISSA BROWN: Next, we have Janelle 24 Gonzales. 25 FROM THE FLOOR: G-o-n-z-a-l-e-s.</p>	<p style="text-align: right;">29</p> <p>1 MS. MELISSA BROWN: (Off-mic.) 2 FROM THE FLOOR: G-u-e-r-r-a. Hello, 3 guys. My name is Nicole Guerra. I am currently a 4 special education teacher at Tierra Adentro as well 5 as an alumni from 2017. 6 My journey through Tierra Adentro has 7 profoundly shaped my educational and personal 8 development, laying a robust foundation from a 9 student into a successful career as a special 10 education teacher. 11 At the Tierra Adentro, I was encouraged to 12 embrace diversity in all forms, a principle that I 13 now carry into my classroom each day as I work with 14 students who face various challenges. 15 This dedication to inclusivity is crucial 16 for fostering an environment where every child can 17 thrive. 18 As you consider renewing Tierra Adentro's 19 charter, it is imperative that we remain committed 20 to these core values, insuring that the future 21 generations also benefit from the same enriching 22 experiences that have shaped my own life and career. 23 Thank you. 24 MS. MELISSA BROWN: And, finally, but not 25 least, Anna Flores.</p>

<p style="text-align: right;">30</p> <p>1 FROM THE FLOOR: Good morning, Anna 2 Flores. F-l-o-r-e-s. 3 I am a parent of four from Tierra Adentro. 4 My youngest is in sixth grade, and my oldest was 5 there last year. I have a junior and a freshman as 6 well. Darien just performed today, and you did very 7 well, son. So proud of you. All of you guys did, 8 by the way. 9 I am constantly impressed by what 10 Tierra Adentro is able to do to children and expose 11 them to a part of their creativity that I think most 12 schools cannot do. 13 Tierra Adentro has something for everyone, 14 I feel. All four of my children have definitely 15 different personalities; two boys, two girls, 16 different ages. And each of them have been able to 17 find something that has motivated them to express a 18 part of their creativity that I know I couldn't do 19 as a parent, and I know that a lot of our public 20 schools wouldn't be able to do. 21 It has been an honor to be a parent at 22 this school, to watch all of the children grow and 23 learn. And when you say that these kids are 24 professionals, that's how I see them, too. 25 Because I've tried on a pair of those</p>	<p style="text-align: right;">32</p> <p>1 record. 2 The first from Madison Olguin, 3 O-l-g-u-i-n, TANM's 2019 valedictorian. 4 "TANM gave me so many wonderful 5 performance opportunities as a young teenager and a 6 young adult that serve me to this. I had the 7 pleasure of being able to learn to play the guitar, 8 visual arts, and dance simultaneously, giving me a 9 very balanced and well-rounded artistic experience. 10 "Performing at Carnegie Hall as part of 11 the school's ensemble in eighth grade showed me that 12 hard work, discipline, and preparation can take you 13 just about anywhere in life. 14 "Now, in adulthood, I have carried these 15 skills with me, and it has opened doors my younger 16 self would have never imagined stepping foot 17 through. 18 "I am very thankful and grateful for the 19 work that Tierra Adentro does for the Albuquerque 20 community and am excited to see the future artists 21 that flourish from this school." 22 And the second comment is from Dr. Diego 23 Gallegos, G-a-l-l-e-g-o-s, Tierra Adentro Charter 24 School Foundation president and former parent. 25 "PEC Commissioners, thank you for your</p>
<p style="text-align: right;">31</p> <p>1 shoes, and it's not easy. So when I see them do 2 that, it's just a huge privilege and honor. 3 I appreciate the teachers, all of the 4 staff. It's a small school, which I love. Maybe 5 one day, it'll get a lot bigger -- right? -- because 6 it just seems to be expanding more and more, and 7 it's doing great for our community and our children. 8 So I appreciate that, and I am forever 9 grateful. Thank you. 10 MS. MELISSA BROWN: Okay. Evan Duran. 11 FROM THE FLOOR: Good morning, everybody. 12 D-u-r-a-n for my last name. All-righty. 13 My name is Evan Duran, and I'm a student 14 here at Tierra Adentro. I have been dancing for six 15 years, and this school has been incredibly 16 beneficial for me as a person and as a student. 17 This school has not only provided many scholarships 18 but opened my eyes to flamenco. It has also 19 supported me emotionally. 20 This is not just a school; it's a family, 21 an emotional system. I would like to express my 22 gratitude to everyone who's here and I hope you 23 enjoyed the performance. Thank you. 24 MS. MELISSA BROWN: Okay. Then we have 25 two written comments, which I will read into the</p>	<p style="text-align: right;">33</p> <p>1 continued support of charter schools in New Mexico 2 and of Tierra Adentro Charter School. 3 "As the president of the Tierra Adentro 4 Charter School Foundation, I continue to be involved 5 with the school in a business relationship as we 6 have collectively and collaboratively built a brand 7 new school in the Sawmill area of Albuquerque, 8 worked through a challenging property tax issue with 9 the County Assessor, and are now in the process of 10 requesting capital outlay to pay down/off the debt 11 of the school. 12 "I am also involved with the school as 13 part of our collective involvement in the flamenco 14 community in Albuquerque. Tierra Adentro continues 15 to provide students that are successful in local and 16 international flamenco circles. 17 "The Tierra Adentro Charter School 18 Foundation believes that the school has shown its 19 ability to integrate academics and the arts to 20 benefit its students and to manage its business and 21 finances effectively. 22 "We look forward to a continued 23 relationship." 24 And that concludes our public comment. 25 THE CHAIR: Sure.</p>

<p style="text-align: right;">34</p> <p>1 FROM THE FLOOR: G-a-r-c-i-a. 2 And I just want to say thank you to 3 everybody listening who helped support me through my 4 issues and helped me along the way. And I feel like 5 flamenco has been a great outlet for me to express 6 myself and show who I really am. And I feel like 7 these people here, and as well as (audio distortion) 8 have helped me see that. And I would like to thank 9 everyone here and there. Thank you, guys. 10 THE CHAIR: Commissioners? 11 Commissioner Beck. 12 SECRETARY BECK: Yeah. Fantastic 13 performance. But I want to put into the record 14 also, we have some beautiful artwork up here that we 15 should recognize as well. 16 It looks -- is that one down? Would you 17 put that one back up for us, I think? 18 FROM THE FLOOR: We can't see them. 19 (Simultaneous speaking.) 20 SECRETARY BECK: Tremendous. Wonderful. 21 It -- it's just great to see what you are doing 22 there. 23 But I do have a few questions. 24 There are three areas that I'd kind of 25 like you to real quickly discuss what your</p>	<p style="text-align: right;">36</p> <p>1 And then I think there's some data 2 challenges with the attendance rate. You know, I 3 don't know -- but there is a correlation -- there is 4 a correlation between schools that are strong 5 academically and their attendance rate. It would 6 seem to me with all these art opportunities your 7 students have, they -- I would want to come to the 8 school and be able to do that. 9 I'm wondering if there are any kind of 10 weird circumstances that create that attendance 11 issue and what you're doing to try to combat that. 12 Those are the three kind of areas. Thank 13 you. 14 But it's wonderful. Congratulations, 15 guys. You guys are incredible. Amazing, really. 16 MS. VERONICA TORRES: Okay. All right. 17 Madam Chair, members of the PEC, thank you 18 for your question. 19 So, yes, that 15 percent math proficiency 20 rate, of course, makes all the red flags and the 21 bells go off; right? 22 So as Ms. Hartshorn was saying, we have an 23 incredible faculty that pulls together to try to 24 meet these challenges. 25 As you said, in the state, coming out of</p>
<p style="text-align: right;">35</p> <p>1 strategies are for improvement, from what I can see. 2 Number one, I understand that your growth 3 rate in math at 55 percent is strong. But the 4 actual, you know, base number of 15 percent is 5 somewhat challenging. 6 So I'm just kind of curious as to what 7 your specific strategies are, whether it's 8 professional development or what type of 9 professional development it is. 10 And, by the way, for the two years I've 11 been here -- I was a teacher for my last 13 years of 12 my career. Math is a challenge to everybody. So 13 you're not alone in this struggle. And we should 14 figure out something to do statewide to fix that, or 15 at least improve it. 16 But I'd like to hear what your specific 17 strategies are on that. 18 Number two, I saw that your four-year 19 graduation rate is, like, in the 71, 72 percent 20 range. Your five and six years look real strong, 21 very strong. And it's probably a lot to do, I would 22 assume, with your credit recovery situation. 23 But if you have any specific strategies 24 you're trying to do to get that four-year 25 improvement up.</p>	<p style="text-align: right;">37</p> <p>1 the pandemic -- of course, not an excuse, it's just 2 a fact -- everybody, attendance was down 20 percent 3 overall statewide. And, obviously, proficiency 4 rates went down. 5 So us, bringing in the kids that we bring 6 in at such a low proficiency rate just starting from 7 preschool, kinder level on up, we're jumping the 8 levels. But, again, it meets up -- you're 9 absolutely right -- with that attendance rate. 10 If they're late to school -- students, I 11 hope you're listening -- if you're late to school -- 12 they don't want me to name names back there, but I 13 will. If you're late to school, if you're not in 14 the seat, if you're not awake and on time, that is a 15 challenge for our teachers. If you're there, we can 16 teach you. If you're not there, we got nothing. 17 What our high school team does -- and I'll 18 speak about them in particular -- is they put 19 together a team of teachers that just looks at dual 20 credit. So I'm kind of going to answer your 21 four-year grad rate and proficiency rate at the same 22 time. We've done a summer intensive in credit 23 recovery and math studies and tutoring. 24 Yeah, a summer intensive. So they do a 25 three-week summer intensive, where they're in school</p>

38	<p>1 from 9:00 to 3:00. So we catch them now. So right 2 now students in trouble of not graduating or not 3 meeting proficiency must attend after-school 4 tutoring with their math teacher, who is also board 5 certified, and also attend with her in the summer 6 for a three-week intensive.</p> <p>7 We just started that last year. So this 8 is kind of a beta test. We'll see where we are at 9 the end of this term.</p> <p>10 Our middle school team has started what 11 they call a skills recovery program. If you have 12 failed any particular subject in the arts or 13 academics, then you must stay after school with our 14 science teacher and Ms. Nicole, our special 15 education teacher, for credit recovery -- or skills 16 recovery -- sorry -- where you go back and the 17 teachers put individual packets together to hit on 18 those certain skills that the students missed, 19 whether it was due to absenteeism, or they just need 20 more work on that skill. And they go back and they 21 rehit those areas.</p> <p>22 Again, we just started this program last 23 year. So it was beta-tested. So we'll see, on a 24 three-year level, where it gets us to. Our 25 hypothesis, obviously, is that proficiency level</p>	40	<p>1 home lives, it's real. It's hard. We are their 2 safe place. We feed them. We go on breaks. Some 3 of our students are scared. They don't want to go 4 home.</p> <p>5 Like Ms. Hartshorn, we're a crew, and 6 we're clawing at the bit every day to get those 7 students into school and get those rates up.</p> <p>8 SECRETARY BECK: That's apparent. That's 9 apparent. One last quick note about the attendance. 10 What's your transportation situation there?</p> <p>11 MS. VERONICA TORRES: We don't have 12 transportations and school buses. Parents are 13 responsible for getting their students to school. A 14 lot of kids do carpool or families do carpool that 15 live in the same areas, and we help them do that if 16 we can. But we don't have school bus 17 transportation.</p> <p>18 SECRETARY BECK: Thank you.</p> <p>19 THE CHAIR: Commissioner Carrillo.</p> <p>20 VICE CHAIR CARRILLO: I don't use the "A" 21 word very often. "Awe." You're awe-inspiring, all 22 of you in your performance and everything you do. 23 And like I said, it just makes me so happy to be a 24 part of state charter schools.</p> <p>25 Commissioner Beck touched on what I was</p>
39	<p>1 comes up. So hopefully in five years, or our next 2 renewal, we're going to see better numbers there.</p> <p>3 Our four-year graduation rate, you said it 4 exactly perfectly. The four-year, if we get them 5 with no credit recovery, we're fine with all the 6 programs we have in place.</p> <p>7 But, again, we're getting these kids who 8 are 18 years old and they have two credits, three 9 credits. And, actually, Genevieve is profound in 10 working with the high school staff and with our 11 college and career counselor in a get-ahead project. 12 So we double up on Edgenuity.</p> <p>13 You've probably seen our packet. We do 14 have an online program. That's where those could be 15 doubling up, because we don't have a normal summer 16 school, like we would have back in the day. So 17 they're -- they're in school working on this and 18 also working on their Edgenuity. They're attending 19 the summer intensive; they're attending after 20 school.</p> <p>21 So we do our best. But, again, we tell 22 the kids, "We have our diplomas. The diploma is in 23 your hands. How quick do you want to get it?"</p> <p>24 We motivate them with the arts. We try to 25 get them there. But, again, some of our students'</p>	41	<p>1 going to talk about. it's interesting where math is 2 where it is when science is so high, because, 3 generally, they correlate together. I'm happy to 4 hear that you recognize that and what you're doing.</p> <p>5 Is there any specific professional 6 development that you have relative to math 7 instruction?</p> <p>8 MS. GENEVIEVE LOPEZ: We started doing our 9 data talks with Charter School Testing last year. 10 And we've noticed on NWEA that our scores went up 11 40 percent. We've only done it for a year. We are 12 hoping that when we take our spring assessments that 13 we'll see even more growth.</p> <p>14 So when she comes in, she does a deep data 15 drive with our teachers so they can figure out, 16 "This is the area where we really need to focus on, 17 and this is the area where we need to push our 18 kids." This seems to be helpful so far.</p> <p>19 MS. VERONICA TORRES: It also helps our 20 teachers, when she goes through the deep data dives, 21 how they're going to group them in their smaller 22 math groups. I know our middle school math teacher 23 actually has three curricula running at the same 24 time.</p> <p>25 What's interesting, what I really love</p>

<p style="text-align: right;">42</p> <p>1 about her classroom when I visit it, is maybe I'm in 2 honors group for this particular skill level, but 3 maybe I have to go down and do a remedial group when 4 I'm at this other particular skill school level. 5 It's not just I'm in honors math and 6 honors math only. It's skill-dependent. And so, 7 okay, we're going to enrich your curriculum here. 8 You need extra help here, or you're right on track 9 right here. 10 So she's, again, another nationally board 11 certified teacher. But she's running those at the 12 same time. That also couples up with how we do it 13 in the parts. 14 And what's interesting, I keep telling 15 teachers, "Break down the walls." Students will 16 compartmentalize and say, "Whatever I learned in 17 Ms. B.'s class, this is what I learned." 18 And I tell these kids, "Do you realize how 19 quick you're counting and multiplying and dividing 20 every time you step on stage?" 21 So even in the performance you saw today, 22 they were dancing in threes, they were dancing in 23 sixes, they were dancing in nines and twelves. They 24 were going back and forth and back and forth. We're 25 doing palmas, the hand-clapping, sometimes in twos,</p>	<p style="text-align: right;">44</p> <p>1 "happiness index" of the kids wanting to come to 2 school, because every part of what they're doing in 3 school is joyful, because art is part of everything. 4 And I can imagine -- many of you spoke, I 5 took down the names as well. But many of you spoke 6 about the joy that you get from flamenco and from 7 being a part of this. 8 And I've got to tell you, just the passion 9 you exude when you're dancing and you're singing, 10 it's just infectious. 11 Before I forget, when is the date of your 12 performance? Is that -- I've got to get that down. 13 Okay. Can you look that up, and I'll -- 14 MS. VERONICA TORRES: It will be at the 15 Hispanic Cultural Center, National Hispanic Cultural 16 Center this year, the 21st and 22nd. 7:00 p.m. 17 shows. And we always set aside ticketing for all of 18 you, so I'll be reaching out via e-mail. 19 VICE CHAIR CARRILLO: Great. Of May, 20 yeah. 21 So question I had. Because I don't have 22 the statistic in front of me here. But those that 23 are Free and Reduced Lunch, is there a way -- how do 24 you subsidize instruments and costumes? 25 MS. VERONICA TORRES: Okay. Great</p>
<p style="text-align: right;">43</p> <p>1 in sixes, in six, eight, tens. 2 So they're doing that constantly. But 3 until we have to state the obvious to our students, 4 "Break down the walls, you're doing math everywhere 5 all day." So, again, it will constantly be a 6 continued work in progress, 'cause kids think the 7 way they think. They're very concrete. 8 VICE CHAIR CARRILLO: I'm glad you brought 9 that up, because schools also that have really 10 strong music programs also have pretty strong math 11 results. And also on the arts side, where you're 12 embedding art in all of the curricula, whether it's 13 history or science or what it is and you're 14 embedding art in everything, not only do kids 15 embrace it more, but they end up doing better and 16 they end up wanting to come to school. 17 There's a district in -- it's a county 18 district in Guilford, North Carolina. They 19 committed to arts-embedded education for the entire 20 school, every subject, all grades, absolutely 21 everything. It was hard to get some teachers on 22 board with that. 23 What they noticed was just a really strong 24 boost in their scores, but, more than anything, 25 something that I called when I met them the</p>	<p style="text-align: right;">45</p> <p>1 question. So we are recipients of the CTE grant, 2 Career Technology grant. 3 MS. JULIA BARNES: Career Technical 4 Education. 5 MS. VERONICA TORRES: There it is. 6 Because we chose the strands. We have one in 7 careers in performing arts and one in fine arts. We 8 use some of that money to costume students through 9 that. I do use Title I money to buy shoes and 10 castanets for the students. A pair of flamenco 11 boots can be anywhere from \$115 to \$300. You see 12 how these guys hit the floor. They ruin them fast. 13 We are a CEP school. All of our students 14 eat for free. We have been eating for four years 15 now because of our high poverty rate. Because of 16 that, we know that our students can't afford -- like 17 Ms. Flores was saying. She has four kids at TANM. 18 That's four sets of shoes every day all day. That 19 can get expensive for parents. 20 We put money towards Title I and CTE to 21 get costumes and help students every day with their 22 everyday materials. Because flamenco shoes to us 23 are the same as a math book. They have to have them 24 in hand all day long. 25 VICE CHAIR CARRILLO: I like that you said</p>

<p style="text-align: right;">46</p> <p>1 that.</p> <p>2 On the graduation rate side -- no, Tim</p> <p>3 touched on that. It just makes perfect sense for</p> <p>4 what you're doing relative to growth.</p> <p>5 And, just, I liked the idea of what you're</p> <p>6 doing with data talks in the quiet room. Just</p> <p>7 different ways that you've constructed your school</p> <p>8 environment to be so supportive of the kids; of the</p> <p>9 teachers as well, I would imagine.</p> <p>10 The -- on the math side, one thing that --</p> <p>11 because you said you're doing -- Ms. Lopez, one of</p> <p>12 the things that -- a couple of schools have had</p> <p>13 great success with is approaching math from a</p> <p>14 different angle. I wasn't one of these kids, but --</p> <p>15 because I loved math when I was in school. I</p> <p>16 embraced it.</p> <p>17 And -- but there's a math phobia that I</p> <p>18 believe has happened in the past 20, 30 years. And</p> <p>19 there's a way to also -- for teachers to learn how</p> <p>20 to reach kids that are kind of afraid of math where</p> <p>21 they just don't think they can do it.</p> <p>22 But the fun thing about math is when you</p> <p>23 solve a problem, you solve a problem. It's instant</p> <p>24 success. But just how to teach, keeping that in</p> <p>25 mind, has been very successful for some of the</p>	<p style="text-align: right;">48</p> <p>1 these people from the offices on this floor were</p> <p>2 crowding -- they should have come in. They were</p> <p>3 crowded in the foyer listening. So thank you very</p> <p>4 much.</p> <p>5 SECRETARY BECK: I just have a quick</p> <p>6 question. I think it's probably for Dr. Russell or</p> <p>7 Director Chavez.</p> <p>8 On the Vistas, when they say growth, and</p> <p>9 we're dealing, like, obviously, with a high school,</p> <p>10 with eleventh grade, and that's the only grade they</p> <p>11 test, is it from last year's eleventh grade to this</p> <p>12 year's eleventh grade? Is that what they're</p> <p>13 saying -- so for their 55 percent growth in math and</p> <p>14 their 58 percent growth in reading in Vistas, is</p> <p>15 that how they are coming across that number?</p> <p>16 DR. BRIGETTE RUSSELL: Chair Gipson and</p> <p>17 Commissioner Beck, I do not believe Vistas shows</p> <p>18 growth data for the school.</p> <p>19 Vistas does not include growth for any</p> <p>20 high school. It only includes growth -- is -- are</p> <p>21 you -- are you looking at Vistas right now? I</p> <p>22 can -- let me check.</p> <p>23 SECRETARY BECK: (Off-mic.)</p> <p>24 DR. BRIGETTE RUSSELL: Okay. Great. Then</p> <p>25 that growth is for the students in grades 4 through</p>
<p style="text-align: right;">47</p> <p>1 teachers that had math challenges at some of our</p> <p>2 schools.</p> <p>3 So it might be something to look into.</p> <p>4 And I'm very impressed how you just focus</p> <p>5 on growth, not letting kids just graduate in four</p> <p>6 years, but they end up working at Allsup's because</p> <p>7 they can't read and write. You're focused on their</p> <p>8 success as individual.</p> <p>9 I'm super impressed with your school.</p> <p>10 There was a person that spoke about how -- it's</p> <p>11 Christmas when you come and when kids perform.</p> <p>12 It -- it's a window into your school that we never</p> <p>13 get to see.</p> <p>14 And, I mean, we have 60 -- we're going to</p> <p>15 have 61 State charters soon, I think. It's a way</p> <p>16 that we end up being able to see and know all of the</p> <p>17 schools, even if we can't get there.</p> <p>18 I live up here, and they joke with me</p> <p>19 about I don't get down La Bajada much unless the</p> <p>20 Santa Fe High Demons are playing in sports. I don't</p> <p>21 want to work anymore. I just want to do this work</p> <p>22 and visit schools, because that's where the joy is.</p> <p>23 So thank you for your commitment for all</p> <p>24 you do. And, kids, just, you just knocked it out of</p> <p>25 the park. You didn't see it happening. But all of</p>	<p style="text-align: right;">49</p> <p>1 8. So only the students up through grade 8 are --</p> <p>2 have growth reflected in Vistas. Any growth that</p> <p>3 schools -- that students make from grade 8 through</p> <p>4 grade 12 would not be reflected. The school does</p> <p>5 administer interim assessments.</p> <p>6 SECRETARY BECK: I know that. But that's</p> <p>7 not on Vistas, I know. Great. Thank you.</p> <p>8 COMMISSIONER BRAUER: Thank you. Thank</p> <p>9 you so much.</p> <p>10 I have one question, but I'm going to have</p> <p>11 a lot of -- I'm just going to gush for a little bit.</p> <p>12 I want to just first say, like, thank you</p> <p>13 so much to the amazing artists today. That's just</p> <p>14 so profoundly heartfelt to see that. And to see,</p> <p>15 you know, the -- so I haven't had a chance to travel</p> <p>16 too much in my life. But I went to -- in 1999, I</p> <p>17 remember going to Madrid and Plaza Mayor. And I saw</p> <p>18 flamenco for the first time in my life there. And I</p> <p>19 just think about just the exceptional artists that</p> <p>20 we have here.</p> <p>21 And it just made me go back to that moment</p> <p>22 when I first went to Spain and saw it for the first</p> <p>23 time. And today was like one of those moments where</p> <p>24 I feel like I saw it for the first time, even though</p> <p>25 I've seen it a lot, maybe some of you, but</p>

<p style="text-align: right;">50</p> <p>1 definitely your predecessors at your school. So 2 definitely go to the event in May. It's amazing and 3 just really emotional. And so thank you so much for 4 all of that.</p> <p>5 I also want to share, like, this school 6 is, like, literally -- I could throw a baseball and 7 hit this school from my house. I live on Mountain 8 and Rio Grande, so across from where you used to be.</p> <p>9 The first school I went to when I was in 10 Director Chavez's seat, that's the first school I 11 went to. I thought when I first joined the team 12 that maybe I should go to the one that, if I had 13 children, I would want them to be able to walk to 14 school.</p> <p>15 And it was an old Post Office building. I 16 assume it was a post office. It was a post office 17 when Alice King was there, and then you all moved 18 in.</p> <p>19 I was, like, how do you fit an art school 20 in a post office? You walk in and see the hustle 21 and bustle and the amazing dedication. That was 22 like profoundly changing for me in terms of what 23 charter schools can do with the little that they 24 receive oftentimes.</p> <p>25 And now seeing where you all are, just a</p>	<p style="text-align: right;">52</p> <p>1 100 percent. So every single student, at least, was 2 admitted into CNM with many other students going 3 other places, and every student taking at least one 4 dual credit course.</p> <p>5 I just think those are the things that, 6 like -- I know we can have conversations around high 7 school graduation. We should absolutely continue to 8 hone in on that. And then also thinking about the 9 expectation that that has, especially for young 10 people who are in the arts, which oftentimes, arts 11 are good -- it's like being an athlete. I would 12 love to have been a soccer player and made money. 13 But we knew that wasn't going to happen. You love 14 it, but also plan.</p> <p>15 One of the plans is are you college-bound? 16 Are you able, if you are -- if everything else goes 17 wrong, at least you can have college.</p> <p>18 And so I think that -- that is something 19 that just jumps out to me in terms of just over one 20 year's time, that increase and that intentionality, 21 setting high expectations for your young people. 22 And then having thirteen courses already done before 23 you graduate high school, that is like a 24 life-changing experience, especially for young 25 people who may not come from money, who may not have</p>
<p style="text-align: right;">51</p> <p>1 little bit further away from home, it's just amazing 2 to see that.</p> <p>3 So thank you for all that. And the story 4 is just so awesome.</p> <p>5 I have just a few -- a few thoughts. The 6 financials, I think, look great. I know you have 7 two, like, material weaknesses. I know you all have 8 a plan for that. I also think about having the cash 9 on hand, especially after building an \$8 million 10 school a couple of years ago, to have that much 11 money on hand, too, takes a lot. It takes a lot of 12 fundraising; it takes a lot of good thinking and 13 smarts financially with yourselves and your 14 foundation and your board from both institutions. 15 It's just really awesome.</p> <p>16 I -- you're not an early college school; 17 right? So I don't know if you all have seen this. 18 But buried in the Part B, what I think is just 19 amazing about art school, an art school, in 2022, 20 there -- I saw this on your -- Ms. Torres, on your 21 slide. And it was kind of buried, and I don't think 22 it should be buried. And that's no ding on you 23 guys.</p> <p>24 But, you know, in 2022, your college 25 admissions rate was 65 percent. In 2023, it was</p>	<p style="text-align: right;">53</p> <p>1 those options.</p> <p>2 And I think about all that time I wasted 3 in AP classes when I was a senior and before -- I'm 4 sorry, Commissioner. That -- I feel like I fleeced 5 my opportunity thinking, like, if I had a school 6 where I could actually get credit where credit was 7 due during -- so I think those things, like, change 8 lives.</p> <p>9 One question I have -- this is my 10 question.</p> <p>11 So congratulations. I honestly -- like, I 12 know that we've beat around the bush a little bit. 13 But there's some -- there's just sometimes, like, 14 schools that we ought to, like, think through, like, 15 an even extended period of renewal. I know that's 16 not necessarily in our control all the time. But, 17 like, thinking about some of our schools that we've 18 seen. And this is one that I think about what would 19 it mean for us to kind of really think about what we 20 need to do legislatively to change our cycle of how 21 often schools like this need to be renewed.</p> <p>22 Some states, you can do a ten-year 23 renewal. I just think about the work that you all 24 are doing and the track record that you have since 25 2010. We have other schools just like you who have</p>

<p style="text-align: right;">54</p> <p>1 very specific and awesome --</p> <p>2 SECRETARY BECK: Then it would be ten</p> <p>3 years before we get the flamenco dancing.</p> <p>4 COMMISSIONER BRAUER: Commissioner Beck,</p> <p>5 you can go there in May, May 21st and 22nd.</p> <p>6 One of the questions I have, I think about</p> <p>7 young -- young artists who have such great dreams</p> <p>8 and such great talent, and also the need to maybe</p> <p>9 have some business experience, too.</p> <p>10 I was wondering. Is there any emphasis --</p> <p>11 or what emphasis is there on any business courses or</p> <p>12 things like that that kind of pair up with, like,</p> <p>13 the love of arts? If you feel like that's</p> <p>14 important. For me, obviously, you see, like, I</p> <p>15 wonder how that is, because all these great artists</p> <p>16 and then maybe they don't have the business acumen,</p> <p>17 like some basics, and it's kind of hard to make --</p> <p>18 live out your dreams in that way.</p> <p>19 I was just curious how you all think about</p> <p>20 that and if there's any -- any direct kind of</p> <p>21 learning that happens around that, even when you all</p> <p>22 are at an institution.</p> <p>23 MS. VERONICA TORRES: Madam Chair,</p> <p>24 Commissioner Brauer, we do. So I think it was</p> <p>25 Ms. Marshall and Ms. Hartshorn that stated it. We</p>	<p style="text-align: right;">56</p> <p>1 artist and a former teacher and now a principal.</p> <p>2 So, again, there are many pathways in front of them.</p> <p>3 They can actually see it happen. They'll always ask</p> <p>4 us, "What is your story? How do you do it?"</p> <p>5 Along with our dual credit program, what</p> <p>6 you pointed out perfectly was many of our kids they</p> <p>7 can't just afford to go to college. Sometimes</p> <p>8 they're not going to get all the financial aid that</p> <p>9 they need or all the support that they need. So the</p> <p>10 dual credit program, we always tell them, take</p> <p>11 advantage of it, now. You get a free ride</p> <p>12 scholarship right now with support. You can come to</p> <p>13 after-school tutoring, where our teachers could help</p> <p>14 you in your academic classes.</p> <p>15 We have students branching out and not</p> <p>16 just taking dance classes or music classes or art</p> <p>17 classes at our school; they're trying painting and</p> <p>18 drawing, other things, and theater, in other areas</p> <p>19 at CNM.</p> <p>20 We do contract out with -- she's actually</p> <p>21 one of our parents, but she also works in admissions</p> <p>22 at CNM. She will sit down with our kids and guide</p> <p>23 them through their whole college program as well.</p> <p>24 What we want to do is eliminate the fear</p> <p>25 of you're that starving artist. And we want to</p>
<p style="text-align: right;">55</p> <p>1 have working artists working at our school. So,</p> <p>2 like, Ms. Osuna dances professionally. She's a</p> <p>3 soloist in Yjastros, the dance company. I'm a</p> <p>4 former soloist.</p> <p>5 So we have many either retired dancers or</p> <p>6 current dancers, current artists in the community,</p> <p>7 current musicians in the community that show kids</p> <p>8 every day, "If you can't be an artist and support</p> <p>9 yourself, here's education. Here's one way to do</p> <p>10 it."</p> <p>11 So in real time in real life, students</p> <p>12 have that vision and that goal and a plan. So they</p> <p>13 will often come around and ask any one of us, "Well,</p> <p>14 how do you do it? How do you do it? How do you do</p> <p>15 it?"</p> <p>16 This isn't the only way. So if they do</p> <p>17 have another plan, we have students going into doing</p> <p>18 internships with veterinarians right now. We have</p> <p>19 students doing marketing internships in the summer</p> <p>20 or summer work perhaps with the National Institute</p> <p>21 of Flamenco.</p> <p>22 So they go around to different communities</p> <p>23 and see firsthand working artists and how they</p> <p>24 perform themselves.</p> <p>25 Ms. Marshall is a professional visual</p>	<p style="text-align: right;">57</p> <p>1 eliminate that at the parent level, too. We have</p> <p>2 had parents say, "You can go to college, but you're</p> <p>3 not majoring in dance. You have to major in</p> <p>4 something else. You can minor in dance, but you</p> <p>5 can't major."</p> <p>6 So we also have to work with our parents</p> <p>7 on that mindset. And I'm, like, "Hey, I am where I</p> <p>8 am, and I'm an artist." So there you go.</p> <p>9 So we do have that vision in mind with our</p> <p>10 students and we do work with them. Like,</p> <p>11 Ms. Hartshorn was saying, it depends individually on</p> <p>12 the student. We meet them where they're at and</p> <p>13 create their roadmap, where they want to go.</p> <p>14 COMMISSIONER BRAUER: Thank you very much.</p> <p>15 Congratulations. Really appreciate it.</p> <p>16 MS. VERONICA TORRES: Thank you.</p> <p>17 THE CHAIR: So thank everyone. I mean,</p> <p>18 this was a fabulous way to open a Monday. I'm kind</p> <p>19 of sad you're not the last one, you know, because</p> <p>20 this would be a great way to end as well.</p> <p>21 So if you want to come back, come back on</p> <p>22 Thursday. We'd appreciate it.</p> <p>23 But if I remember correctly, your first</p> <p>24 location, you shared a parking lot with a gun/pawn</p> <p>25 shop? Yes? Was that --</p>

<p style="text-align: right;">58</p> <p>1 MS. VERONICA TORRES: I think we did; 2 right? Yeah, it was -- yeah. We were on the news, 3 actually, a couple of our students stepping over 4 homeless people to go to class. 5 THE CHAIR: So this has been -- and you 6 also had staff that used to have to stand on Central 7 to direct -- cross the kids; right? 8 Yeah. So it's -- this is a remarkable 9 journey. If you -- I was fortunate that I could 10 attend the ribbon cutting for the new facility and 11 just -- and just an incredible experience of 12 community support; the kids, the families, you know, 13 an incredible foundation that has worked really hard 14 to get this -- you know, to get that building up. 15 It is just, you know, quite a highlight 16 for -- and accomplishment for what you can do. 17 Do you still run the after -- kind of like 18 the after-hours recovery program? 19 How many people do you have in that, 20 enrolled in that? 21 MS. GENEVIEVE LOPEZ: I think right now we 22 have about six. And our college-and-career 23 counselor is the one that oversees that program, and 24 she checks in with them daily to make sure they are 25 on track and they can come in if they need to. But</p>	<p style="text-align: right;">60</p> <p>1 to be doing, but going above and beyond and making 2 sure that every one of those kids is set for a 3 positive future and is walking out as -- just as a 4 better human being, plain and simple, you know. 5 And that they're going to be dinged on a 6 State report card -- we don't call it "report card" 7 anymore, but -- you know, for what you're doing 8 is -- it's just -- it's just a shame. 9 I want to thank the one student who said, 10 "I went to another public school," not, "I went to a 11 public school and then I came to the charter 12 school," because that -- you know, that's a hurdle 13 we also deal with, you know, is that, "Oh, I'm going 14 to a charter school now, and it's not a public 15 school." 16 And the fact that this school is able to 17 provide all of these services, and, like 18 Commissioner Brauer said, have the cash on hand that 19 they have and provide expensive pieces of 20 instruction -- and I'm going to call them 21 instructional materials -- is just, you know, 22 incredible. It really is. So I just want to thank 23 you for everything that you do every day. 24 Did you want to say something else? 25 VICE CHAIR CARRILLO: A couple of</p>
<p style="text-align: right;">59</p> <p>1 I believe it's six right now, on the program, yes. 2 THE CHAIR: Because that was also -- for 3 Commissioners, that was also a hurdle to get over to 4 get PED to agree to that program, you know. They 5 just didn't want to support it. So thanks for 6 continuing with that, because I think it really is 7 important. 8 I just want to say I think I'm -- I don't 9 think -- I am appalled that a sixth grader could be 10 arriving at any school and be testing at a preschool 11 or a kindergarten level. I mean, that's just -- 12 that's the tragedy of what our educational system is 13 here. 14 It's just -- so that the fact that this 15 school is able to get those kids, by the fifth and 16 sixth year, graduated is a testament to everything 17 that you do. 18 Because I -- I get it. To try to get 19 those kids out in four, that's great. But it's -- 20 you know, it's almost an impossible -- impossible 21 hurdle. And I think the State really should be 22 looking at the student populations and adjusting the 23 graduation rate rating based on that, you know, that 24 why should a school who is dedicated and obviously 25 doing what they -- not only what they are supposed</p>	<p style="text-align: right;">61</p> <p>1 questions. 2 Actually, I want to -- remember -- he 3 used -- which reminded me of something that I 4 thought, I said, "You need to say it. You need to 5 tell them." 6 SECRETARY BECK: My youngest son is a 7 doctor in the military. We were with him this 8 weekend. We were talking about what he's going to 9 do after the military. 10 He said, you know, "I'm friends with a lot 11 of docs. I know guys..." -- he went to Temple Med, 12 the guys at Temple Med. 13 And he said, "They're all failing because 14 they don't have any business background." 15 Medical school or anything doesn't teach 16 anything about business. 17 I had a 30-year career in the textile 18 industry, 25 of it owning my own business. And for 19 the students out there that are going into their own 20 professional careers, I would highly advise you, on 21 your own, if need be, to really learn about business 22 and how business works, and, you know, the 23 difference between income statements, cash flow 24 statements, things like that, how much money you 25 need in immediate cash versus how you're going to</p>

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1 build your asset base over time.
 2 Docs don't even have that. And lawyers
 3 don't have that. And they -- you hear these people
 4 making all sorts of tons of money. But it's not how
 5 much money you make; it's how much money you keep.
 6 So that's it for me.
 7 VICE CHAIR CARRILLO: Thank you. I'm glad
 8 Commissioner Beck shared that. So the question -- I
 9 have one question, because it's a red here; it's on
 10 staff credentialing, where it says Does Not Meet.
 11 And I -- and maybe Ms. Russell -- maybe
 12 Dr. Russell knows what that is. But the staff
 13 credentialing, red, it's in the -- on theirs. Maybe
 14 it's not up to date or something. I'm curious about
 15 it. There's no red; it's all green here.
 16 DR. BRIGETTE RUSSELL: Okay. Let me look.
 17 Unless Ms. Valenzuela has it open and can address
 18 it, I'm not sure.
 19 VICE CHAIR CARRILLO: I'm sure that's
 20 addressed. I'm sure you're aware.
 21 DR. BRIGETTE RUSSELL: It is being
 22 addressed. The CSD works closely with the Licensure
 23 Bureau. And when a school has ratings of other than
 24 Meets the Standard, we always talk to Licensure and
 25 then talk to the school to determine how it can be

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1 improved in future.
 2 VICE CHAIR CARRILLO: I'm satisfied with
 3 that. Yeah.
 4 So in speaking -- in building on what
 5 Commissioner Beck said, do you teach -- I know a lot
 6 of high schools now, financial literacy is part of
 7 what's -- oh, you're teaching that, too?
 8 Outstanding.
 9 And civics? Anywhere -- great. Okay. To
 10 me, civics and U.S. history are often lost, and our
 11 country wouldn't be where it is, to me, if people
 12 had a foundation in civics and U.S. history. All
 13 right. Thank you very much.
 14 Do you have anything?
 15 SECRETARY BECK: I just wanted to say
 16 you're a Spotlight in my view.
 17 VICE CHAIR CARRILLO: Heck, yeah.
 18 COMMISSIONER INGHAM: Can I just say -- I
 19 got a chance to visit your school. It was my first
 20 charter school, I think, I visited. I think I might
 21 have not even been on the council yet.
 22 But I am very impressed and thankful for
 23 having schools like this. And what the one lady --
 24 it is like Christmas to come and see really
 25 wonderful schools succeeding and doing great work

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1 with their -- with kids, and producing adults that
 2 are going to be productive parts of society and
 3 creative parts of society.
 4 And I just want to say thank you.
 5 VICE CHAIR CARRILLO: Do you want me to do
 6 a motion?
 7 THE CHAIR: So I'm going to ask Mr. Hill,
 8 because we are in receipt of the e-mail that you
 9 sent us. But disclosing that, just to e-mail us
 10 isn't sufficient enough. So can you just briefly,
 11 for the record, speak to the Title IX complaint? I
 12 remember the last time you guys were up here and we
 13 had a Commissioner that read the wrong application
 14 and actually made them a charge about a staff
 15 person, and it wasn't that school.
 16 They're looking like deer in headlights at
 17 us, and they're, like, what the heck are you talking
 18 about. They read the wrong application and was
 19 making an accusation about a staff member. This
 20 isn't about that. But we need this quickly on the
 21 record.
 22 MR. DAN HILL: Good morning. Thank you,
 23 Madam Chair, members of the Commission. I'm Dan
 24 Hill, the school's attorney. It's H-i-l-l. So we
 25 did disclose over e-mail there was a Title IX

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1 complaint. The reason why it wasn't disclosed with
 2 the application is because the way the application
 3 is worded, it only specifies, I believe it's U.S.
 4 Department of Ed, U.S. -- or New Mexico Public Ed
 5 Department or state-level special ed complaints.
 6 So Title IX is kind of a weird statute
 7 federally where there's multiple levels of
 8 enforcement. So one mechanism is a -- a Title IX
 9 coordinator at the school actually is responsible
 10 for handling the complaint.
 11 So without getting into, like, specifics
 12 of the people, there was a letter that was sent to
 13 the Public Ed Department, not actually a complaint,
 14 just a letter, and that letter was referred to the
 15 school. Given the nature of the letter, we felt
 16 like it was something that at least conceivably
 17 could be a Title IX issue because it involved
 18 discrimination on the basis of sex.
 19 I think you would characterize it as,
 20 like, sexual harassment in this case.
 21 And so that was handled according to the
 22 Title IX regs. So the school has to unfortunately
 23 pay an investigator and pay a decision-maker, and
 24 then we do what they say.
 25 In this case, the decision-maker said it

66	<p>1 wasn't -- the conduct wasn't severe enough to raise 2 to the level of a Title IX violation. There was 3 some misconduct that was noted as being addressed at 4 kind of a site level from, you know, an HR 5 perspective. 6 And then we also disclosed there's also -- 7 it's our understanding that there was a separate 8 licensure complaint filed against a staff member, 9 which the school is not involved in. PED is 10 handling that. 11 And the staff member remains on 12 administrative leave pending that investigation. 13 So I'm happy to answer questions about it. 14 We wouldn't -- it came up at another hearing that 15 there was a Title IX complaint. So we felt like, 16 just as a matter of transparency, to disclose that. 17 And apologize it only went out last 18 minute. But we just have had a lot going on lately. 19 THE CHAIR: No. I appreciate it. We just 20 wanted to get that on the record. So I don't -- we 21 don't need to dig into it. So thank you. I 22 appreciate it. 23 COMMISSIONER BRAUER: All right thank you, 24 Madam Chair, Commissioners. 25 I move that the Public Education</p>	68	<p>1 COMMISSIONER MANIS: Yes. 2 SECRETARY BECK: Secretary Beck, yes. 3 There are six votes for, zero votes 4 against. The motion passes. Congratulations. 5 THE CHAIR: Thank you. Congratulations. 6 We're taking a break until 11:00. 7 (Recess taken, 9:42 a.m. to 11:00 a.m.) 8 THE CHAIR: Good morning, everyone. 9 Welcome. Thank you all for coming. We love to see 10 new faces, and we love the room packed, and we're 11 looking forward to an exciting presentation. 12 So thank you very much for helping us 13 through our morning. We really do appreciate that. 14 We are here for our second hearing, and 15 that is The Montessori Elementary & Middle School 16 located in Albuquerque. 17 So what we will do first is do Public Ed 18 Department. CSD will give their report. In case 19 there's someone here for -- online, we'll do that. 20 And then we will -- you'll have your time 21 to shine. 22 And then we'll do public comments from the 23 folks in the building that may have signed up. And 24 then we'll go. 25 So thank you.</p>
67	<p>1 Commission approve the application for 2 Tierra Adentro of New Mexico, the arts (verbatim) of 3 Academics, Arts, and Artesania, for a five-year 4 term, with the following -- for a five-year term 5 without conditions. 6 VICE CHAIR CARRILLO: I'll second. 7 THE CHAIR: There's a motion by 8 Commissioner Brauer and a second by Commissioner 9 Carrillo. 10 Any further discussion? 11 (No response.) 12 THE CHAIR: Commissioner Beck? 13 SECRETARY BECK: I already put the Xes 14 down. 15 Commissioner Gipson. 16 THE CHAIR: Yes. 17 SECRETARY BECK: Vice Chair Carrillo. 18 VICE CHAIR CARRILLO: Yes. 19 SECRETARY BECK: Commissioner Ingham. 20 COMMISSIONER INGHAM: Yes. 21 SECRETARY BECK: Commissioner Brauer. 22 COMMISSIONER BRAUER: Yes. 23 SECRETARY BECK: Commissioner Manis. 24 Is Commissioner Manis on? 25 Commissioner Manis.</p>	69	<p>1 MS. LUCY VALENZUELA: Good morning, Chair 2 Gipson and Commissioners. My name is Lucy 3 Valenzuela, Authorizing Practices Administrator for 4 the Charter Schools Division. And I'm here to 5 provide the CSD/PED evaluation for The Montessori 6 Elementary & Middle School. 7 The Montessori Elementary & Middle School 8 opened in 2005 under Albuquerque Public Schools. 9 And in 2010, they renewed with the Public Education 10 Commission. This is the third renewal with the PEC. 11 The school offers an accelerated program 12 by providing a strong Montessori academic curriculum 13 combined with a unique fine arts program, including 14 Suzuki Method, general music, and visual arts. 15 The mission of the school is to encourage 16 students, grades K through 8, to become responsible 17 citizens who have the ability and desire to fulfill 18 lifelong educational and social goals. 19 The school's head administrator, Ms. Piper 20 Curry, is in her second year at the school. 21 The renewal visit took place on Wednesday, 22 October 16th. And the visit team consisted of 23 myself as team lead Kelli Renken, and Kristen 24 LaVolpa. 25 The Charter Schools Division recommends</p>

70	<p>1 that the Montessori Elementary & Middle School be 2 renewed for a term of five years without conditions. 3 The recommendation is based on the record 4 of the school's performance over the course of the 5 contract term, the renewal application, which 6 highlights adult actions and programs in the service 7 of student progress, and verification of those 8 programs and adult actions during our renewal site 9 visit and annual visits. 10 In regards to academics, The Montessori 11 Elementary & Middle School has been designated a 12 Spotlight School for two consecutive years through 13 NM Vistas. Additionally, the PED has published the 14 Spring 2024 assessment results, and the school's 15 Vistas designation is Spotlight with a score of 16 68.5. 17 The school's proficiencies are 67 percent 18 in ELA, 59 percent in science, and 37 percent in 19 math. 20 Reminder. According to the PED and 21 NM Vistas web page, point totals from School Year 22 '22-'23 and School Year '23-'24 cannot be compared 23 due to changes in business rules. 24 These proficiencies have remained about 25 the same in all areas in the last two years, and the</p>	72	<p>1 March. 2 In conclusion, The Montessori Elementary & 3 Middle School is committed to providing the best 4 Montessori education experience to all students that 5 attend the school. The school's leadership is 6 committed to providing continued support to all of 7 its students in an equitable manner, especially when 8 it comes to their field trips around the country and 9 internationally. 10 The school holds several fundraising 11 opportunities for all students. Adult actions were 12 proactively taken by school leadership to address 13 issues related to their finances, demonstrating a 14 commitment to improvement and compliance. 15 This focus on resolving financial concerns 16 has contributed to the school's overall positive 17 performance. 18 It is for these reasons that the CSD 19 recommends the school for a five-year renewal 20 without conditions. 21 THE CHAIR: Thank you. I'm assuming 22 there's no one on for tribal input. 23 MS. MELISSA BROWN: That is correct, 24 Chair. 25 THE CHAIR: So, now, it's the school's</p>
71	<p>1 school's growth and performance suggests an upward 2 improvement. 3 For their financial and organizational, 4 the school has only had three financial indicators 5 over the contract term with ratings other than Meets 6 the Standard, making Demonstrates Substantial 7 Progress the highest rating CSD can give the school 8 on this section. 9 The school has sound fiscal processes and 10 has reported timely to the PED School Budget Bureau 11 for the past three years. The school has not had 12 more than three audit findings in any year of the 13 contract term. 14 For the Part B ratings, the school met the 15 standard in student outcomes, mission-specific 16 goals, educational program, governance 17 responsibilities, equity and identity, and other 18 performance framework indicators. 19 They received Demonstrates Substantial 20 Progress for their financial compliance. 21 The school has submitted amendment 22 requests for an enrollment cap increase, an 23 additional facility that would be implemented if 24 approved in the next contract term. This will be 25 voted on during contract negotiations later on in</p>	73	<p>1 opportunity to shine. 2 MS. PIPER CURRY: Good morning. My name 3 is Piper Curry. 4 THE CHAIR: I'm sorry. I don't mean to 5 interrupt. But as you speak for the first time, if 6 you could spell your last name for the record. 7 MS. PIPER CURRY: Certainly. Piper Curry, 8 C-u-r-r-y. 9 And I'm the school's executive director. 10 We are going to start our day with a performance 11 from our advanced strings group. 12 (Performance by school string players.) 13 MS. PIPER CURRY: Thank you for that 14 performance. We are so lucky to have Megan Holland 15 and Nick Upton as two of our wonderful teachers. So 16 thank you to both of them. 17 Thank you for having us here today and 18 thank you for the work that you do for public 19 charter schools. 20 As I said, I'm Piper Curry, and I'm the 21 executive director. I'm in my second year as the 22 executive director with The Montessori Elementary & 23 Middle School. Today, I want to go over some of our 24 successes over the last five years. It's very 25 difficult to highlight all our accomplishments in</p>

<p style="text-align: right;">74</p> <p>1 30 minutes, but we're certainly going to try. 2 First, I'd like to acknowledge and 3 introduce our leadership team who's with us here 4 today. 5 Like I said, I'm Piper Curry. 6 This is Stan Albrycht, our CFO and 7 business manager. 8 Amanda Hagerty, our principal. 9 Alissa Sanchez is not here with us today. 10 She's running the school. She's our assistant 11 principal. 12 Tahirih Garcia, our special education 13 director. 14 Mary Chappell is here as our governing 15 counsel vice president. 16 Javier Benavidez is here as both a 17 governing council member and a TMEMS parent. 18 We have our teachers, Jill McCallum, 19 Sherry Haworth, Claire Alecksen, Jennifer Born, and 20 Victoria Blakely. 21 I would also like to acknowledge Megan 22 Holland and Nick Upton, our string teachers, and 23 Patricia Matthews, our legal counsel, is here with 24 us. 25 Thank you to our parents and students</p>	<p style="text-align: right;">76</p> <p>1 growth that we've seen and consistency in that 2 demand for growth. 3 Over the past five years, we have noticed 4 the need for growth with an overwhelming number of 5 applicants. This past year, we had 713 applications 6 for our school. 7 Of those 713, we were only able to accept 8 110. And 62 of those were in kindergarten. 9 So we have a very low attrition rate, and 10 our current enrollment is very stable. 11 And based on those Niche.com scores, it is 12 because of our staff. They are wonderful. They 13 deserve all the credit. We have the best teachers 14 in the state. I truly believe that. 15 And 84 percent of our total staff returned 16 this year. And so we were really proud of that 17 number. 18 We'd like to go on to talk about our 19 mission-specific goals. And we have met those 20 goals. 21 Number one, addressing the middle school 22 eighth-grade students, completion of their 23 independent study and their internship. And then 24 our goal number two addresses fidelity in the 25 elementary classrooms to Montessori and the prepared</p>
<p style="text-align: right;">75</p> <p>1 joining us today. 2 Everything that we do at TMEMS ties back 3 to our mission statement. We truly believe that 4 learning is best achieved with a positive social 5 atmosphere that supports each individual's unique 6 development. 7 As you saw, we have a strong Suzuki 8 strings program, alongside our wonderful Montessori 9 curriculum and visual arts curriculum. 10 We wholeheartedly believe that we are 11 encouraging students to become responsible citizens 12 of the world who will go on to have the ability and 13 desire to fill lifelong goals. 14 We would like to showcase that we received 15 a top Niche.com review. This review is taken based 16 on comments, parent comments, community comments, 17 and input, as well as test scores. And we received 18 a designation as number one elementary 19 schoolteachers in New Mexico and number one middle 20 school teacher in New Mexico. So we're incredibly 21 honored and proud to have these teachers. 22 We are No. 6 of the Best Charter 23 Elementary Schools, and we're honored to have that 24 designation as well. 25 We'd like to talk a little bit about our</p>	<p style="text-align: right;">77</p> <p>1 environment. 2 If we go to the next slide, you'll be able 3 to see some of our middle school students completing 4 their internships during a week in February. And we 5 are going to send you all an invitation and, 6 hopefully, you'll be able to join us for their 7 presentations at the end of the year, and you can 8 see it all culminate and come together. And it's a 9 really wonderful experience. 10 Goal number two, you can see our prepared 11 environment here. And these are just a few photos 12 of our beautiful Montessori classrooms, lined with 13 Montessori materials. 14 You are welcome to stop by the school any 15 time. We would love to show you Montessori in 16 action and the students using those materials and 17 just interacting with the materials. It's so 18 meaningful when you're able to see it in person. 19 The next slide we're going to talk about 20 is our student outcomes, which we're extremely proud 21 of. We're a Spotlight School. And for the past 22 several years, we've used Renaissance Star testing 23 in order to track our interim assessments; so 24 beginning, middle, and end of the school year. 25 And this data is so important whenever it</p>

<p style="text-align: right;">78</p> <p>1 comes to looking at student growth. Our teachers 2 meet on a weekly basis in their PLC groups to go 3 over data, to look at data, to see how they can help 4 students improve. And as you can see, we made 5 progress in both reading and math last year. 6 This year, we are setting the bar high 7 with a beginning-of-the-year score of 73 percent 8 proficient in reading and 58 percent proficient in 9 Star -- the Star assessments in math. 10 And so right now, we're in the -- we're in 11 the middle-of-the-year testing. So we're hopeful to 12 see that growth continue. 13 Our NM-MSSA reading scores are something 14 that we are encouraged and excited to see. Our 15 reading scores are absolutely something to 16 celebrate. While we went from 70 percent proficient 17 to 67 percent proficient, 70 percent proficient is a 18 pretty high bar to set. And so we're still 19 extremely proud of that 67 percent proficiency. 20 And this just goes to our amazing 21 teachers, because they have embraced LETRS that the 22 PEC has provided for teachers across the state. And 23 they've really used those evidence-based practices 24 in their classroom. And I believe that that shows 25 through our reading scores.</p>	<p style="text-align: right;">80</p> <p>1 Assistance Team, where we bring in parents, 2 administrators, our social worker. We have several 3 people on this team that collaborate to help these 4 students. 5 Now, if, for some reason, we aren't able 6 to see growth, and we need to initiate a referral 7 for a special ed evaluation, we do that as well. 8 This next slide that you're seeing are 9 just many of the layers of intervention that we're 10 providing our students and all of the different 11 programs and strategies and tools that our teachers 12 use on a daily basis. 13 So if that special education referral is 14 made, we -- we are very proud of our special 15 education department. A lot of that credit goes to 16 Tahirih Garcia, our special education director. She 17 has really transformed our special education 18 department, and we're so thankful to have her. 19 We prioritize these students, and it 20 shows. 21 And I'm going to show you why on the next 22 slide. 23 This year, 18 percent of our population is 24 supported through an IEP. Last year, 16 percent 25 was, and the year before that, 15 percent. So we</p>
<p style="text-align: right;">79</p> <p>1 Moving on to our math scores, when looking 2 at '22-'23 proficiency, we really wanted to focus on 3 math because we felt like this was an area where we 4 knew we could do better. 5 And so we did focus on math. We -- we 6 went from 33 percent proficient to 37 percent 7 proficient, which we're extremely proud of that 8 4 percent gain. 9 And the growth really reflects the 10 dedication of our teachers, who have embraced 11 targeted professional development and implemented 12 high quality instructional materials alongside our 13 Montessori curriculum. 14 I want to take a moment to talk about 15 student supports. 16 We understand that early and consistent 17 interventions are the best way to ensure that we 18 continue to have our students make academic and 19 social gains. 20 So when teachers meet in those 21 professional learning committees and those 22 professional learning groups each week, they look at 23 that data, they talk about it, and they decipher 24 whether or not students need additional supports. 25 If they do, they refer them to the Student</p>	<p style="text-align: right;">81</p> <p>1 are having an increase in our special education and 2 our IEP kiddos. But we are taking additional 3 measures to support those students. 4 Those students are supported by multiple 5 providers. Like I said, we have our special 6 education director, who also is a practicing 7 educational diagnostician. So we have an 8 educational diagnostician in house for our students. 9 We have three special education teachers, 10 a full-time social worker, a part-time speech and 11 language pathologist, who is actually with us, Meg, 12 a part-time occupational therapist. And this allows 13 us to offer those specialized services to our kiddos 14 in multi-age inclusion classrooms for kindergarten 15 through fifth grade. And then in middle school, we 16 have specialized intensive instruction for those 17 kids. 18 Consistent and ongoing progress monitoring 19 and data-informed instruction always takes place. 20 We understand that our whole community benefits from 21 understanding, teaching, and the reinforcement of 22 acceptance and inclusion of our learners and their 23 families. 24 This next slide is one that we're very 25 proud of. It is our special education growth from</p>

<p style="text-align: right;">82</p> <p>1 '22-'23 to '23-'24. And I want to point out that 2 TMEMS is in orange, and the state average is in 3 blue. So we start out higher than the state 4 average. But then, in reading, as you can see, we 5 went from 23 percent proficient to 33 percent 6 proficient for our students with disabilities. 7 And then in math, this is even more 8 exciting. We went from 10 percent proficient to 9 30 -- or, sorry -- 22 percent proficient. So we had 10 a 12 percent gain in math for our students with 11 disabilities. 12 This just shows how those targeted 13 interventions and our teachers' dedication are 14 really working to help those students. 15 We want to talk a little bit about our 16 restorative behavior approach. 17 When it comes to behavior, restorative 18 practices are at the heart of Montessori, ensuring 19 TMEMS has a positive and inclusive environment where 20 relationships are prioritized. 21 Conflicts are resolved peacefully, and 22 accountability is embraced with empathy. 23 Montessori emphasizes grace and courtesy 24 from the second students walk into the door, which 25 fosters a sense of community and mutual respect</p>	<p style="text-align: right;">84</p> <p>1 our priorities are attendance. It's always 2 attendance. Kids have to be in school to learn. So 3 attendance is a high priority for our equity 4 council. And also family and community support; 5 resources, workshops, personalized outreach to 6 address student and family needs. 7 Moving forward, for '25-'26, we have our 8 priorities set as attendance, always. But we also 9 want to incorporate a lunch program. We don't 10 currently have lunch because we don't have space. 11 But moving into this new building and expanding will 12 give us the space to have a lunch program at every 13 campus. 14 This next slide is just a sampling of all 15 the ways we have family engagement on a daily and 16 weekly basis. There's meetings. There's 17 conferences, progress reports. There's texts that 18 we send. E-mails. The website. Stakeholder 19 surveys are important, weekly newsletters. We have 20 a student and a parent portal, and we also utilize 21 Facebook. So we try to have plenty of outreach to 22 our community. 23 Next we really want to talk about our in- 24 and out-of-classroom experiences. Some people might 25 call them field trips, but we called them in- and</p>
<p style="text-align: right;">83</p> <p>1 among students and teachers. 2 This approach helps students thrive 3 academically, socially, and emotionally. 4 The heart of our restorative practices is 5 our Montessori Peace Table. The Peace Table process 6 is explicit. And it's a lesson taught multiple 7 times to reinforce throughout the school year so 8 students have a positive way of handling peer 9 disagreements. 10 The dedicated space in each classroom is 11 developmentally appropriate, peaceful, and 12 respectful. There's problem solving and conflict 13 resolution that happens there. It fosters 14 independence and self-regulation, and there's always 15 a focus on repairing relationships. 16 Our equity council and stakeholder 17 communication and input meetings. This work has 18 been slow, steady, but thoughtful. 19 We strive to hold a minimum of two 20 meetings per year to engage our community and all 21 stakeholders, sharing vital information and 22 gathering feedback from our community. 23 We proudly serve students from 24 30 different ZIP Codes in and around Albuquerque. 25 We have priorities each year. This year,</p>	<p style="text-align: right;">85</p> <p>1 out-of-classroom experiences, because so much of 2 what we are and what we do is tied to our in- and 3 out-of-the-classroom experiences, which is what 4 Maria Montessori described as the Planes of 5 Development. 6 This theory describes how children develop 7 through four paths -- or planes -- that each have 8 specific characteristics, needs, and sensitivities. 9 So in our in- and out-of-the-classroom experiences, 10 they allow our early childhood or kindergarten 11 students to build a deeper understanding of 12 classroom lessons. 13 It allows our childhood, or lower and 14 upper elementary students, to be able to explore and 15 learn outside of the classroom safely while 16 following and practicing grace and courtesy. 17 And it allows for our adolescents, our 18 middle school students, to be able to build 19 self-confidence and challenge themselves while 20 learning how to travel away from school and become 21 global citizens. 22 This all leads to the last Plane of 23 Development, which is maturity. And it's 18 and 24 older, where they will have a sense of independence 25 and personal responsibility to the world.</p>

<p style="text-align: right;">86</p> <p>1 We always want students to participate. 2 So at the heart, and in every single field trip we 3 do, we have fundraising. So there are always 4 fundraising efforts so that all students can always 5 participate. 6 This next slide is just a sampling of the 7 in- and out-of-classroom experiences that we are 8 doing this school year. 9 This last list -- some of this stays the 10 same, and some of it changes, based on our year and 11 our teachers and what they ask for and where they'd 12 like to take their children to tie back to their 13 classroom. 14 This is an important process. Teachers 15 plan, teach, and reflect on every in- and 16 out-of-the-classroom experience that takes place at 17 TMEMS, making them meaningful and tied to our 18 mission and the State standards. 19 On this next slide, you're going to see 20 some of our students in the in- and out-of-classroom 21 experiences over the past year. 22 And then this next slide just shows some 23 of our international trips that the students have 24 taken some photos from those trips. 25 And that's an eighth-grade trip. They</p>	<p style="text-align: right;">88</p> <p>1 well-being of all staff and students. 2 Amanda has collaborated with multiple 3 other charter schools to work together to plan for 4 emergency situations and reunification. So it's 5 really nice to be able to share information with 6 other charter schools, and it builds community 7 between those charter schools. So we're very 8 thankful for that. 9 We're approaching the end of our 10 presentation. But we can't stop here without 11 talking about our future plans, because they're 12 important. 13 For 2025-2026, we would like to change our 14 name to "The Montessori Academy." 15 We would like to move our middle school to 16 our new location. 17 We would like to add lunches at all 18 campuses to promote equity and support our 19 community. 20 And then from 2026 to 2030, we would like 21 to add a high school, adding one grade level per 22 year. 23 We'd like to add a free pre-K program. 24 And then we'd eventually like to add transportation 25 to and from school.</p>
<p style="text-align: right;">87</p> <p>1 build up to that. 2 A new initiative this year at TMEMS is our 3 Montessori Institute. 4 This year we started a Montessori 5 Institute for all of our teachers and staff to learn 6 and reflect on Montessori best practices. 7 We also have four teachers enrolled in the 8 North American Montessori training online to become 9 Montessori trained and certified. 10 The TMEMS Montessori Institute meets 11 monthly to reflect and share Montessori strategies 12 and best practices between the staff. We have our 13 Montessori certified teachers leading this 14 initiative to continue to keep fidelity to the 15 Montessori curriculum. 16 School safety. We felt it was extremely 17 important to acknowledge the effort that has gone 18 into school safety at TMEMS. Amanda Hagerty, our 19 principal, has improved our school safety 20 tremendously over the past two years. She has 21 developed a safety committee that frequently meets 22 with APD, AFD, and the surrounding businesses and 23 schools. 24 We have implemented tools such as Rave, 25 Raptor, and the STOPit app that promotes safety and</p>	<p style="text-align: right;">89</p> <p>1 Last, we want to leave you with some 2 student voices. I'd like to just read a couple of 3 comments from our alumni. 4 "The teachers cared about us individually 5 and prepared me for high school well. The academic 6 level at TMEMS made it easier for me to keep on and 7 go above and beyond my high school courses. I 8 definitely miss the atmosphere, teachers, and 9 friends I had there, and will forever be grateful 10 for that experience." 11 "I'm just one alumni, but I can honestly 12 say the school deserves to stay, not for the 13 teachers, but for the students." 14 And last, this is a compilation of current 15 students and what they have to say about our school. 16 If we can just play that next video. 17 Thank you. 18 (Video played.) 19 THE CHAIR: How many people do we have? 20 Oh. 21 MS. PIPER CURRY: You may get a good 22 sampling with those 15, if that video doesn't work. 23 THE CHAIR: While we're doing this, can 24 the roll-call vote record please reflect that 25 Commissioner Burt is now online?</p>

90	<p>1 MS. MELISSA BROWN: Apologies. I had not 2 checked to make sure that I could -- for some 3 reason, it's not letting Lucy or I elect to share 4 sound with this presentation. 5 So -- so is that the end? You have four 6 minutes, so -- 7 MS. PIPER CURRY: Yes. 8 MS. MELISSA BROWN: Sorry. Would you like 9 to move to the comments then? 10 THE CHAIR: We'll just move to Public 11 Comment. Thank you. 12 MS. MELISSA BROWN: All right. So as I 13 said, we have 15 people. I'm going to ask people to 14 come up here. I have the microphone on. You don't 15 have to be close to it. Just about this far; okay? 16 When you come up, I'm going to say your 17 name. I'm probably going to mispronounce it. I'm 18 sorry in advance. 19 We need you to spell your last name for 20 the court reporter -- okay? -- who's online. 21 Our first person is Natalie 22 Pacheco-Zamora. She looks super excited. 23 FROM THE FLOOR: I feel like this school 24 is good, because it's helped me pronounce and 25 understand words correctly.</p>	92	<p>1 school, because it represents a very cool 2 atmosphere. So, like, people get to go, like, in 3 middle school, like, everybody gets to go super cool 4 places. And I think it's super cool because 5 everyone, like, gets a chance to explore the world. 6 And the field trips are really fun. Like 7 a couple of months ago, I went to Glorieta, and it 8 was super fun because it was overnight, and it was 9 just like a really great experience. 10 MS. MELISSA BROWN: (Off-mic.) 11 FROM THE FLOOR: I think the school 12 represents, like, kindness and peace. I really like 13 the curriculum they do and writing and math. They 14 help out all -- I just want to say thank you all to 15 my friends and my teachers for supporting me 16 (inaudible.) 17 MS. MELISSA BROWN: Next, we have River 18 Gardner. G-a-r-d-n-e-r. 19 FROM THE FLOOR: Even on some of the field 20 trips, we still get educated. But we have fun. 21 Like, at Glorieta, I learned a lot while having fun. 22 So (inaudible.) 23 MS. MELISSA BROWN: Off-mic. And then 24 Rachel Hadcock. H-a-d-c-o-c-k. 25 FROM THE FLOOR: Good morning. My name is</p>
91	<p>1 MS. MELISSA BROWN: (Off-mic) Born. 2 I'm sending the last names to the court 3 reporter. 4 FROM THE FLOOR: So at The Montessori 5 Elementary & Middle School, the school provides, 6 like, a very outstanding opportunity for the 7 students. And I feel like the teachers have really 8 supported me and -- and I know that my peers feel 9 that way, too. 10 And it's just, like, been an amazing 11 experience. For me, like, I -- I transferred in the 12 middle of the year in second grade. And, like, 13 immediately, it was just, like, wow, this is, like, 14 a lot better than my old school. 15 It's -- like I said, it provides, like, 16 amazing opportunities for everyone. And, yeah. And 17 the teachers are really supportive of everyone 18 around me. And, of course, like, all the things 19 that -- like, we have to say, like, they're, like -- 20 like, they are -- like, they know, like, what we 21 need, and they're -- like, they're very -- how 22 should I say this? -- they're, like -- very 23 supportive and, like, what -- like, everything we 24 have to say. 25 FROM THE FLOOR: So I really like my</p>	93	<p>1 Rachel Hadcock. 2 FROM THE FLOOR: And my name is Eva 3 Sanchez. 4 FROM THE FLOOR: We are both in the eighth 5 grade at The Montessori Elementary & Middle School. 6 As members of the student council, we are here 7 representing our school. 8 FROM THE FLOOR: Montessori really means 9 to prepare for the future. Whether that means 10 planning for the rest of your day or planning for 11 the rest of your life. This has been implemented at 12 TMEMS since kindergarten. 13 FROM THE FLOOR: We have had many amazing 14 teachers during our time at this school. Every one 15 of them has made a difference in our lives and in 16 our futures. One teacher, Ms. Alex, one of our 17 middle school English teachers, has made a huge 18 difference in our experience here. 19 She's been our teacher for three years 20 now, and she's amazing at teaching us, including 21 many valuable life lessons for middle-schoolers. 22 FROM THE FLOOR: TMEMS provides so many 23 fun, amazing school events, such as the Winter Ball, 24 the Gala, the Jog-a-Thon, and the Holiday Bazaar. 25 All of these events are also fundraisers for our</p>

<p style="text-align: right;">94</p> <p>1 EAs, our eighth-graders and our seventh-graders. 2 FROM THE FLOOR: Another thing that TMEMS 3 provides are field trips. Every year in middle 4 school, a beginning-of-the-year trip and 5 end-of-the-year trip is planned for the students. 6 We usually go on a trip that is three to four days 7 long and focuses on teamwork and bonding; although, 8 in eighth grade, we get to go on an international 9 trip to learn about different cultures, gain 10 independence and form better connections. 11 Aside from big trips, we also frequently 12 go on other field trips, such as Popejoy Hall, Main 13 Event, the Zoo, Explora, and the Natural History 14 Museum, all of which are an amazing learning 15 experience, and they are good in- and 16 out-of-classroom experiences. 17 FROM THE FLOOR: Ms. Alissa, our assistant 18 principal, has been a big part of our middle-school 19 years, to make sure that our school is taken care of 20 and everyone feels included. She goes on most of 21 our field trips and pushes us out of our comfort 22 zones, which I would have never done myself, but it 23 helped me make new friends and experience new 24 things. 25 FROM THE FLOOR: In conclusion, The</p>	<p style="text-align: right;">96</p> <p>1 help us with our education. 2 Our one teacher, Ms. Tina, she is a very 3 amazing teacher. She is the math teacher, and she 4 helped me with multiple stuff that I did not 5 understand. And she helped me understand how to do 6 so many things. 7 And I'm just so happy I have the 8 opportunity to have. And I am glad that I am able 9 to represent our school today, and, I hope, for 10 eighth grade. Thank you for listening. 11 MS. MELISSA BROWN: Jennifer Born, 12 B-o-r-n. 13 FROM THE FLOOR: Good morning. I'm going 14 to talk really briefly, since you've heard from both 15 of my children already, about my experience. I wear 16 a professional hat at this school, and I also wear a 17 parent hat at this school, and I was a parent before 18 I was a professional. 19 I feel incredibly supported as a 20 professional by our administrative team. They are 21 open to our ideas. There's a huge sense of 22 collaboration and camaraderie at our school, and it 23 feels like a family, which is why I'm so glad that 24 my children have had the opportunity to attend this 25 school.</p>
<p style="text-align: right;">95</p> <p>1 Montessori Elementary & Middle School is a wonderful 2 school. They prioritize hands-on learning, building 3 confidence, independence, and preparing for the 4 future. They push us to do better and complete our 5 goals. Thank you. 6 MS. MELISSA BROWN: (Off-mic.) 7 FROM THE FLOOR: I like this school 8 because it's a school, and it prioritizes on 9 whatever you're working on, wherever your level is. 10 Like, I've been here for three years, and I feel 11 like my reading skills and math skills have 12 increased a lot. Thank you. 13 MS. MELISSA BROWN: (Off-mic.) 14 FROM THE FLOOR: Hello. My name is 15 Genesis La Paz, and I am the vice president of The 16 Montessori Elementary & Middle School. It's a very 17 good -- it's a pleasure to help support and to 18 provide for my school and help them with anything. 19 If they have any suggestions, they can 20 always talk to me, and I will talk to the rest of 21 the student council about it. 22 I think the Montessori Elementary School 23 is a very great school. They help with -- sorry -- 24 with academics and social lives. They help us 25 become -- they help us with making friends, and they</p>	<p style="text-align: right;">97</p> <p>1 My husband and I moved to Albuquerque six 2 years ago as our children were entering elementary 3 school. And we were looking for the best 4 opportunity for them. We found that opportunity 5 after two and a half years of trying, at The 6 Montessori Elementary & Middle School. And our 7 children have developed lifelong friendships. 8 They've been provided opportunities to learn and 9 grow both academically and socially. 10 And the two of them, you got to witness 11 them perform for you at the beginning of this whole 12 event today. And as a parent, I could not be more 13 proud of the growth that they've exhibited. And I 14 know that they will continue that into their middle 15 school years. 16 There's absolutely no other place that my 17 husband and I would send them for middle school. So 18 thank you very much. 19 MS. MELISSA BROWN: Sherry Haworth. 20 FROM THE FLOOR: Good morning. Thank you, 21 Commissioners. First, I want to say wow about our 22 students. When I was their age, I don't think I 23 could have done that. 24 So I've been with the school for 16 years. 25 Originally, I was the executive director of Keep</p>

<p style="text-align: right;">98</p> <p>1 New Mexico Beautiful, and I brought Dusty Roadrunner 2 to the school as a guest presenter. And I was so 3 amazed at what I saw. The Montessori model blew me 4 away.</p> <p>5 Students had choice. They were making 6 responsible choices. Students had freedom of 7 movement; they were using it wisely. So I was 8 completely wowed by it. And I had the fortunate 9 opportunity to work with the school, and I became an 10 educator.</p> <p>11 Part of what I want to share with you is 12 about the professionalism. This past weekend I 13 attended PED's conference on UDL, which is Universal 14 Design for Learning, put on through the Department 15 of Curriculum and Instruction.</p> <p>16 We had five educators there spending their 17 Saturday learning more about how we could serve our 18 students.</p> <p>19 One thing that really impressed me about 20 the conference was they were talking about student 21 choice. And I was, like, "Hey, we've been doing 22 that for the last ten years."</p> <p>23 They talked about student voice. Well, 24 that's part of the Montessori method, and the way 25 that we function and we've always functioned.</p>	<p style="text-align: right;">100</p> <p>1 support, they support us; so...</p> <p>2 MS. MELISSA BROWN: Sharla Parsons.</p> <p>3 FROM THE FLOOR: Thank you, Commissioners, 4 for being here. And thank you everybody, all of the 5 kids.</p> <p>6 I echo everything that I've heard so far. 7 I think I have a little bit of a unique story to 8 tell. So we started out at the Montessori 9 Elementary School with my now seventh-grader. She 10 has -- she's a gifted student. And so we decided to 11 try her out at the public school, the regular public 12 school system, to go into the gifted program.</p> <p>13 And it was fine. And we got into middle 14 school, and there just -- there was a ton of 15 bullying, peer pressure, drug use, things that were 16 really hard for us to deal with in school.</p> <p>17 So at the time, we were, like, anything 18 can be better than this. Let's try to get on all 19 these lotteries. And we got back into the 20 Montessori Middle School. And it's hard for me to 21 talk about this without being emotional. But I will 22 say it has been life-changing for our family.</p> <p>23 We have -- we came from a place, you know, 24 with everything that I just said to a culture that's 25 kind, respectful, caring, a place where my daughters</p>
<p style="text-align: right;">99</p> <p>1 So I did learn a lot in the conference but 2 I also felt I was really validated as an educator 3 being part of this environment with the Montessori 4 model, and also how our school functions.</p> <p>5 The other thing I wanted to share with you 6 is I also am a parent, like Ms. Jennifer who just 7 spoke. And it has been absolutely astounding to 8 watch my child go from our Casita program to now 9 prepare to enter middle school.</p> <p>10 Our strings teachers are truly 11 professional world-class instructors. My child's 12 never received any instruction outside of our 13 school, and she was here to perform for you today.</p> <p>14 So I just -- I want to -- I knew that was 15 going to happen -- I just want to acknowledge how 16 amazing this school has been for me as a 17 professional and my family. And I love the 18 administration. Thank you.</p> <p>19 MS. MELISSA BROWN: Keira Featherstone.</p> <p>20 FROM THE FLOOR: I just wanted to say that 21 the school has helped me through reading, spelling 22 and I think I've really improved in that. And I 23 think the teachers here are just the best. They're 24 positive. They encourage us to do whatever we think 25 we should do when we grow up. Or whenever we need</p>	<p style="text-align: right;">101</p> <p>1 can actually be themselves in a way that's really 2 genuine.</p> <p>3 And it's just changed everything. It's 4 changed our family life. It's created a world where 5 they can actually go and learn and be creative and 6 thrive in a way that just never existed before.</p> <p>7 And the differentiation, obviously, works 8 to our advantage, being that our kids are gifted and 9 they need that higher level instruction.</p> <p>10 My middle school kid is to the point where 11 she's in, like, high school-level, advanced 12 crazy-style things that she's learning.</p> <p>13 And I'm, like, "Okay. I don't know how 14 long I'm going to be able to help you with your 15 homework at this point."</p> <p>16 Good problems to have. I love that our 17 school takes our kids out of their comfort zones, 18 like we are today. You guys are really brave, and 19 I'm so proud of all of them for doing this.</p> <p>20 And they have to do hard work to achieve 21 these trips that they go on. They fundraise their 22 bottoms off.</p> <p>23 Anyway, we're grateful to have all of you 24 help with us.</p> <p>25 MS. MELISSA BROWN: Mary Chappell.</p>

<p style="text-align: right;">102</p> <p>1 FROM THE FLOOR: Good morning. I'm 2 Dr. Mary Chappell. I am the vice president of the 3 governing council. 4 I'd like to give you a little bit of 5 background to establish the depths of my knowledge 6 of education systems. 7 I was a teacher for about 20 years. I 8 left teaching during the pandemic and actually came 9 here to the Public Education Department where I 10 served as the Deputy Director of the Special 11 Education Division. 12 At the time, I was working on my doctorate 13 in leadership and learning in educational systems. 14 And I am now an instructor within the school of 15 education at Central New Mexico Community College. 16 My professional interest is really in 17 looking at educational systems that support student 18 success. 19 You know, you've heard about the metrics 20 that demonstrate the success of the students at the 21 school. Many of those Piper Curry shared with you 22 are things such as staff retention and student 23 enrollment and their very strong academic records. 24 And so the metrics are certainly an indicator of the 25 school's success.</p>	<p style="text-align: right;">104</p> <p>1 these children are receiving a -- an education that 2 is on par with a private school education. And, 3 honestly, I think it's better. 4 And a lot of what has improved my teaching 5 style is the professional development that I've 6 received. And so thank you all for imparting that 7 and funding that. Especially, the LETRS training 8 has really been amazing for me. 9 As far as my children go -- so, my son 10 became a cellist. Mr. Nick was his teacher. And 11 because of that, he went on to the Albuquerque 12 Symphony, and because of that, he now works at 13 Hummingbird Music Camp, and he is a counselor now. 14 My daughter, because of the amazing 15 education she received, she went on. She was AP in 16 high school. Now she's studying at UNM to be an 17 epidemiologist. 18 And because of her travels -- my son went 19 to Europe; my daughter went to Europe. And my 20 daughter did the exchange program in Poland. We had 21 a Polish exchange student stay with us, and she went 22 and stayed with her. 23 So next year, she's going to Sweden, and 24 she's going to study public health in Sweden. And 25 she is also reconnecting with our exchange student</p>
<p style="text-align: right;">103</p> <p>1 It's harder to quantify school culture. 2 However, I think that you're getting a sense of 3 that, especially as the students are coming up to 4 share their stories with you. 5 And I think the other thing that we really 6 have to look at when we're analyzing school culture 7 is things such as parent satisfaction, teacher 8 happiness. That's one of the things that drew me to 9 the school. 10 What I witnessed over the last year and a 11 half is an incredibly strong leadership team that's 12 very, very collaborative, excellent. And I'm 13 talking about outstanding teachers who are happy in 14 their jobs and feel supported and an extremely 15 strong quality of instruction. Thank you so much. 16 MS. MELISSA BROWN: Next we have Jill 17 McCallum. 18 FROM THE FLOOR: Thank you for having us. 19 Good morning everyone. I wear many, many hats. I'm 20 a teacher at the school. My children went through 21 the school. And I also -- I came to this school as 22 a Montessori teacher. 23 I worked for 17 years in Albuquerque at 24 very elite Montessori private schools. And I came 25 into our charter school. And what I know is that</p>	<p style="text-align: right;">105</p> <p>1 while she's there. 2 And so love the school. Thank you for 3 having us. Thank you. 4 MS. MELISSA BROWN: Javier Benavidez. 5 FROM THE FLOOR: Good afternoon, 6 Commissioners, and so proud of all the students and 7 presenters today. It's really such a blessing to 8 get to see all the love for the school. 9 So I have three kiddos at TMEMS, second 10 grade, fourth grade, and sixth grade. And it's been 11 a journey all along the way. 12 And I'm so grateful for the school. I've 13 got one of those kiddos in a special ed program. 14 And just to think about how far he's come, just to 15 show up coming out of the pandemic was rough for a 16 lot of kiddos. I'm just really grateful. 17 Two things I wanted to focus on that I 18 think are unique to TMEMS, and, I would have to say, 19 a Montessori Academy to go into high school. I'm 20 hoping my kid can stay the whole time. That's so 21 fascinating what a Montessori high school can look 22 like, mixed with the Suzuki model. 23 What's great about that is it teaches kids 24 how to practice something, over and over, 10,000 25 tries, instruments. And then I see my kids applying</p>

<p style="text-align: right;">106</p> <p>1 that to research or to drawing or martial arts. 2 And, yeah, that's amazing. 3 And the second thing is just a really 4 unique focus -- I've done some work in public 5 education, too. But at TMEMS, it's focused on 6 social-emotional learning and the Choose Love 7 program. In this day and age, preparing a better 8 humanity coming out of the divisiveness, dealing 9 with things like ADHD rampant, all the distractions 10 on attention that our kids are dealing with and 11 living with, to practice things like mindfulness and 12 empathy and restorative at the Peace Table. It's 13 such a nice change. And I really wish that more 14 kids had access to this model. But at least we can 15 do our best to set the example going forward. 16 Thank you. 17 THE CHAIR: Thank you. And thank 18 everyone. This -- you know, I know what it takes 19 for anyone to get up and speak. But when you're 20 looking at much younger ones coming up, it speaks to 21 the commitment and the support. 22 And I have to say, just watching the 23 students engrossed with the musical presentation, it 24 doesn't happen in most places. So it's really that 25 supporting their -- you know, their fellow students.</p>	<p style="text-align: right;">108</p> <p>1 Well -- and I also want to thank you for 2 acknowledging, like all schools seem to have to do, 3 about the growth you're looking forward to in math. 4 That is a consistency that we're dealing 5 with across the board. You know, and to the 6 Vice Chair's point in the previous thing, it's kind 7 of a weird disconnect that science is so good and 8 then math, which you'd think connects up, is so 9 challenged, I think probably because math is more 10 abstract, and science, you can get your hands into 11 and do things like that, you know. 12 Maybe it's more -- what is it? -- tactile, 13 or whatever they call it. So maybe that's it. I 14 don't know. I'm curious about that. 15 But I'm curious how you -- in your mission 16 goals, your first one for eighth grade, I saw you 17 have a rubric for the internship and the independent 18 study. 19 I'm just curious -- and this is no more 20 than a minute response -- how you evaluate that. 21 The same thing with your third -- the 22 other one with the observing the prepared 23 environment, how you're able to quantify an 24 evaluation of that. And then just tell me what 25 LETRS is.</p>
<p style="text-align: right;">107</p> <p>1 So I really appreciate that. 2 Oh. Is your -- is that your hand being 3 up? I thought you were pointing at someone there. 4 SECRETARY BECK: What a beautiful story. 5 It's a great story. It's wonderful. 6 Congratulations to the -- all the teachers, the 7 elementary and mid-school teachers for being number 8 one. That's incredible. Can't get much better than 9 that. That's great. Very impressive. 10 I'm thrilled about your future plans based 11 on what I've seen here. It would be a great move. 12 What I was interested in was how connected 13 these students are with each other and with you guys 14 and the faculty and everything. 15 And I'm looking at the enrollment. And 16 it's 442 students. It's not 60 or 70. It's 17 442 students. That's impressive that they feel that 18 connected with each other and the faculty with that 19 size of an enrollment now. 20 So that's -- that's great. 21 I love Rachel Hadcock's earrings. 22 Awesome, the little Zia symbols on them. That's 23 great. 24 But I do have just two real quick 25 questions.</p>	<p style="text-align: right;">109</p> <p>1 MS. PIPER CURRY: Well, let me tell you 2 what LETRS is first. LETRS is Language Essentials 3 for Teachers of Reading and Spelling. 4 And it is basically like a college course 5 that these teachers take, kindergarten through fifth 6 grade. And it is a course that the PED has funded. 7 It's expensive, and they have funded it. 8 And I really think, based on our teachers' 9 buy-in and how much they absorbed what came out of 10 this, it's not a curriculum at all. Some people 11 think it's a curriculum. It's more of a course that 12 they take. 13 And it's how the brain connects to 14 reading. It's all the different components that go 15 into reading. It's explicit instruction. They 16 definitely give some strategies and tools in order 17 to teach reading. 18 But I think that our teachers were excited 19 about it. It ties very well to our Montessori 20 materials, and they've embraced it and integrated 21 some of the strategies into their class. 22 It's usually a course, over about a year 23 and a half, that they take. So they've got to do 24 32 online -- 32 online hours. They have eight units 25 that they have to complete with an 80 percent or</p>

<p style="text-align: right;">110</p> <p>1 better. And then they have to attend 16 facilitated 2 sessions over Zoom.</p> <p>3 If they meet those requirements, they 4 receive a reading endorsement on their teaching 5 license. And so far, every one of our teachers that 6 has finished LETRS has met every single requirement.</p> <p>7 SECRETARY BECK: I was a twelfth-grade 8 teacher, so I guess it didn't reach up to me.</p> <p>9 MS. PIPER CURRY: We have the goal of 10 having every one of our teachers at our school that 11 teach elementary having that reading endorsement 12 and. The PED is helping with that. So that's 13 exciting.</p> <p>14 THE CHAIR: Sorry. Amanda has taught -- 15 Amanda has actually taught the middle school -- 16 the -- the middle school Goal No. 1. And so I'd 17 like her to expand on that. She can put it into a 18 minute or less. I probably can't.</p> <p>19 MS. AMANDA HAGERTY: All right. So our 20 Goal 1 is focused on the completion of those 21 internships. It also encompasses our Next Step 22 Plans. Our eighth-graders, that's a culmination of 23 that.</p> <p>24 Through the year, they work on resumes, on 25 cover letters. They do different projects. They</p>	<p style="text-align: right;">112</p> <p>1 I forgot to mention. Congratulations to 2 all the violinists and cellists. I don't know if 3 you had violists. I'm 69, so it's hard to see up 4 here. I did see it was all memorized music. You 5 did not look at the music sheet. Eight or nine 6 songs, something like that.</p> <p>7 MS. AMANDA HAGERTY: Suzuki Method is 8 about initially not having that music in front of 9 them.</p> <p>10 SECRETARY BECK: That's beautiful. That's 11 great. Thank you.</p> <p>12 THE CHAIR: Commissioner Carrillo.</p> <p>13 VICE CHAIR CARRILLO: (Audio distortion) 14 some of you, when you were walking in, just how much 15 we love having the students here. It just -- it 16 reminds us why we do what we do. It reminds us -- 17 and for me, in particular, because I was on the 18 board up in Santa Fe -- how much I enjoy and support 19 State public charter schools, the innovation and 20 what's going on. It's just -- it's remarkable the 21 successes that we have in our charters.</p> <p>22 And so -- and thank you for being a part 23 of that. I really enjoyed your presentation.</p> <p>24 The -- okay. First thing I want to ask 25 is, end-of-year presentation -- because I marked the</p>
<p style="text-align: right;">111</p> <p>1 have to practice phone calls to businesses they want 2 to intern at. All those are graded. They all get 3 put within a grade book, and they have to hit that C 4 mark to say yes, they finished that goal. They have 5 to do their presentation. They have to finish their 6 internship. They have to fulfill their 20, 7 30 hours. That's how we look at that data and say 8 did they meet that goal or not.</p> <p>9 The Montessori fidelity, we have a rubric 10 we go through as administrators or Montessori leads.</p> <p>11 Yeah, Goal 2. So we have to go through. 12 And it goes -- it tells -- it has different rankings 13 that we can go through that says "observed" or "not 14 observed." Like, student voices are calm. Student 15 voices are respectful. Shelves are uncluttered and 16 in the right sequence. Guide or teacher is 17 circulating the room. Guide gets on student level. 18 Just some of those key Montessori pillars that we 19 should be looking at that are hard to look at in the 20 traditional public ed mesh.</p> <p>21 So we go through that. And there's 46 of 22 them. And we go quarterly and average it to meet 23 that goal.</p> <p>24 SECRETARY BECK: Did it within a minute. 25 Well done.</p>	<p style="text-align: right;">113</p> <p>1 last one for the last school -- when is it, 2 typically?</p> <p>3 MS. PIPER CURRY: (Off-mic) like, in 4 April. Because the internships are in February. So 5 they go towards the end of April, depending on 6 breaks.</p> <p>7 VICE CHAIR CARRILLO: If you could 8 remember, please -- and you can send it to 9 Chair Gipson and she can send it out, or to Director 10 Chavez. Just, please -- you know, I don't get down 11 to Albuquerque a lot. I would love to come down to 12 your school for that. I just can imagine just how 13 joyful that would be. So I want to get that in my 14 book as soon as I can. I'm glad you said it wasn't 15 in May, because there's just so much happening 16 everywhere in May.</p> <p>17 So a couple of parents spoke. I think one 18 of the things that makes your school exceptional is 19 the parent involvement.</p> <p>20 Can you speak just a little more to that, 21 especially if there are those kids who don't have -- 22 who have parents maybe that are working, you know, 23 two and three jobs, how you support parents that 24 can't be quite as involved as you know they want to 25 be?</p>

<p style="text-align: right;">114</p> <p>1 MS. PIPER CURRY: Sure. We really try -- 2 and, Amanda, you can also speak to this. We really 3 try to have a ton of outreach and constantly be in 4 communication. We're all available by e-mail. 5 If someone e-mails us if they need 6 something, if they have a question, we're very 7 responsive to them. 8 If we see a kiddo who might be absent for 9 several days in a row and we haven't heard from the 10 parents, we call the parents. We touch base with 11 them. We are, like Ms. Jennifer said, like a family 12 or a community, we take care of each other. And 13 those family members who need that extra support, we 14 try to provide it, however we can, and whatever the 15 need is. 16 We try to plan our events where parents 17 may be able to come to it after work. We like 18 getting parent input. 19 The Montessori Academy was actually not my 20 first choice for a name, but we surveyed our 21 stakeholders, and it was their first choice. And so 22 that's -- we want their buy-in. We want their 23 feedback. 24 And the school calendar, we sent -- we 25 just sent it out last Friday. "What did you like</p>	<p style="text-align: right;">116</p> <p>1 they're done. Or if they have a hard time getting 2 to us, they can do it through Zoom or different 3 platforms. 4 VICE CHAIR CARRILLO: Something I'm 5 curious about, too. The calendar can be online. In 6 the Santa Fe Public Schools, that was the most 7 dreaded committee there was for either the parents 8 or the board members to serve on. 9 I'm glad you were able to work it all out. 10 (Audio distortion.) 11 MS. PIPER CURRY: The Montessori Academy. 12 I was out voted. 13 VICE CHAIR CARRILLO: I would agree with 14 the stakeholders on that particular one, because 15 what would somebody else (audio distortion) in 16 Santa Fe. (Audio distortion) I show Tim, it's like 17 we need this in Santa Fe. 18 Yeah, we have Montessori up here, but 19 they're extremely expensive. And so what about 20 everybody else? 21 We've crossed that bridge, because we're 22 opening Sun Mountain Community School, which is a 23 Waldorf school. It will be one of 16 Waldorf 24 schools in the country. Free Waldorf schools. How 25 great is that?</p>
<p style="text-align: right;">115</p> <p>1 about this year's school calendar? What did you not 2 like? What would you rather see?" 3 Some of our parents expressed how hard it 4 was when we did the survey last year. We expressed 5 how hard it was to have students in half days. 6 We -- they said, "If you're going to have 7 a day off, have a day off." 8 Half days are hard for working families. 9 We don't have half days on our calendar this year. 10 We take that into consideration. 11 VICE CHAIR CARRILLO: That's great to 12 hear. 13 MS. AMANDA HAGERTY: Short version. I 14 think we reach out in different areas. We do a lot 15 of face-to-face -- our conferences are important. 16 We offer Zoom. Any makeup, some of our teachers 17 will do them before our conferences or after if our 18 parents need them. 19 We do a lot of technology. Those surveys, 20 they're not paper. They're Google forms. So they 21 go out to them multiple times, so if they miss it in 22 one newsletter, it goes out in another. 23 We really try and reach out 24 technology-wise as much as possible, so those busy 25 families can get on their phone, boom-boom-boom, and</p>	<p style="text-align: right;">117</p> <p>1 Okay. So why does math fall off in the 2 middle years? I was noticing that. Why do you 3 think that is? 4 MS. PIPER CURRY: Are you talking about, 5 like, in sixth grade? 6 VICE CHAIR CARRILLO: Just saw that. 7 MS. PIPER CURRY: We have movement between 8 fifth and sixth grade. Some fifth-graders leave to 9 get some middle to high school, because they're 10 looking for that high school piece. We get a lot of 11 students in in sixth grade. 12 And so the sixth grade and kindergarten 13 are our two biggest lottery pulls. We have to bring 14 those students that maybe were at a different school 15 up. 16 VICE CHAIR CARRILLO: The previous school, 17 she spoke how there wasn't (audio distortion) enough 18 to get kids (audio distortion) in middle -- so they 19 were 7-12 -- that were coming in at, like, a 20 second-grade level. 21 That just shows just how we're failing 22 children, itty-bitties, you know, kiddos at the 23 lower levels when this happens to a school. But 24 their whole thing on growth was really terrific. 25 I'm glad you're doing lunch. And I know</p>

<p style="text-align: right;">118</p> <p>1 that part of that is mandatory, but I'm glad you're 2 doing it, because lunch is an equity issue. Meals 3 are an equity issue. 4 We have so many schools around our state 5 that do three meals a day. They have to; the 6 families need that. I'm really happy about that. 7 That's going to allow you to increase your 8 diversity, because perception is the same way it was 9 for Waldorf, is, "Oh, yeah, they're kind of the 10 private white school." 11 And I know that's not the case. But 12 perception can be everything. And we have to dispel 13 that. 14 Oh, yeah. "Montessori is private." 15 No, no, no. We have to dispel all that. 16 Very impressed with all the kids that 17 spoke about the various things. Their families -- 18 seemed to be family support, both for teachers and 19 kids, individuality. 20 Kindness and peace. And I love that 21 that's Maria Montessori's -- those where 22 foundational to everything in Montessori. Wouldn't 23 it be nice if this were a kinder, more peaceful 24 world? 25 What they talked about also, which I liked</p>	<p style="text-align: right;">120</p> <p>1 for us. It brings so much joy into our lives and 2 into our day. You've just got to know that you are 3 a gift, you know. You kids are a gift to all of us 4 in what you bring. 5 So thank you. Yeah. Thank you. 6 THE CHAIR: Commissioner Brauer. 7 COMMISSIONER BRAUER: Thank you, Chair. 8 Thank you to the school. I will reiterate what 9 Commissioner Carrillo mentioned, and Chair Gipson. 10 It's so great to have young people who are so 11 talented and multi-talented. 12 I think there is a different type of 13 transfer that you have to do from, you know, like, 14 performing and then talking into a microphone to a 15 bunch of people is, like, such a different type of 16 leadership. And being able to see each and every 17 one of you do that is just really -- like, it's 18 delightful to see that and to be part of it. 19 I think I mentioned this to the 20 Commissioners for my Spotlight in June. But I was 21 the -- I did my first keynote as a Commissioner at 22 this school back in May. So I had a chance to see 23 the eighth-graders and just learn more about their 24 experiences prior to -- to promoting. 25 And so I just really appreciate all the</p>
<p style="text-align: right;">119</p> <p>1 about Montessori, developing good habits. A lot of 2 times that's called executive management with kids 3 or whatever. But that's a really big piece, because 4 all the stuff you're learning now early, these great 5 habits you're learning early, they're going to make 6 life so much easier. Even if you go to a different 7 high school for your next job, or college or 8 whatever, having those basic skills is huge. 9 One thing I noticed here was only 10 61 percent of the budget was teacher- and 11 instruction-related. And, oftentimes, it's a lot 12 higher. 13 It just kind of impressed me that you're 14 able to do what you do by spreading your money out 15 and not having to focus only on this one thing at 16 the expense of others. So -- when I was looking at 17 your money page. 18 And on the math side -- and Commissioner 19 Beck mentioned this -- because you're so strong in 20 music, one would think you would be -- have a little 21 bit stronger in math, because the two correlate so 22 much. 23 And so -- anyway. 24 I'm just super impressed with your school, 25 with your kids. Thank you so much for performing</p>	<p style="text-align: right;">121</p> <p>1 work that you all have done over the years. 2 I think -- I'm going to vote for you for 3 five years, for sure. I think that I loved seeing 4 the -- the -- the areas of next steps that you -- 5 that you shared today. I think those are just 6 really great. 7 I know that the -- the idea of a 8 Montessori high school has been in the works for at 9 least since 2016 or earlier. And I know that is 10 something that could be really, really great, and 11 not necessarily run-of-the-mill in the Montessori 12 world. 13 I think high schools aren't necessarily a 14 thing that happens a lot within Montessori 15 programming. I'm not an expert. But I know that 16 from others. 17 I think this is going to be a great 18 opportunity for you all as we move forward through 19 this process to really expand into these areas. 20 I think having a lunch program, having a 21 free preschool program, I think those are really 22 wonderful things. 23 And so I -- so my question is connected to 24 that. So I'm going to kind of give you maybe 25 another thing -- you can take it or leave it. But I</p>

<p style="text-align: right;">122</p> <p>1 think it's something that's really important. 2 We're all men and women of the people. 3 And when I look at your -- and take this to heart, 4 but don't take offense. I'm not demanding you not 5 to take offense, but I hope you don't take offense. 6 The enrollment subgroups. It's very 7 obvious that your economically disadvantaged is 8 masked, so it indicates that your number of students 9 who are economically disadvantaged, based on the 10 indicators that we use to measure that, are lower 11 than most other schools that we work with 12 completely. 13 And, for me, I think about the plans that 14 you have moving forward: pre-K, lunch, continued 15 transportation. I think it would be really 16 enriching to get more young people and their 17 families interested in seeing that Montessori is for 18 a lot of people, not just a certain group of people 19 based on economics. 20 And I know before I got into education 21 work -- not when I first got into it; maybe ten 22 years ago -- is when I first realized that 23 Montessori models aren't necessarily just for rich 24 people. So it took me almost 40 years to see that. 25 That was my mindset. That was my schema.</p>	<p style="text-align: right;">124</p> <p>1 Commissioner Brauer a little bit. I can remember -- 2 and I want to applaud you for every great thing that 3 you do. So what I say is couched with that, that 4 it's not that I don't support the school. It's not 5 that I'm not going to vote for the -- you know, I'm 6 not going to not vote for the school. 7 But I have just a little bit of angst, 8 only because I remember the last renewal hearing and 9 the discussion about our concern about not serving 10 lunch. And the response that we got back then was, 11 "Well, that's not the Montessori thing. It 12 doesn't -- that's -- we don't do that. We do a 13 shared table and kids bring in." 14 And the concern that was raised was, well, 15 if you're from a family that can't afford to bring 16 in, or you're going to be ashamed of what you might 17 bring in, that's a barrier for people. 18 And this is such a fabulous program. And 19 there are families that it's that -- and we use the 20 term "chilling factor." A family is going to say, 21 "Oh, no. I'm not going to send my kid there because 22 I can't pack a lunch," you know. And that was the 23 conversation last renewal. 24 So I'm a little disheartened that we're 25 still in the "We hope to be able to do a free</p>
<p style="text-align: right;">123</p> <p>1 And so I think that still is, like, most people's 2 schema. I know I should probably use an "I" 3 statement. But I think most people would say 4 different. 5 The school that made me feel different is 6 a school in Cochiti Pueblo, Keres Children's 7 Learning Center, that used Montessori methodology 8 because it was the best model that would support 9 their emphasis in culturally responsive 10 Cochiti-centered learning. And so that's where I 11 became very different and radicalized my view on 12 what Montessori could be. 13 I think you all have a really great 14 opportunity in the heart of Albuquerque to expand 15 that a little bit. And so that's what I hope. I 16 hope you guys are doing great. 17 Like I said, this is not an arrow over the 18 bow towards you all. But I think with these new 19 opportunities, I think, comes with a responsibility 20 also to see how are we going to continue to have 21 these beautiful children that are behind you, and 22 also widening the net in a way that could be really 23 profound for a lot of young people. Thank you. 24 MS. PIPER CURRY: Thank you. 25 THE CHAIR: I'm just going to kind of echo</p>	<p style="text-align: right;">125</p> <p>1 lunch," because that's that lack of opportunity that 2 so many families have lost over these years, to be 3 able to come, because there -- you know, as much as 4 you may try to reach out and -- but there's going to 5 be families who are saying, "Can't do it," you know. 6 "It's not for me." 7 As Commissioner Carrillo mentioned, we've 8 got a school who -- opening here in Santa Fe, who 9 there is a perception that it's -- because it had -- 10 it had been private, so there's that perception -- 11 "We can't do that." 12 And I think there's a level of that with 13 Montessori. And so that's the only thing that, you 14 know, when I look at it through an equity lens, 15 there's that -- you know, that ongoing concern. 16 So I'm glad that it's still part of that 17 conversation. But I truly thought that when we were 18 coming here this year, it kind of would have been 19 not part of the conversation, that there would have 20 been work to do that. So that's -- you know, that's 21 my only regret. 22 MS. PIPER CURRY: One of our big 23 roadblocks with that has been the space. We are -- 24 we have divided classrooms in half to give us space 25 for students. And so with this new building, moving</p>

<p style="text-align: right;">126</p> <p>1 into this new building, we are planning a lunch area 2 in this new building. We're already talking about 3 where the lunch can go, because we echo, and we 4 agreed with what you're saying. It is an equity 5 piece, and we have to have lunches for our students. 6 THE CHAIR: And I appreciate that. But we 7 have schools that are significantly smaller. They 8 eat in the classroom, you know. It's not ideal. 9 But, you know, the opportunity is there, that we 10 have many schools that don't have a lunchroom. 11 MS. PIPER CURRY: And I think that we can 12 take our lunches and take them back to the classroom 13 and still have it be Montessori -- 14 THE CHAIR: Right. 15 MS. PIPER CURRY: -- but have that free 16 lunch component as well. 17 THE CHAIR: Right. Okay. 18 MS. PIPER CURRY: Absolutely. We are in 19 agreement with you on that. 20 THE CHAIR: And you said you're hoping for 21 transportation? 22 MS. PIPER CURRY: Within the next few 23 years. We've got to get moved to the new building. 24 We need to -- we serve 30 different ZIP Codes. That 25 is a vast population. And so we really -- there's</p>	<p style="text-align: right;">128</p> <p>1 have to do it thoughtfully. It's not something that 2 we're just going to throw together and say, "We hope 3 that this works." 4 We really want to put the right people in 5 place to take on these tasks to be able to grow and 6 do it right. 7 And so our plan with that is we're really 8 hopeful that Jill is going to finish that admin 9 program and then kind of take the lead on that and 10 be the director for that. 11 THE CHAIR: Okay. Thanks. 12 About how many kiddos come in from the 13 pre-K into the K? Do you have a rough estimate? 14 MS. PIPER CURRY: Our pre-K isn't huge; 15 right? The paid pre-K is not huge. 16 THE CHAIR: Right. 17 MS. PIPER CURRY: Maybe seven -- seven get 18 in. But we don't -- we maybe have twelve. So it's 19 not this huge -- maybe half of the kiddos that 20 apply. 21 With the free pre-K, though, because 22 they're different funding, the kid will go to free 23 pre-K. But then they also have to go to a 24 kindergarten lottery. It doesn't mean they're going 25 to be admitted.</p>
<p style="text-align: right;">127</p> <p>1 going to be planning that goes into that. When we 2 hear from our stakeholders, lunch is more of a 3 priority than transportation. 4 THE CHAIR: Right. Right. 5 MS. PIPER CURRY: So when we have to look 6 at the move next year, that's going to be a big move 7 to move those middle-schoolers to the new building. 8 And then to also add the lunch program, we wanted to 9 prioritize. And lunch was a priority over the 10 transportation for next year. 11 THE CHAIR: And when is your 12 anticipated -- because I'm sure it's going to be 13 somewhat of a transition to go from the K to pre-K. 14 And I know that's not part of the application, but 15 just out of curiosity. 16 MS. PIPER CURRY: Jill McCallum is one of 17 our -- where is she? She spoke earlier. 18 But she is our early childhood specialist. 19 She's a Montessorian. 20 She recently got into a program to get her 21 admin license. And we have been working with her 22 and talking to her about moving forward with that 23 program. 24 So in order to plan for both the high 25 school for transportation, for pre-K, I think you</p>	<p style="text-align: right;">129</p> <p>1 THE CHAIR: I know that. 2 MS. PIPER CURRY: So we're hopeful. And 3 that is discouraging. But -- but it is what it is. 4 We're hopeful that a lot of those kiddos, once 5 they're in the door through the pre-K, will be able 6 to apply and get into the kindergarten. 7 THE CHAIR: I'm a proponent of if they're 8 in the pre-K, they should get into the kindergarten. 9 But they don't ask me, so -- anyone else? 10 Commissioner Ingham. 11 COMMISSIONER INGHAM: I was just -- the 12 transportation -- I live in the South Valley. And, 13 you know, I know there are several schools that 14 have, like, a hub, where parents can bring their kid 15 to a hub and then get transported to the school. 16 And I really do believe that there are 17 areas in our city that are -- it is -- the 18 transportation is a big old issue, especially with 19 traffic situations. 20 So I guess I -- I understand that it's a 21 difficult nut to crack. But that might be something 22 I would consider is to try to find a -- even if it's 23 a small bus or something like that that they could 24 get a few kids on in some of the more impoverished 25 areas in Albuquerque, I really would love to see</p>

<p style="text-align: right;">130</p> <p>1 some of those kids break through out of that -- 2 their mentality of themselves. 3 I told you I was a construction manager. 4 And I -- I had worked on a couple of middle schools. 5 One was McKinley, and the other one was -- oh -- 6 James Monroe. And the kids from McKinley went to 7 play a basketball game at James Monroe. And it 8 was -- they were hurt. They play in a gym that's 9 really, really decrepit. And it's almost like the 10 kids from James Monroe wouldn't want to come down to 11 where they play. 12 And so that issue is real important to me, 13 and I would love to see where some of these kids 14 that feel like they're chopped liver, they're not. 15 They're not, at that -- but if they could get a 16 chance, they would be -- it would be a life-changing 17 event for a whole neighborhood, even, to see one kid 18 get a different -- that. 19 That's all I wanted to say. Thank you so 20 much for what you're doing. There isn't even a 21 question. You guys are beautiful -- your family 22 here is -- 23 THE CHAIR: I just have one thing, because 24 they may have to respond. 25 I sent out an e-mail for \$10,000 PEC</p>	<p style="text-align: right;">132</p> <p>1 for construction, just to be clear. Thanks. 2 VICE CHAIR CARRILLO: One follow-up. This 3 follows up on what -- yes -- what Commissioner 4 Ingham said. 5 Transportation. So I know that we're 6 making transportation a priority in this upcoming 7 legislature, because there are many districts where 8 the buses go right by our kids, but they won't pick 9 them up. 10 And there's room. They can do it. And 11 the schools will pay for it, but they won't do it. 12 So that's an issue for us, and we're going to the 13 legislature with it. 14 I know that the New Mexico School Boards 15 Association, they're making that a huge legislative 16 priority, so that district schools don't have to 17 take money from Operational for transpo, that the 18 State is adequately and sufficiently funding all 19 transportation for all public school children, 20 which, obviously, includes charters. 21 So I would say, to the extent that you 22 can -- I think there was someone here that -- they 23 said they you were a lobbyist? Maybe that the 24 last -- I don't know. 25 If you have somebody, go to these</p>
<p style="text-align: right;">131</p> <p>1 special projects available. Are -- 2 MR. STAN ALBRYCHT: Did we get that? 3 THE CHAIR: Sent to head admin and head of 4 the GC. 5 MS. PIPER CURRY: Recently? 6 THE CHAIR: No. When did we send that 7 out? October. 8 MS. PIPER CURRY: Okay. Let me look for 9 that. I don't recall seeing it. 10 THE CHAIR: We may end up having to send 11 it out again to everyone. I sent it to each head 12 admin and to the head of the GC that we have a 13 \$10,000 -- and it's ongoing. 14 So it said, you know, like, December 1st. 15 But it's -- that wasn't a cutoff. 16 MS. PIPER CURRY: Okay. Okay. To apply 17 for it. Thank you. 18 MR. STAN ALBRYCHT: It's free money. 19 THE CHAIR: Don't say no -- there's not a 20 whole -- it has to -- the only requirement is it 21 needs to somehow be related to your improvement on 22 the performance framework. 23 MS. PIPER CURRY: Okay. 24 MR. STAN ALBRYCHT: Yeah. 25 THE CHAIR: Period. And you can't use it</p>	<p style="text-align: right;">133</p> <p>1 committee hearings. They need to hear from you. 2 Because that's an equity issue. 3 Parents automatically know, there's no way 4 I can take my kids across the valley or the river, 5 or whatever it is you all folks do down there. I 6 live ten minutes from here. I feel -- just so easy 7 for me. 8 If you can look and see when that's going 9 to be on their agendas. Show up to committee 10 hearings. It's super important. Bring kids. They 11 love kids. If a kid talks and says, "If I didn't 12 have my mom drive me here, I wouldn't be able to 13 come." 14 THE CHAIR: Commissioner Brauer. 15 COMMISSIONER BRAUER: Madam Chair, members 16 of the Commission, I move that the Public Education 17 Commission approve the renewal application for The 18 Montessori Elementary & Middle School for five years 19 without conditions. 20 THE CHAIR: Second. 21 A motion by Commissioner Brauer, a second 22 by Commissioner Gipson. 23 THE CHAIR: Commissioner Burt. 24 COMMISSIONER BURT: Yes. 25 SECRETARY BECK: You know what you're</p>

<p style="text-align: right;">134</p> <p>1 doing here.</p> <p>2 Commissioner Manis.</p> <p>3 COMMISSIONER MANIS: Yes.</p> <p>4 SECRETARY BECK: Commissioner Brauer.</p> <p>5 COMMISSIONER BRAUER: Yes.</p> <p>6 SECRETARY BECK: Commissioner Ingham.</p> <p>7 COMMISSIONER INGHAM: Yes.</p> <p>8 SECRETARY BECK: Vice Chair Carrillo.</p> <p>9 VICE CHAIR CARRILLO: Yes.</p> <p>10 SECRETARY BECK: Chair Gipson.</p> <p>11 THE CHAIR: Yes.</p> <p>12 SECRETARY BECK: Secretary Beck, yes.</p> <p>13 There are seven votes for, zero votes</p> <p>14 against.</p> <p>15 The motion passes. Congratulations.</p> <p>16 MS. PIPER CURRY: Thank you.</p> <p>17 THE CHAIR: And we will be in recess until</p> <p>18 2:00.</p> <p>19 (Recess taken, 12:35 p.m. to 2:01 p.m.)</p> <p>20 THE CHAIR: I'm going to bring back to</p> <p>21 order the meeting of the Public Education</p> <p>22 Commission. And we are on to our third hearing for</p> <p>23 the day, and that is Monte del Sol Charter School.</p> <p>24 So thank you for coming. Good afternoon.</p> <p>25 Just to remind you, Charter School</p>	<p style="text-align: right;">136</p> <p>1 program are community, environmental sustainability,</p> <p>2 global literacy, and arts integration.</p> <p>3 The principal learner at the school is</p> <p>4 Dr. Zöe Nelsen.</p> <p>5 The renewal visit took place on</p> <p>6 October 10th, with Lucy Valenzuela as team lead, and</p> <p>7 myself and Kelli Renken in person, Ken Norris and</p> <p>8 Martica Davis participating remotely.</p> <p>9 The Charter Schools Division recommends</p> <p>10 that Monte del Sol Charter School be renewed for a</p> <p>11 term of five years with the following condition:</p> <p>12 Due to repeated audit findings and subpar</p> <p>13 financial ratings on the performance framework over</p> <p>14 the charter term, Monte del Sol failed to meet</p> <p>15 generally accepted standards of fiscal management.</p> <p>16 Therefore, school leadership and the governing board</p> <p>17 will provide a financial report and finance</p> <p>18 committee minutes to CSD quarterly, beginning</p> <p>19 July 2025.</p> <p>20 The school leadership and governing board</p> <p>21 will improve financial systems and will continue to</p> <p>22 show consistent improvement on financial indicators</p> <p>23 and audit results over the next charter term.</p> <p>24 The recommendation is based on the record</p> <p>25 of the school's performance over the course of the</p>
<p style="text-align: right;">135</p> <p>1 Division will give their analysis and</p> <p>2 recommendations, and if anyone is on for tribal</p> <p>3 consult, which is unlikely.</p> <p>4 And then we will allow you folks to go.</p> <p>5 And then we'll do any public comment. And then</p> <p>6 we'll go.</p> <p>7 So -- and I will remind you, when you --</p> <p>8 for the first -- when you speak for the first time,</p> <p>9 if you will spell your last name for the record and</p> <p>10 identify what role your -- you hold in the school;</p> <p>11 okay?</p> <p>12 Thank you. I don't know who's doing it.</p> <p>13 DR. BRIGETTE RUSSELL: Good afternoon,</p> <p>14 Chair Gipson and Commissioners. My name is Brigitte</p> <p>15 Russell, and I'm the Deputy Director in the Charter</p> <p>16 Schools Division.</p> <p>17 Monte del Sol opened in the year 2000 as a</p> <p>18 district charter with Santa Fe Public Schools. The</p> <p>19 school changed authorizers in 2015 when they renewed</p> <p>20 with the PEC, and this is their third renewal</p> <p>21 application with the Commission.</p> <p>22 Their mission is to build strong</p> <p>23 relationships and creatively engage the local and</p> <p>24 global community.</p> <p>25 The four pillars of their educational</p>	<p style="text-align: right;">137</p> <p>1 contract term, the renewal application, which</p> <p>2 highlights adult actions and programs in the service</p> <p>3 of student progress, and verification of those</p> <p>4 programs and adult actions during our renewal site</p> <p>5 visit and annual visits over the course of the</p> <p>6 charter term.</p> <p>7 Financial compliance is the only area of</p> <p>8 the renewal application Part B which the school</p> <p>9 received a rating of Failing to Demonstrate Progress</p> <p>10 for.</p> <p>11 The school has had multiple ratings of</p> <p>12 Does Not Meet Standard on financial performance</p> <p>13 framework indicators across the charter term, and</p> <p>14 has had both repeat and material weakness findings</p> <p>15 in every year of the term.</p> <p>16 The school has a new business manager in</p> <p>17 the '24-'25 school year, and the site visit team</p> <p>18 saw, during the renewal visit, indications of</p> <p>19 improving processes. But the data to confirm these</p> <p>20 processes -- that these processes are working will</p> <p>21 not be available until the next audit, which has not</p> <p>22 been publicly released.</p> <p>23 The school rated Meets the Standard on</p> <p>24 three areas of the application: Mission-specific</p> <p>25 goals, for which the school either met or exceeded</p>

<p style="text-align: right;">138</p> <p>1 in each year of the contract term; educational 2 program, which the school was implementing with 3 fidelity; and equity and identity, with an active 4 equity council and robust professional development 5 to facilitate culturally responsive instruction. 6 The school rated Demonstrates Substantial 7 Progress on other parts of the application: student 8 outcomes, governance responsibilities, and other 9 performance framework indicators. 10 In terms of student outcomes, the school 11 has been rated a Traditional school on NM Vistas for 12 three years. For most of their charter term, 13 proficiencies have been near or below district and 14 state proficiencies; though they exceeded Santa Fe 15 Public School proficiency in reading in '23-'24 and 16 in science in '23 -- sorry -- reading in '22-'23 and 17 science in '23-'24. 18 Math proficiencies have declined over the 19 charter term however, dipping to 10 percent in 20 '23-'24. 21 The school has taken actions to increase 22 math scores. They use NWEA Math as an interim 23 assessment, and they've seen growth in interim math 24 scores; though that growth has not yet moved the 25 majority of students to score proficient on the</p>	<p style="text-align: right;">140</p> <p>1 is working with the Licensure Bureau to resolve 2 licensure discrepancies and issues with background 3 checks. 4 The school has implemented a new 5 background check policy to ensure that background 6 checks are consistently conducted to improve 7 compliance and to ensure the safety of the students. 8 Thank you. 9 DR. ZOË NELSEN: Could you bring up the 10 presentation? 11 Okay. Chair Gipson, members of the 12 Commission. My name is Zoë Nelsen. I'm the head 13 learner of Monte del Sol. N-e-l-s-e-n. 14 I'm honored to serve in this role as the 15 head learner. 16 We're celebrating our 25th anniversary as 17 a school this year. I invite you to come on 18 April 25th, 2025, to the school to witness some of 19 the transformative educational experiences students 20 have had over the years. 21 Next slide. 22 Today's presentation will include an 23 address from a founding faculty member and our NEA 24 union president, a student mission portfolio 25 presentation, fascinating -- fabulous slide show,</p>
<p style="text-align: right;">139</p> <p>1 summative assessments. 2 The school has restructured the math 3 department so that they can focus on math as a 4 stand-alone subject instead of keeping it under the 5 STEM department. The math curriculum has also been 6 revamped, and the school has committed to hiring 7 highly qualified math teachers. 8 In terms of governance, the school has 9 maintained a five-member board throughout the term, 10 but has struggled to submit notifications timely. 11 They have taken actions to correct this. 12 For other performance framework indicators 13 discussed, the majority of the Does Not Meet 14 Standard ratings that the school has received have 15 been for financial indicators, and the 16 organizational and financial frameworks are combined 17 in their performance framework. 18 Apart from the financial indicators, the 19 school has several ratings of Does Not Meet or 20 Working To Meet on other organizational indicators, 21 but is taking steps to improve performance in those 22 areas, as verified by Charter Schools Division. 23 The school is working with Language and 24 Culture Division to improve reporting and services 25 to English Learners -- that's Indicator 1.d. -- and</p>	<p style="text-align: right;">141</p> <p>1 and then sort of setting the context of staffing and 2 leadership changes during the course of the contract 3 and a financial response. 4 So with that, next slide. 5 MS. WENDY LEIGHTON: Good afternoon, 6 members of the New Mexico Public Education 7 Commission and guests. 8 My name is Wendy Leighton. 9 L-e-i-g-h-t-o-n. 10 I never imagined I would be standing 11 here -- or sitting -- for our 25th year at Monte del 12 Sol Charter School. It continues to be a lifelong 13 journey. 14 This journey began when the founding 15 faculty and staff began organizing in the summer of 16 2000 to open a public charter school in Santa Fe 17 offering a different kind of education. 18 We really are, and have always been, a 19 small community school where we value individuals in 20 relationships. 21 Examples of our founding principles. 22 These founding principles continue to be 23 guided by an idea that arose from a pioneer in 24 cultural anthropology, Margaret Mead, during one of 25 our first professional development sessions that</p>

<p style="text-align: right;">142</p> <p>1 summer of 2000.</p> <p>2 "Never doubt that a small group of</p> <p>3 thoughtful citizens can change the world. It is the</p> <p>4 only thing that ever has."</p> <p>5 These founding principles include shared</p> <p>6 leadership and governance, diversity as a core</p> <p>7 value, community, the arts, arts integration, global</p> <p>8 principles, and sustainability in technology.</p> <p>9 Here is a fabulous example of arts</p> <p>10 integration. This artifact is a red scarlet macaw</p> <p>11 made by seventh graders for a project in social</p> <p>12 studies about the Mayans of Mesoamerica.</p> <p>13 Our founder, Tony Gerlicz, in 1999 and in</p> <p>14 early 2000, sought out educators who were qualified</p> <p>15 to teach core subjects such as history or</p> <p>16 mathematics, and the arts.</p> <p>17 Our pillars today include, as mentioned</p> <p>18 earlier, the arts, community, global literacy, and</p> <p>19 sustainability.</p> <p>20 Most importantly, continued themes are</p> <p>21 organizing for change and working across cultures.</p> <p>22 There are many stories that exemplify the</p> <p>23 spirit of Monte del Sol Charter School. One that I</p> <p>24 would like to share is from February of 2019, when I</p> <p>25 took my eighth grade U.S. History students to the</p>	<p style="text-align: right;">144</p> <p>1 Our mission includes social justice and</p> <p>2 anti-oppression work and curriculum that educates,</p> <p>3 for example, about the civil rights movements and</p> <p>4 leaders, such as Dolores Huerta, Cesar Chavez,</p> <p>5 Harvey Milk, Angela Davis, Bayard Rustin, and Winona</p> <p>6 LaDuke.</p> <p>7 If the labor rights movement is part of</p> <p>8 our curriculum, then the school must support the</p> <p>9 labor rights of all its employees. This makes for a</p> <p>10 better school for all.</p> <p>11 Our union, administration, and governing</p> <p>12 board share a vision of working together,</p> <p>13 celebrating our diversity, and promoting solidarity</p> <p>14 at Monte del Sol.</p> <p>15 I remember back in 2003, at our new</p> <p>16 building dedication, students shared a dream that</p> <p>17 Monte del Sol would become nationally known for its</p> <p>18 vision and that our school would produce some of</p> <p>19 tomorrow's world-changing people.</p> <p>20 Let us continue this dream and journey at</p> <p>21 Monte. I invite all of you to walk the street with</p> <p>22 us into history and get off the sidewalk. As</p> <p>23 Dolores Huerta said, "Sí se puede." Thank you.</p> <p>24 FROM THE FLOOR: Hello, Madam Chair and</p> <p>25 members of the Commission. My name is Lidah Larsen.</p>
<p style="text-align: right;">143</p> <p>1 State Legislature to work with labor and civil</p> <p>2 rights activist Dolores Huerta.</p> <p>3 These young people learned about the</p> <p>4 democratic process and workings of the House and</p> <p>5 Senate. We collaborated with Dolores in The</p> <p>6 Rotunda. She asked each of us to write letters to</p> <p>7 the chair of the Legislative Finance Committee to</p> <p>8 request funding for Chicano Studies for K through 12</p> <p>9 schools and at the college level in the state of the</p> <p>10 New Mexico.</p> <p>11 It was so inspiring to see these young</p> <p>12 students so engaged in civics and advocating for</p> <p>13 themselves as members of the Latino and Chicano</p> <p>14 community. This is an example of organizing for</p> <p>15 change. That's us with Dolores Huerta at The</p> <p>16 Rotunda.</p> <p>17 As NEA/MDS president, I wanted to share</p> <p>18 one more story which exemplifies our teachers union</p> <p>19 which was formed in 2009.</p> <p>20 Our union and CBA -- or collective</p> <p>21 bargaining agreement -- is another example of</p> <p>22 organizing for change in shared leadership. We</p> <p>23 continue to collaborate with our administration and</p> <p>24 governing board to improve our working and learning</p> <p>25 environment.</p>	<p style="text-align: right;">145</p> <p>1 L-a-r-s-e-n. And I'm an eighth-grader at Monte del</p> <p>2 Sol.</p> <p>3 Next slide, please.</p> <p>4 For the art pillar, in seventh grade, I</p> <p>5 had an art and design class. And we worked on many</p> <p>6 different things, like shading techniques and</p> <p>7 watercolor techniques.</p> <p>8 In one class, we were making portraits.</p> <p>9 And I chose to make a portrait of my best friend,</p> <p>10 because I really love and appreciate her for</p> <p>11 everything she has done for me.</p> <p>12 In the background of my portrait, there is</p> <p>13 a drawing. And that's what I had used to sketch out</p> <p>14 what I wanted to do before I converted it onto the</p> <p>15 canvas.</p> <p>16 I chose those colors, because my best</p> <p>17 friend has, like -- is, like, a calm space for me,</p> <p>18 but she's also got a really strong personality, and</p> <p>19 she encourages me to do what I want to do in my</p> <p>20 life.</p> <p>21 Next slide, please.</p> <p>22 For the sustainability pillar, in my</p> <p>23 science class in seventh grade, we made a PSA, which</p> <p>24 is a public service announcement. We talked about</p> <p>25 pollution in arroyos. And me and my friends chose</p>

<p style="text-align: right;">146</p> <p>1 to talk about the harm of microplastics in our 2 arroyos and what to watch out for so we can stop it 3 in the future. 4 On this PSA, it talks about how arroyos 5 are one of the most common places microplastics get 6 caught in and basically harms plant life and plants' 7 interaction and health with the soil. And I think 8 it was really important to learn about this so we 9 can watch out for microplastics in our water and 10 prevent it from happening in the future. 11 Next slide, please. 12 For my community pillar, we took a hike up 13 Sun Mountain, which is a seventh-grade tradition, 14 which has been going on since the beginning of 15 Monte del Sol. 16 In that picture, you can see one of my 17 friends -- this is the view from the top of 18 Sun Mountain. And it shows -- the bottom of the 19 picture is Santa Fe. And so I feel like it was a 20 really amazing opportunity to be part of this 21 community, making friends and hang out with my 22 friends. 23 Next slide, please. 24 For my global literacy pillar, we had a 25 civil rights gathering last -- last year in seventh</p>	<p style="text-align: right;">148</p> <p>1 life. So I've been helping out with the photography 2 class this year. 3 And this is a portrait of Aryton Senna, 4 who was a three-time Formula One world champion. 5 And I thought it was really nice how the school lets 6 us pursue and talk about our interests. 7 So next slide, please. 8 So first, sustainability. This year, I am 9 in the gardening class, which helps out with the 10 gardens and greenhouses around our campus. And so 11 we have harvested kale and dried it into kale chips 12 for the school, along with juicing apples and 13 grapes. And this year, the greenhouse is doing 14 hydroponic gardening. 15 So next. Thank you. 16 This year, my pod is organizing Pod 17 Olympics for all the eighth grade pods as a 18 competition. We did this last year but only for our 19 little pod instead of the entire class, which -- and 20 I feel like this year, it has really helped bring 21 our entire grade together as a community. 22 And, also, last year, I joined late into 23 the school year. And by the end of my first day, I 24 had already found a great group of friends that I 25 still hang out with today; so...</p>
<p style="text-align: right;">147</p> <p>1 grade. And I made a poster about George Takei, who 2 is a Japanese-American and LGBTQIA+ rights activist. 3 He's important to me because I identify as part of 4 the LGBTQIA+ community, and I think it's important 5 for people to know about his impact on the world. 6 He was the first Japanese-American in the 7 show Star Trek, and he played an important role in 8 that show, so I think that was really cool to learn 9 about. 10 And in pod, which is basically, like, a 11 homeroom, we read a book that he wrote about his 12 experience in the Japanese internment camps. So I 13 feel like that was really important to learn about. 14 Thank you. 15 THE CHAIR: Thanks. 16 FROM THE FLOOR: Thank you. 17 FROM THE FLOOR: Good afternoon, 18 Madam Chair, and members of the Commission. My name 19 is Willow Beeman, B-e-e-m-a-n, and this is my 20 mission portfolio. 21 Next slide, please. 22 So for the arts pillar, last year in my 23 arts and design class, along with my painting class, 24 we did portraits and abstract arts. And this really 25 helped me to see arts in kind of all aspects of my</p>	<p style="text-align: right;">149</p> <p>1 For global literacy, I also took part in 2 the civil rights gathering last year. And so I read 3 "Apologia" by Oscar Wilde, and I also wrote a short 4 essay about him, for which me and my friend Alex 5 were featured in The New Mexican. So I will read an 6 excerpt of that poem now. 7 "May, if it be thy will, I shall endure 8 and sell ambition at the common mart," which I 9 believe represents his willpower and dedication to 10 pursue, no matter how many people might have 11 disliked him for who was. 12 Next slide, please. 13 And for global literacy this year, as one 14 of my electives, I had a French class, which has 15 really helped me see different cultures and interact 16 with them differently and helped me kind of dispel 17 some of the stereotypes I had about France and its 18 cultures and schools. 19 Thank you. 20 FROM THE FLOOR: Hello Madam Chair, 21 members of the Commission. My name is Ruby Rivas, 22 R-i-v-a-s. And this is my mission portfolio. 23 Next slide, please. 24 This is a quote that I used many times 25 during last year and this year. And the quote is,</p>

<p style="text-align: right;">150</p> <p>1 "We have to lock in." 2 This quote means to always stay focused 3 focus and not be distracted, even though it is hard 4 to be distracted (verbatim). 5 Next slide, please. 6 The four pillars of the community are the 7 base of our community. It bonds us no matter what. 8 The four pillars are arts integration, global 9 literacy, sustainability, and community. 10 The first pillar, I'd like to mention 11 photography. Photography is one way that I myself 12 can express myself and many others. 13 For global literacy, when I think about 14 it, it means diversity. We will always welcome you, 15 even though you're -- it doesn't matter your 16 religion or your culture, we will always accept you 17 for who you are. 18 For sustainability, last year I made a 19 poster about content of a vape, how it can leak 20 through our water system and be bad for the 21 environment. 22 And for community, last year, I published 23 a newspaper throughout the school talking about a 24 policy that we have in our school. And we got much 25 insight of each and every student.</p>	<p style="text-align: right;">152</p> <p>1 have a 4.0 GPA if not higher, be the top student in 2 my classes, which I currently am, which feels great, 3 and leave an impact on our community. 4 Next slide, please. 5 (Speaks in Spanish.) 6 Next slide, please. 7 I encourage our eighth-graders and all of 8 our school to fight for what's right. As in this 9 moment, I will speak for all of our school and 10 eighth-graders. This place is so special that I 11 can't even describe it. Even though I am extremely 12 nervous right now, I can say one thing about our 13 school. It's a bond that you guys will never break. 14 It's something that will keep us united as one. 15 You guys will have the choice to keep our 16 school running, which is fair. But keep this in 17 mind when you think about it. Me and all of our 18 school fight for our second home. 19 Next slide. 20 Thank you. 21 MS. MELISSA BROWN: Okay. Now I need to 22 stop sharing and then reshare as I get to the next 23 slide. 24 (video is played.) 25 DR. ZOË NELSEN: How about give it up for</p>
<p style="text-align: right;">151</p> <p>1 Next slide, please. 2 On the top left, you'll see a photo that I 3 made. It's called an environmental portrait. It's 4 when you have objects that you have, and you put it 5 in one area, and that describes who you are. 6 In the bottom left, you will see two 7 flags. As you can see, Spain and China have two 8 completely different religions and cultures. 9 For me, you can see how anyone is welcome 10 here. 11 And in our space, we call -- I forgot. 12 Sorry. I'm nervous, and I'll practice in the 13 future. Sorry. 14 You'll see how everyone is welcome. In 15 the middle, you'll see the newspaper I published. 16 And on the right, you'll see the poster. 17 Next slide, please. 18 Some highlights for the first quarter this 19 year. I always thought of the opportunities that 20 were suppressed by me. I'm glad to say that this 21 opportunity for representing the school has been 22 such a blessing. 23 Next slide, please. (Speaks in Spanish.) 24 Next slide, please. 25 Some goals that I have for this year is to</p>	<p style="text-align: right;">153</p> <p>1 our students? Good job presenting. 2 MS. MELISSA BROWN: All right. Just give 3 me a second here to find the right screen again to 4 share. 5 DR. ZOË NELSEN: Thank you, Chair Gipson 6 and Commissioners. 7 I'll spend a little bit of time in our 8 last minutes framing the charter contract. 9 In leadership and staffing. 10 So the second year of our contract was my 11 first year as head administrator. And that was in 12 year '21-'22 which was our first year coming back 13 from the pandemic. And so, needless to say, I had a 14 firehose of learning as I stepped into the new role. 15 I feel like we've done a real, I think, 16 substantial job on committing to who we are and 17 really settling into our roots as a school. 18 We also -- and we also moved forward with 19 some key initiatives that I am really proud of, and 20 I think have made the school stronger and continue 21 to allow us to meet the needs of our diverse 22 students. 23 So our advisory structure really focuses 24 on social-emotional well-being and creating a strong 25 community within a community and a family. That's</p>

<p style="text-align: right;">154</p> <p>1 always been the case for the school. But we've 2 really continued to bring in more resources. 3 Our policies have shifted -- we've shifted 4 some policies for equity. 5 And then we've also created a series -- or 6 went through a series of collaborative committees to 7 structure our -- restructure or schedule for deeper 8 learning, moving more to a longer block schedule. 9 We've developed our graduate profile and 10 redefining, as I mentioned, our advisory council -- 11 excuse me -- our advisory committees. 12 And as Ruby said -- darn, I'm nervous up 13 here, I just need to settle in a little bit -- 14 because within this time, there have been bold moves 15 and there have been setbacks also. 16 And year two -- year three of our 17 contract, four teachers who had been at the school 18 for more than 20 years retired. And I am proud to 19 say that we have a full staff of enthusiastic 20 professional teachers who are moving us forward. 21 Next slide. 22 So framing the contract within the 23 business office -- and I know a lot of our concerns 24 over this contract has been with the financial 25 management. And I just want to really lay out the</p>	<p style="text-align: right;">156</p> <p>1 moving parts in the business -- in the business 2 office. 3 And I -- we quickly learned, in August to 4 September of FY24, that we needed to make a change. 5 And I went in September -- early September -- went 6 to the governing council to talk about shifting our 7 business manager again. We felt like Axiom 8 Analytics was a good fit for Monte del Sol. 9 And in the course of last year, we made 10 that transition. We kept that previous personnel 11 in house, which I might have done something 12 differently in hindsight, because the year -- the 13 transition was rougher than I think it needed to be. 14 However, moving forward, we have a strong 15 financial company, and we've settled in and are 16 looking forward to where we go forward in the 17 future. Yeah. 18 MS. KATIE RARICK: Just tell me when you 19 want me to go. 20 Good afternoon, PEC Commission. My name 21 is Katie Rarick, R-a-r-i-c-k. I am an employee at 22 Axiom Analytics and the business manager for 23 Monte del Sol. 24 What you're seeing now are the findings of 25 the previous fiscal years that have occurred. And</p>
<p style="text-align: right;">155</p> <p>1 movement within the business office. 2 So the first year of our contract, FY21, 3 we had a new business manager. I wasn't the head of 4 school at that time. But they transitioned from an 5 off-site business management model to bringing 6 somebody on site in house, full time. That person 7 came in as the assistant business manager, and we 8 had an off-site consultant. 9 During that time, we had -- the first year 10 of the governing council treasurer, really strong, 11 had a lot of expertise, a lot of time, a lot of 12 support. 13 The second year, which was my first year 14 as the head of school, the assistant business 15 manager became the business manager with the 16 consultant off site, and then also the same 17 treasurer. 18 FY23, midyear, that treasurer for the 19 governing council resigned for personal reasons. 20 The consultant also had more demands on their time 21 and had less support within the business office. 22 What I noticed is that -- and I attended 23 a -- at the charter school conference, the national 24 charter school conference, a financial seminar. And 25 I noticed that, you know, we -- there's a lot of</p>	<p style="text-align: right;">157</p> <p>1 there are actually two slides here. We bucketed 2 them to the best of our ability. And when it's 3 green, that's when the finding eventually went away. 4 There were two persistent findings or 5 categories of findings, one being a material 6 weakness that persisted through FY23 -- Missy, you 7 could go to the next slide -- and then the other 8 being non-compliance around budgetary authority. 9 So those are two -- those are the two 10 buckets we came into last year and we worked with 11 the school leadership and governing council to 12 address. 13 In addition to that, we needed to really 14 change the way some of the systems and structures 15 worked. 16 The head learner did inherit a lot of 17 issues in the business management office. And so 18 when we came in, it was time to start unraveling 19 those and changing them. 20 You can go to the next slide. 21 Okay. So a few of the things that have 22 happened to make sure that we are on the right path 23 here: 24 We hired new staff. So there's new staff 25 in the business management office and at Axiom to</p>

<p style="text-align: right;">158</p> <p>1 support Monte del Sol, in addition to me helping as 2 the business manager.</p> <p>3 We also departmentalized stuff. So we 4 have -- the way Axiom works is that we have an 5 accounts payable department, payroll department, so 6 we have specialists so that they can go in and make 7 sure that each part of the business management 8 office is working as well as it can be, given that 9 they are the experts in their field.</p> <p>10 We are really focusing on timelines and 11 deadlines, because one of the findings we've 12 received in the past has been that things were not 13 submitted in a timely manner.</p> <p>14 Given that we have a whole team working on 15 the school, not just one person, we feel confident 16 that definitely in FY 2025 we're going to hit every 17 deadline given to us, including the deadlines of the 18 quarterly reporting to CSD.</p> <p>19 We are as transparent as we can be with 20 the governing council. They have reporting monthly.</p> <p>21 In addition to that, we have many 22 meetings, either with the head learner, their office 23 staff, or the governing council every month.</p> <p>24 So we have monthly check-ins. We work 25 very closely with Zoë and her team. We also check</p>	<p style="text-align: right;">160</p> <p>1 two minutes and spell your last name.</p> <p>2 FROM THE PUBIC: Okay. Can you hear me?</p> <p>3 MS. MELISSA BROWN: We can.</p> <p>4 FROM THE PUBLIC: Good. My name is 5 professor Eric Trules, T-r-u-l-e-s. I was a USC 6 theater professor for over 30 years, but I'm here 7 today to talk about my son, Exsel's experience and 8 our family's experience of having chosen 9 Monte del Sol.</p> <p>10 We moved to Santa Fe from Los Angeles in 11 2022. To say the least, our son, Exsel, was 12 miserable being yanked out of ninth grade in the 13 middle of his high school and being torn from his 14 friends.</p> <p>15 And it was something the family had to do.</p> <p>16 We researched high schools very carefully, 17 and we ended up choosing Santa Fe High.</p> <p>18 A combination of my son's disappointment 19 and anger of being in a new city and going to this 20 sort of overwhelming high school made for a pretty 21 miserable first semester in the fall of '22.</p> <p>22 Somehow we got a Christmas present a few 23 days after Christmas, and we'd won the lottery, 24 allowing Exsel to be accepted into the second 25 semester of tenth grade at Monte del Sol, a</p>
<p style="text-align: right;">159</p> <p>1 in with the office manager to make sure that they 2 feel comfortable in what they're doing.</p> <p>3 And the division of labor at all the 4 different levels, especially when it comes to 5 approval and record-keeping, is in place.</p> <p>6 We are committed to working with the 7 school to partner with the school. But we are 8 contractors. We definitely see ourselves as more of 9 an advocate for the school. We want to be as 10 closely intertwined to their systems as possible so 11 that they can become successful financially and 12 sustainable.</p> <p>13 DR. ZOË NELSEN: Thank you. That's the 14 end of our 30-minute presentation.</p> <p>15 THE CHAIR: Commissioners? Oh. I'm 16 sorry.</p> <p>17 MS. MELISSA BROWN: Okay. We have seven 18 folks in the room and one online. I will promote 19 the person online first.</p> <p>20 For the people in the room, you'll come up 21 here and speak into this microphone. You don't need 22 to be too close. This is a good distance.</p> <p>23 I'm going to ask you to spell your last 24 name. So, Eric, I'm going to allow you to talk. 25 And if you could please try to keep your comments to</p>	<p style="text-align: right;">161</p> <p>1 five-minute walk from our house, where I no longer 2 had to drive him. So that's just geographically 3 convenient and coincident.</p> <p>4 But it seemed to become the neighborhood 5 classic school.</p> <p>6 My son changed his attitude, was no longer 7 hostile towards meeting all the kids at Santa Fe 8 that he didn't feel reached out to him or opened up 9 to him. And he had, from his first day of -- I 10 think they call it shadowing, when a student follows 11 some students who are attending the school -- he had 12 friends immediately.</p> <p>13 So from tenth grade to now -- he is a 14 first-semester senior -- it's just been a wonderful 15 experience, not only his learning and the teachers, 16 but the bonds with the friends he's formed, 17 primarily in the National Honor Society. He's now 18 vice president of the National Honor Society. He 19 won homecoming king, and, just, I think, last 20 weekend, he was selected for the All District soccer 21 team.</p> <p>22 So it's just like night and day for us. 23 And that's what I wanted to communicate, the 24 anonymity that he felt in a big public Santa Fe High 25 School and the intimacy and caring he has received</p>

<p style="text-align: right;">162</p> <p>1 at Monte del Sol.</p> <p>2 I wanted to mention one other thing,</p> <p>3 because I'm surprised it hasn't been mentioned.</p> <p>4 Monte seems to have a unique -- in the city or I</p> <p>5 don't know how wide it is -- but they have a</p> <p>6 required mentorship program. And that links every</p> <p>7 student who's going to graduate with a professional</p> <p>8 in the field of the student's choice. So it's</p> <p>9 really a great opportunity for young people to learn</p> <p>10 with professionals in a field they care about.</p> <p>11 My son chose fashion. And although I</p> <p>12 tried to get him a Hollywood designer, and I failed,</p> <p>13 the mentorship leader found him a great mentor, Dawn</p> <p>14 Bacon, a fashion designer here in Santa Fe. And my</p> <p>15 son, Exsel, just entered the Santa Fe Trash Fashion</p> <p>16 Show and won an Honorable Mention prize in that.</p> <p>17 So just from one parent to say that Monte</p> <p>18 has allowed him to thrive. And I didn't know much</p> <p>19 about the difference between public schools and high</p> <p>20 schools and size. But in our case, it's made a</p> <p>21 tremendous difference, and I wanted to thank Zoë and</p> <p>22 the team there and the teachers and all the students</p> <p>23 who just pitched -- I think it's absolutely</p> <p>24 necessary that their charter be continued, and I'm</p> <p>25 sure they'll do their end on the financial side.</p>	<p style="text-align: right;">164</p> <p>1 previous speaker spoke about the mentorship program.</p> <p>2 But I also really support that unique program. It's</p> <p>3 a collaboration where students get to choose a topic</p> <p>4 of their interest. And it can be veterinary</p> <p>5 medicine. It can be leather-working. It can be</p> <p>6 trades, skills. And it really values the importance</p> <p>7 of lifelong learning.</p> <p>8 It's not just, you know, the four R's, but</p> <p>9 it's developing that whole self. And so the</p> <p>10 connection between the students and members of the</p> <p>11 community has just been really incredible. So I</p> <p>12 want to thank everybody for that. And I really</p> <p>13 appreciate the school.</p> <p>14 MS. MELISSA BROWN: Thank you. Next we</p> <p>15 have Natalie Fagan.</p> <p>16 FROM THE PUBLIC: Madam Chair and members</p> <p>17 of the Commission, my name is Natalie Fagan,</p> <p>18 F-a-g-a-n.</p> <p>19 And I have been attending Monte del Sol</p> <p>20 since seventh grade, and I am grateful to be part of</p> <p>21 this year's graduating class of 2025.</p> <p>22 And I'm grateful to be part of this</p> <p>23 community because of its approach to outside-the-box</p> <p>24 learning. And that partly is through our school's</p> <p>25 mentorship program.</p>
<p style="text-align: right;">163</p> <p>1 Thank you.</p> <p>2 MS. MELISSA BROWN: Next in the room, we</p> <p>3 have Amy Larsen.</p> <p>4 FROM THE FLOOR: Amy Larsen. L-a-r-s-e-n.</p> <p>5 Better? Great.</p> <p>6 I'm a parent of a student at</p> <p>7 Monte del Sol. And so thank you, Commissioners, for</p> <p>8 giving me the opportunity to talk.</p> <p>9 You know, our family has been super</p> <p>10 pleased with the level of academic support, the</p> <p>11 caring staff and administration, the amazing</p> <p>12 talented teachers, and, as you can see, the</p> <p>13 incredible students that come through the school.</p> <p>14 So in addition to that, I appreciate the</p> <p>15 school's IEP team, who has supported our student in</p> <p>16 getting them into the classes that really support</p> <p>17 their learning. That's been a huge plus.</p> <p>18 I appreciate the weekly newsletters</p> <p>19 that come out that help us know what's going on at</p> <p>20 the school, help us -- help the families be engaged</p> <p>21 and come to events that are -- that are happening.</p> <p>22 And I've also participated in the equity</p> <p>23 committee. So that's been a huge source of kind of</p> <p>24 collaboration both with the school and the families.</p> <p>25 And I won't go on too much. I think the</p>	<p style="text-align: right;">165</p> <p>1 I know Mr. Trules mentioned the mentorship</p> <p>2 program. And I am so grateful for this program.</p> <p>3 I've done it for two years. I've done it through</p> <p>4 the Santa Fe Animal Shelter for both years. I</p> <p>5 worked in adoption. That gave me the skills of</p> <p>6 cooperation and communication that I use pretty much</p> <p>7 every day in my job right now. I work at the</p> <p>8 DeVargas Mall.</p> <p>9 And another way that Monte del Sol</p> <p>10 students are able to utilize their interests is</p> <p>11 through our faculty. The faculty at Monte del Sol</p> <p>12 is some -- like I've never seen before. They do</p> <p>13 everything they can to make sure you accomplish</p> <p>14 everything that you want to.</p> <p>15 I know I tried to be a very driven person.</p> <p>16 I try to take every opportunity that I can. And</p> <p>17 that includes being a captain of our varsity soccer</p> <p>18 team for the past two years. I've been on that team</p> <p>19 since the eighth grade. And I've also been able to</p> <p>20 be captain while being secretary of the National</p> <p>21 Honor Society and being a part of our student's</p> <p>22 welcome committee that welcomes in new seventh and</p> <p>23 eighth graders, as well as upper classmen each year.</p> <p>24 So having an understanding faculty that</p> <p>25 helps me prioritize my time and make sure I can be</p>

166	<p>1 the best leader I can to my whole community, that 2 makes me feel very good. That makes me feel very 3 grateful.</p> <p>4 And I just want to say thank you to Zoë 5 and Erica and all the other faculty, that Monte del 6 Sol has been such an incredible outlet for me and my 7 siblings, who also attend the same school, and my 8 other classmates for allowing us to express 9 ourselves creatively while still thinking about our 10 futures and our careers.</p> <p>11 Thank you so much for your time.</p> <p>12 MS. MELISSA BROWN: Next we have Peter 13 Mitchell.</p> <p>14 FROM THE PUBLIC: Good afternoon, 15 Madam Chair, members of the Commission. I come to 16 you in two capacities.</p> <p>17 The first is I'm the chairman of the 18 governing council for Monte del Sol. And in that 19 capacity, I just wanted to recognize -- and I'm 20 really nervous coming after all these articulate 21 young people. Kind of intimidating.</p> <p>22 But as a board member, I kind of came in 23 as president similar to what -- at a similar time 24 when Zoë came aboard. I initially came to serve on 25 the board.</p>	168	<p>1 the springboard for her being so successful 2 afterwards.</p> <p>3 My son is a junior. He's on the 4 basketball team. And he recently got back from 5 Poland at the International Human Rights Council to 6 litigate posthumous war crimes. There's so many 7 things going on at the school. The team is so 8 superb. The team is great. I just wanted to 9 celebrate them all.</p> <p>10 MS. MELISSA BROWN: I know you guys are 11 all nervous.</p> <p>12 Elle Bustos. B-u-s-t-o-s.</p> <p>13 FROM THE PUBLIC: Like I said, my name is 14 Elle Bustos, B-u-s-t-o-s. For me, Monte del Sol is 15 an example of innovative education. And so there's 16 just so many different paths that just kind of 17 spread out. And so I know we have our coding path, 18 and we have our gardens and that sustainability that 19 leads from it.</p> <p>20 And if you're unsure, we have mentorship, 21 which is kind of like it gives you the experience 22 before you're even there, which is just so 23 practical. And from there, it just even connects 24 you with the community as more than just a kid, but 25 as just, like, a person, and you're preparing to go</p>
167	<p>1 About a month after I was there, the 2 president said he was stepping down, and they wanted 3 me to take over.</p> <p>4 They said, "It'll be really easy. You 5 won't have to do much. We'll support you with other 6 people on the board."</p> <p>7 About two weeks after that, I got a call 8 from Zoë wanting to hold an executive session on a 9 Saturday morning to address our finance situation. 10 That was feet to the fire immediately.</p> <p>11 But what it really showed, and it came out 12 very early in my chairmanship, is that we have a 13 wonderful team here: our faculty, our leadership, 14 our attorney, who's part of our expansion.</p> <p>15 Everyone really works together here. And 16 it's been really refreshing as a board member to 17 have the support from all different angles of the 18 school. I just wanted to celebrate that for the 19 school.</p> <p>20 And the second capacity I come in is I'm a 21 parent of two students; one, my daughter graduated a 22 couple of years ago. She's finishing her third year 23 in college at Anglo-American University in Prague. 24 She'll be graduating this fall. She has had a super 25 experience at Monte del Sol, and I think that was</p>	169	<p>1 out in the world, and you're just learning all these 2 things.</p> <p>3 And like I said about our gardens, we have 4 four gardens. And it integrates into our lunches, 5 which brings healthy lunches, which also then leads 6 into our culinary program.</p> <p>7 Everything is just kind of connected like 8 a web in our community in a way.</p> <p>9 But mainly sustainability is super 10 important to me. So I plan to go into agriculture 11 and architect after high school. And I think that 12 is so important to be able to be out in the world 13 becoming a thing.</p> <p>14 What else do I have? That was about it. 15 Thank you.</p> <p>16 MS. MELISSA BROWN: Next we have Quinn 17 Manus -- Manus -- M-a-n-u-s.</p> <p>18 FROM THE PUBLIC: Hi. My name is Quinn 19 Hanus. That's H-a-n-u-s. And Monte del Sol has 20 helped me raise my educations and abilities as a 21 person through our close connection with teachers 22 and staff. I've always loved talking and connecting 23 with my peers and fellow people and friends and 24 whatever not throughout my entire life. 25 So being able to enter a community like</p>

<p style="text-align: right;">170</p> <p>1 this, where I stepped in and was able to meet people 2 like my teachers, just as friends and as peers and 3 be able to see them just out in the hallways or just 4 out wherever, and just be, like, "Hi," and talk to 5 them and have a great conversation, completely 6 changed my education. 7 I've always kind felt like not excluded, 8 but kind of pushed away from the education around me 9 and, like, the teachers with, like Miss Whoever and 10 Mr. Whatever, and it felt like, "Dang, I'm just a 11 student. I didn't want to be there, and I didn't 12 want to do anything." 13 So to be able to step into a community 14 where I was excited to go and talk to my teacher 15 about whatever I learned about or this thing I did 16 on my own time was incredible. And it completely 17 changed just so much, just from this small little 18 thing about our community. 19 And I love that so much. And it's just 20 been a massive thing. 21 Even with our campus itself. Like, you 22 can see how our campus is a very open-air campus. 23 Like, you step out of a classroom to go to your next 24 class, and you get fresh air and trees and our 25 beautiful gardens and anything else, just the</p>	<p style="text-align: right;">172</p> <p>1 be all. Thank you. 2 MS. MELISSA BROWN: Wendy Leighton. 3 Oh, you already spoke. Yes. We had a few 4 people that already spoke. That's all the public 5 comment we have. 6 THE CHAIR: And thanks to all the 7 students, especially for standing up. I know it's 8 difficult. So really appreciate the student voices. 9 Appreciate the adult voices, but it -- you 10 know, when the students are stepping up and 11 speaking, it resonates much more. 12 Commissioner Beck. 13 SECRETARY BECK: Yeah. Thanks to all the 14 students. It gives us a really good perspective. 15 It's -- not that the adults don't. Don't get me 16 wrong. But you guys really give us a great 17 perspective, so we thank you very much. 18 I'm sure there's going to be some 19 discussion about the financial situation. But I had 20 a few specifics that I wanted to go real fast. 21 I saw, on Page 16 of 21, in Part A, where 22 from fiscal year '22 to '23, on the financial 23 compliance, your enrollment went up from 360 to 368 24 from '22 to '23, but your staffing and full-time 25 equivalents went from 39.41 to 18.07.</p>
<p style="text-align: right;">171</p> <p>1 ability to, like, not be stuck in a prison; right? 2 You really get to be in a place that lets you feel 3 like yourself and you're comfortable. 4 If you need a second, you can go walk and 5 look at our nice grapevines and this and that, and 6 all these things that are just so homey, so nice. 7 And all of these things are not just implemented, 8 either. 9 Every student has the opportunity to work 10 and help and build that community themselves. All 11 of our students are able to help out with planting 12 in the gardens and helping pick them and work with 13 the lunch people, and everything else to just really 14 build up that sense of community and that sense of 15 understanding and sharing, along with our mentorship 16 program, like everybody else has talked about. 17 It's been really important to me as well. 18 Because I've always enjoyed expressing my body, and 19 it's helped me do that in a lot of different ways 20 and I enjoy it a lot. 21 And that's about it. I just wanted to 22 highlight the community and the importance of our 23 school's, like, just openness and acceptance of 24 anyone, no matter what, and letting us really grow 25 to and thrive as, like, a community. Yes, that'll</p>	<p style="text-align: right;">173</p> <p>1 You went from 3.8 EAs to .75. 2 You went from 22.21 regular ed teachers to 3 10. 4 And you went from 2.67, other personal, to 5 zero. 6 Is that just a mistake? Is that a -- that 7 doesn't sound right at all to me. 8 DR. ZOË NELSEN: Commissioner Beck, what 9 page are you again? I'm sorry. 10 SECRETARY BECK: Page 16 of 21 in 11 Part A of your renewal. Part A, yeah. I'm assuming 12 there's an error there of significant magnitude, 13 because I -- well, let's just say I hope there is. 14 DR. ZOË NELSEN: Commissioner Beck, thank 15 you for that question. So... 16 MS. KATIE RARICK: I was not the business 17 manager at the time. But, traditionally, what 18 happens when we see these mistakes, this data is 19 uploaded into OBMS and the other State systems. And 20 so what happens is whoever was doing the reporting 21 at the time did not do accurate reporting. 22 SECRETARY BECK: So it's just a reporting 23 error. That's fine. That's all I needed. 24 Then on Page 17 of 21, which concerns me, 25 which is probably correct, is the operational cash</p>

<p style="text-align: right;">174</p> <p>1 balance, where consistently, over the last three 2 years, you're -- you have \$3.7 million in expenses 3 annually, and you're down to 9.26 days of operating 4 cash on hand. 5 That seems quite low and a little 6 concerning in terms of the cash balance. 7 So I don't know if you have any comment on 8 that. It just -- you know, obviously, you went from 9 fiscal year '21, for '21, and dropped \$300,000 for 10 those next three years. So... 11 MS. KATIE RARICK: Yes. I think the days 12 of cash on hand -- oh, because they're operational 13 days of cash on hand. 14 So I think if we added all the cash on 15 hand it would be much larger. And, in fact, we are 16 saving quite a bit of money for the new expansion, 17 over \$2 million, which we have right now. 18 So if you look at the entire budget for 19 days of cash on hand, last -- with the financials I 20 submitted, it was over 100 days. 21 But, yeah. 22 So I -- I am not as concerned about days 23 of cash on hand when I look at the financials 24 overall. 25 SECRETARY BECK: Okay. And I trust you.</p>	<p style="text-align: right;">176</p> <p>1 So I'd like to know what specific program 2 or specific strategies you have. Specifically in 3 the math proficiency, what kind of professional 4 development is there, what kind of additional 5 outside training is there, what kind of tutoring 6 program is there, what kind of summer program would 7 there be. What do you have specifically to increase 8 that -- that number from 10 percent? 9 DR. ZOË NELSEN: Commissioner Beck, I'll 10 answer that, and then also handed it over to Erika 11 Penczer, assistant head learner, to talk about that. 12 So we've -- we've hired a new math chair 13 this year, who has worked at International 14 Baccalaureate schools and just has a wealth of 15 experience and really looks at math education 16 through a holistic and creative lens as a 17 mathematician, and so is really moving that 18 department forward in a cohesive manner. 19 We've also -- partially for staffing, but 20 partially so that we really hone in on math 21 instruction, we've taken a STEM-embedded department 22 and separate them. So we have a science department 23 and a math department. And that gives a chance for 24 the math teachers not to get forgotten or, you know, 25 kind of swallowed up with a larger department.</p>
<p style="text-align: right;">175</p> <p>1 We have a lot of experience with you. So, okay. 2 MS. KATIE RARICK: Yeah. Yeah. I think 3 we're safe. 4 SECRETARY BECK: I'm sure other people 5 will talk about -- so it's obvious that you 6 concentrate significantly on social-emotional 7 learning. That's very apparent. 8 I want to talk about the academics a 9 little bit. 10 I was a 12-year teacher and in a 11 traditional public school, twelfth grade. 12 And I asked Dr. Russell before. With your 13 math proficiency at 10 percent, your reading 14 proficiency at 36 percent, how you could come up 15 with a Vistas score of 60.2. I don't quite 16 understand. But, you know, I know it's an algorithm 17 or some kind of bizarre thing. 18 But I'm concerned deeply about the math 19 proficiency. We want -- you know, I know there are 20 great success stories coming out of your school on 21 to college, et cetera, et cetera. But overall, with 22 a math proficiency like that, I'm concerned about 23 where students would go once they graduate and move 24 on to, you know, some college or even career 25 technical.</p>	<p style="text-align: right;">177</p> <p>1 And I -- honestly, that's what's happened 2 over the last couple of years. We've excelled in 3 the sciences. And the math has been a little bit 4 more challenging, just in terms of the staffing 5 element. 6 And so bringing in highly qualified 7 teachers in the seventh grade and eighth grade -- so 8 this year we have one single teacher working with 9 all the seventh grade students, unless they're 10 accelerated in an eighth grade or an Algebra One 11 class, and then they'll take those other classes. 12 Next year, we'd like to do the same for the eighth 13 grade. So really providing some consistency across 14 the board. 15 Right now we've got a few different 16 teachers teaching eighth grade math. 17 We have, over the last -- 18 SECRETARY BECK: So I understand. 19 Previous to last year, you had one department, which 20 was called STEM, which included science and math 21 together. 22 DR. ZOË NELSEN: That's correct. 23 SECRETARY BECK: Whoops. Oh, okay. Okay. 24 I'm sorry. I'm sorry. Okay. 25 So now you've split it out; correct? And</p>

178	<p>1 so for eighth -- seventh through twelfth grade, how 2 many specific math teachers do you have? 3 DR. ZOË NELSEN: Let's see. Five -- five. 4 SECRETARY BECK: One per grade. 5 DR. ZOË NELSEN: Basically. I mean, in 6 the upper grades, there are -- yeah, it's more 7 split; so... 8 SECRETARY BECK: Go ahead. I'm sorry. 9 DR. ZOË NELSEN: So then to some of your 10 other questions around tutoring, this year, we're 11 working with Tutor Heros, and they're coming in and 12 providing tutoring during the school day. We've had 13 some after-school tutoring that we've offered for 14 years. And it's hard to get students there and get 15 them, you know, kind of connected, either on campus 16 or off campus. 17 So that has been successful over the last 18 couple -- couple weeks, really -- or couple months, 19 since I guess it's been about five weeks since 20 they've been -- 21 SECRETARY BECK: What part of the school 22 day do they have that tutoring? How does that work, 23 fit into the schedule? 24 DR. ZOË NELSEN: So they'll come in during 25 the class time.</p>	180	<p>1 ninth grade, et cetera, et cetera? 2 DR. ZOË NELSEN: Erika can speak to that a 3 little bit more, working with the curriculum 4 committee and what we've been implementing this 5 year. 6 MS. ERIKA PENCZER: Thanks. I will say 7 that this is the second year -- oh. P-e-n-c-z-e-r. 8 Erika Penczer. 9 This is our second year of having the 10 dedicated new math department chair. 11 And there have been some -- sorry -- there 12 have been some big initiatives in this department 13 because of the scores. 14 With -- so now they're meeting as a 15 department, and they can align vertically. 16 And I'll say that that is under -- oh, 17 geez. I see what you guys were talking about. 18 SECRETARY BECK: (Inaudible due to 19 simultaneous speaking) stop getting scared up here. 20 Believe me. And you have two minutes. 21 MS. ERIKA PENCZER: So, yeah. So they 22 meet -- it's roughly once a month. They meet to 23 align vertically. 24 SECRETARY BECK: Once a month, they meet? 25 MS. ERIKA PENCZER: About, yes. Also,</p>
179	<p>1 SECRETARY BECK: During the class time of 2 the math class? 3 DR. ZOË NELSEN: Either pushing in or 4 working with some students to kind of pull them out. 5 And what I learned just the other day with 6 one of our Algebra One classes, specifically, the 7 regular ed teacher is working with the majority of 8 the students, and the tutor is working with the 9 students -- the accelerated students. 10 I was, like, oh, that's wonderful, just -- 11 rather than pulling out the students who are 12 struggling, really providing that extra push for the 13 students who are accelerating, so that the other 14 students have more attention also. 15 Professional development, really, like, 16 leaning into MLSS, Tier 1 strategies, training all 17 of our teachers in a very -- you know, I think more 18 consistent and mindful way, starting this year and 19 looking forward to continuing -- 20 SECRETARY BECK: Do you do it vertically, 21 grade-level, or horizontally? Or both ways? 22 DR. ZOË NELSEN: It's vertically through 23 the grade level. 24 SECRETARY BECK: So they work with each -- 25 the seventh grade math works with the eighth grade,</p>	181	<p>1 about once a month -- oh, no. They meet every two 2 weeks. Once a month, all the department chairs come 3 together, and we talk about these things. 4 So, for instance, aligning the vertical 5 curriculum is something that this year, they're 6 really digging into, making sure that they're all -- 7 they do currently have -- and I wish I brought that 8 with me -- their -- their curriculum that they're 9 using right now, however they're about to just dig 10 into what is the best one to move towards that flows 11 beautifully from seven through twelve, especially 12 with the new legislation around Algebra Two and, you 13 know, where to go from there. 14 SECRETARY BECK: Right. 15 MS. ERIKA PENCZER: I would also add that 16 a bunch of our time has been taken up talking about 17 how to use the NWEA interim assessments to help with 18 the tutoring and to help with the differentiation 19 from the classrooms. 20 We've spent time as a curriculum committee 21 digging into exactly where do we find -- how do we 22 know which students, based on those results, would 23 be best served with that pullout or push-in tutoring 24 for support, as well as those who could use it for 25 the additional challenge.</p>

<p style="text-align: right;">182</p> <p>1 And so we feel really good that that's all 2 being tied in this year in a better way. 3 We also use the MAP -- there's an online 4 tutoring that is connected to those NWEA results. 5 And it's -- it's called "My Path." And what happens 6 is we could all -- if we are the students in a 7 class, we could all log in to those. And then the 8 instruction and the support given is based on where 9 we fell with that test. So we could all be working 10 on very different things. 11 That is also being utilized, because we 12 can have some targeted supports in the math 13 classroom, but also for reading, which -- and our 14 teachers this year have had even more training on 15 this. The department chairs are using it at the 16 student level, at the class level. And then we, of 17 course, can look at it more at the school, the grade 18 level or -- 19 SECRETARY BECK: So the department chairs 20 meet with their respective faculty every two weeks. 21 MS. ERIKA PENCZER: Yes. 22 SECRETARY BECK: Okay. That seems like 23 you'd want a lot more than that, a lot more 24 interaction to me, from my experience as a teacher 25 for 13 years. We would meet actually twice weekly</p>	<p style="text-align: right;">184</p> <p>1 proficiency. And you're at 6.3 percent, 2 significantly weaker than that. Do you have 3 specific strategies employed or ready to go to 4 improve the ELL proficiency rate? 5 DR. ZOË NELSEN: So we've brought on, 6 like, an educational assistant. But, like, a -- not 7 an educational assistant, but a similar model with a 8 full inclusion to work directly with our EL students 9 that kind of push in and co-teach with content area 10 teachers, specifically focusing and targeting on 11 student supports for EL students. 12 We've had a couple of different models 13 over the last couple of years in terms of how we're 14 offering supports, if we're offering it in specific 15 ELD pullout classes based on level, or based on 16 grade, or, you know -- or proficiency. 17 And so we've been -- we haven't, like, 18 landed in an area that is -- feels like it's a 19 perfect fit for our school. 20 We do -- with our high special ed 21 population, we do have a lot of EAs. And so that -- 22 so we do a full inclusion model. And so that is a 23 viable option for us as we continue to move forward, 24 because it's -- teachers are already co-teaching, so 25 to speak, and bringing in other resources. And so</p>
<p style="text-align: right;">183</p> <p>1 as a department. Oh, yeah. Oh, yeah. We'd meet 2 Tuesdays and Thursdays I think it was. 3 And then do you analyze student work 4 during these times? Do you have time to analyze 5 student work and be able to assess weaknesses and 6 strengths based on that? 7 MS. ERIKA PENCZER: That is actually -- 8 it's funny that you said that. We had a training, a 9 full staff training this year for Layer 1 MLSS, how 10 to provide those supports, in that everyone brought 11 their assignment -- an assignment that they were 12 about to give. And we had time in the room together 13 to -- to differentiate it for three different 14 levels. 15 SECRETARY BECK: Right. Right. 16 MS. ERIKA PENCZER: But our next training 17 that's coming up in January is all about that. 18 We'll be -- we'll be bringing in assignments, kind 19 of grading together and making sure that that's all 20 aligned. 21 SECRETARY BECK: All right. Great. Thank 22 you. 23 Another area that concerned me was the 24 English Learner -- Language Learner progress. You 25 know, the state average is 17.5 percent to identify</p>	<p style="text-align: right;">185</p> <p>1 that's the area that we're pursuing. 2 SECRETARY BECK: Yeah. Okay. I'll just 3 end on this note. 4 Your numbers, based on all the other 5 schools I've seen, are not out of whack as compared 6 to the math proficiency compared to the reading 7 proficiency compared to the science proficiency. It 8 all seems to move together. 9 But yours are significantly lower, 10 significantly lower than most of the other schools, 11 if you get my drift on that. So it's not like, "Oh, 12 science is way up here, and/or reading is way up 13 here." 14 It falls in line, but it falls in line 15 significantly lower. So I have huge concerns, 16 still, about your academic programs and how your 17 strategies are going -- because you have things in 18 place. You know, things are going to be good. But 19 the proof is in the pudding, as they say. 20 And for your students and how great your 21 students are and how wonderful, you know, they 22 are -- boy, some of these guys were just incredible, 23 you know, espousing how -- and I'm sure your 24 community is tight. It's really great. I can see 25 that they are passionate about coming to school,</p>

<p style="text-align: right;">186</p> <p>1 which is wonderful.</p> <p>2 Your attendance is very good, which means</p> <p>3 kids like coming, which is really good. I like that</p> <p>4 a lot. That's a great starting point.</p> <p>5 But I'm concerned deeply about the</p> <p>6 academic side of it. So I'll leave it there.</p> <p>7 Thanks.</p> <p>8 THE CHAIR: Commissioner Burt.</p> <p>9 COMMISSIONER BURT: Thanks. Good</p> <p>10 afternoon. I definitely think, when I hear about</p> <p>11 your school, it reminds me of -- and I, like,</p> <p>12 actually remember reading this little kitschy thing</p> <p>13 in my elementary school principal's office one day.</p> <p>14 And it was, "It takes a village to raise a child";</p> <p>15 right? Like, super '90s normal, like, very popular;</p> <p>16 right?</p> <p>17 But it really is -- like, your school, to</p> <p>18 me, embodies that as, you know, it's not just the</p> <p>19 school itself. The amount of internships that you</p> <p>20 have throughout the course of your history, but</p> <p>21 every single year, those mentorship projects, all</p> <p>22 the -- like, all the external work that's done</p> <p>23 outside the classroom in order to raise, like,</p> <p>24 really productive members of society is really</p> <p>25 incredible for this school.</p>	<p style="text-align: right;">188</p> <p>1 want to take a step back real quick, too. Because I</p> <p>2 do believe the students at your school, when I think</p> <p>3 about that, like, whole child education, they're</p> <p>4 getting a big piece of it.</p> <p>5 But I actually think a lot of times, you</p> <p>6 know, that program of arithmetic, numeracy and</p> <p>7 literacy, is assumed that that's happening,</p> <p>8 especially when so many other great things are</p> <p>9 happening that are really easy to see. And when</p> <p>10 kids are happy at school, it makes it easier to let</p> <p>11 those baseline things kind of slip under, and people</p> <p>12 don't necessarily complain about it, because they</p> <p>13 just trust that those things are actually happening.</p> <p>14 So I'm going to express the same level of</p> <p>15 concern that Commissioner Beck had about the</p> <p>16 academics, just the numeracy/literacy. And I</p> <p>17 actually didn't -- I didn't get a lot from your</p> <p>18 application as to -- I also have the same concern.</p> <p>19 It doesn't really seem like there's a really great,</p> <p>20 intensive urgent plan to really right-size those</p> <p>21 proficiency rates.</p> <p>22 And I'm really concerned about your</p> <p>23 students believing that they're ready for college,</p> <p>24 because you have this full program that tells them</p> <p>25 they are. But then if they're going into</p>
<p style="text-align: right;">187</p> <p>1 So it does seem like -- the way the</p> <p>2 students spoke about it totally makes sense, because</p> <p>3 it is -- it's way more than just a school. And I</p> <p>4 really appreciate that about your school.</p> <p>5 That being said, Commissioner Beck</p> <p>6 actually spoke on a lot of the things I had written</p> <p>7 down that I was going to ask questions about.</p> <p>8 I was going to ask more questions about</p> <p>9 financials, but because of your presentation, I</p> <p>10 think most -- most got answered. And then</p> <p>11 Commissioner Beck asking about those FTEs was the</p> <p>12 last kind of little spot there.</p> <p>13 So -- I mean, I am going to support a</p> <p>14 condition moving forward, because I haven't seen the</p> <p>15 data to show that it's really, like -- I would love</p> <p>16 to believe it's going to just look great moving</p> <p>17 forward. But until I see it, I would support a</p> <p>18 condition, just so that there's that additional</p> <p>19 monitoring of it. And, hopefully, in the next year</p> <p>20 or two, that can get removed, and you can move on</p> <p>21 past that.</p> <p>22 So that brings me to my two things that</p> <p>23 are left now to ask you questions about.</p> <p>24 Your graduation rate is also -- like</p> <p>25 Commissioner Beck just said -- okay. Actually, I</p>	<p style="text-align: right;">189</p> <p>1 remediation because they're not proficient in math,</p> <p>2 they're not proficient in reading, and they're going</p> <p>3 into remediation, it scares me for your kids.</p> <p>4 I hope that's a big focus in the next five</p> <p>5 years is keep all the community stuff you're doing,</p> <p>6 that extra work, keep doing that, please. Don't</p> <p>7 stop. Don't let off the gas on those things. All</p> <p>8 that incredible work you're doing, keep going, and</p> <p>9 ramp up the numeracy and literacy for your school.</p> <p>10 I also noticed the graduation rates seem</p> <p>11 to be something -- I'm sure they're not in a space</p> <p>12 where you all want to be. Can you talk a little bit</p> <p>13 about why we might be seeing lower graduation rates</p> <p>14 at this school, and what's been the process of</p> <p>15 trying to help those out? Why are they lower and</p> <p>16 then what's happening with them?</p> <p>17 DR. ZOË NELSEN: Yeah, Commissioner Burt.</p> <p>18 Well, our graduation rate for -- that was</p> <p>19 reported in Vistas for the last reporting is</p> <p>20 87 percent, which is higher than the district, and,</p> <p>21 I think, higher than the state. So we've -- we've</p> <p>22 increased our graduation rate.</p> <p>23 I think we had an anomaly one year where</p> <p>24 it dropped down to 58 percent. Part of that might</p> <p>25 have been reporting. I wasn't able to get to the</p>

<p style="text-align: right;">190</p> <p>1 bottom of it when it happened in terms of -- I mean, 2 I think you're familiar with all the different 3 validation processes and making -- we had a change 4 in the registrar's office. 5 And it was -- I had made some headway with 6 some -- an analyst. And then that person left. And 7 so I think that's just still hanging onto us. 8 I don't -- you know, I don't have a direct 9 answer. But we have steadily increased. I think we 10 were at 82 percent last year, and then, this last 11 reporting, 87 percent. 12 COMMISSIONER BURT: Okay. I do see that. 13 I think it was -- there was a -- yeah, 58 percent. 14 And then the five-year and six-year were really low 15 that same -- I guess it was all that same, maybe, 16 reporting. 17 DR. ZOË NELSEN: Yeah. And I would like 18 to say, just to talk about the academics, too, you 19 know, we also, in '22-'23 -- I mean, we don't keep 20 our level of growth in literacy. But we -- you 21 know, it was reported that 42 percent of our 22 students were proficient, while the Santa Fe Public 23 Schools was 37, and the State was 38 percent. 24 So we had quite a bit of growth in 25 literacy. And we, you know, fully recognize the</p>	<p style="text-align: right;">192</p> <p>1 doesn't quite match up for me, you know. 2 Like, when I think of how you all are 3 functioning as a school and the things that you're 4 promoting for your students, the way your students 5 are coming and articulating for themselves, it 6 doesn't match what I see as the data we're 7 receiving. 8 I also wonder if, you know, moving into 9 the next contract term, if you all are considering 10 giving additional data outside just the state 11 performance, if that might help show more your story 12 as well. 13 But it is just -- I want the best -- I 14 know you want the best for your students. We want 15 the best for your students. So it's not -- I'm not 16 going to sugarcoat the places where it's not as good 17 as it should be. 18 So don't take it as -- you're not doing 19 anything -- you're doing incredible work, incredible 20 things. Your students are incredible. But we want 21 to do perfect for them. 22 Okay. Which, actually -- so the other 23 thing. I'm assuming at some point 25 years ago, it 24 was a good idea to start in seventh grade. And I'm 25 wondering if you all have talked about getting</p>
<p style="text-align: right;">191</p> <p>1 area for improvement that we've been discussing. 2 But I do want to highlight where we 3 were -- you know, had a -- received a Designation of 4 Excellence in ELA within this contract. So don't 5 want the celebration to go unnoticed. 6 COMMISSIONER BURT: And I appreciate that. 7 And it's not that -- I don't want to -- once again, 8 it's not trying to minimize. But that's also over 9 half your students are not proficient. So it also 10 is hard, like -- comparing ourselves to other 11 schools in New Mexico is not probably the right bar 12 for the leadership to be setting themselves on. 13 So I do see -- I appreciate that that's 14 higher. But also, at the same time, there's -- 15 there's a lot -- those are real kids -- right? -- 16 that aren't -- that's a kid; right? It's not 17 enough. 18 And so it just -- the school -- I'm 19 actually surprised by the lower levels of 20 proficiency at this school because of all of the 21 exceptional things that are happening. 22 So that's why I'm bringing it up, because 23 it doesn't sit right with the mission of the goal -- 24 with the mission of the school, with the way that 25 the school performs in so many other ways, it</p>	<p style="text-align: right;">193</p> <p>1 sixth-graders into your school, because I also just 2 wonder and imagine how many kids have to start out 3 middle school in sixth grade and leave that middle 4 school to come to your school. 5 DR. ZOË NELSEN: Santa Fe, middle school 6 starts in seventh grade. That's more traditional. 7 Elementary ends in sixth. 8 COMMISSIONER BURT: Got it. Okay. That 9 makes sense then. 10 I don't have any more questions. 11 DR. ZOË NELSEN: Thank you. 12 THE CHAIR: Commissioner Ingham. And then 13 I'm going to go. 14 COMMISSIONER INGHAM: Okay. So I'm the 15 nonacademic person in this room. And so when I read 16 through -- and I have to say, when I read your 17 application, I was pretty frustrated and not very 18 happy about it. 19 And I just said I will listen to the 20 presentation. And I have to admit your students are 21 a compelling case. They have helped my attitude a 22 whole bunch. 23 But I have to say that I don't understand 24 why we have academics like you're showing -- why 25 that is not a condition that we should put on a</p>

<p style="text-align: right;">194</p> <p>1 school. Because what I saw -- and I know we are not 2 supposed to compare '22-'23 to '23-'24, because 3 they're different. But everything is going on a 4 downward trend, not on an upward trend in 5 proficiency. 6 And I -- I think if my proficiency was at 7 15 percent, my hair would be on fire and that I 8 would be really having a -- you could put it this 9 way. It would be a time to really do some 10 soul-searching about, "We gotta -- we have to be -- 11 we can't be making small little improvements." 12 And that was at 15 percent. And then it 13 goes down to 10 percent. That's just a bad trend. 14 That's an awful trend. 15 And so I read all that stuff. And I can't 16 really comprehend a lot of the -- you know, the rest 17 of the B portion of the application. 18 But all I can say is that I feel like 19 10 percent of your students being not proficient 20 with math is -- is such a deplorable state that I 21 really feel like we have to do -- we have to take 22 some steps to ensure that your hair is on fire with 23 this problem, that it -- in my estimation, we can't 24 have schools with that level of proficiency. 25 And, like Bekka said, with the --</p>	<p style="text-align: right;">196</p> <p>1 And I would never not support renewal of 2 the school. I mean -- did I say that right? Okay. 3 I started to hear it, and I wasn't sure whether that 4 came out right or not. 5 But I do have some significant concerns. 6 I'm not sure -- I need a little 7 clarification. 8 When you were talking -- answering 9 Commissioner Beck, I wasn't sure whether I got the 10 clear answer. 11 Are you doing more pullout? Or is it all 12 push-in during the academic classes? 13 Are you pulling out for supports for 14 academic classes, non- -- not a kid who's -- it's 15 not in their IEP for pullout? 16 DR. ZOË NELSEN: We've been doing both. 17 THE CHAIR: Okay. I'm going to say, from 18 my experience, when -- have tried to do that, the 19 comments from students, "Well, I missed that because 20 I wasn't in class yesterday." 21 So the push-in -- and I was -- I taught 22 inclusion. And I thought it worked remarkably well 23 for the special ed kids. I was the regular ed 24 teacher, but never found pullout certainly as 25 successful.</p>
<p style="text-align: right;">195</p> <p>1 comparing ourselves to the state and the district is 2 not -- I mean, our charter school movement, we need 3 to be significantly above the deplorable state of 4 our state in education. And to not be even getting 5 to the district level is really upsetting to me. 6 So I would advocate -- and I'm not asking 7 questions. I'm just saying -- I would advocate that 8 we come up with some conditions that would -- that 9 you could have to come back to us and show us that 10 your academics have -- that you have taken steps 11 that are really going to make a difference, not 12 maybe they're going to make a difference. 13 That would be my perspective. That's all 14 I have. 15 THE CHAIR: So thanks once again. I mean, 16 we really do appreciate these conversations, 'cause 17 they're important, because so often, we don't -- 18 we're removed from day to day of the school. And 19 this certainly brings -- you know, bringing the 20 students in, I -- people often talk about the new 21 community school movement that the State is doing. 22 And it's, like, well, that's what your charter 23 schools have been. They've been those community 24 schools. They've been serving the families and -- 25 and I really do appreciate that.</p>	<p style="text-align: right;">197</p> <p>1 But, you know, it may be working. I don't 2 want to say that. But -- in your application, you 3 talked about -- I think it was either -- I think 4 it's this year -- doing -- doing professional 5 development to help to read and learn about data. 6 But then it said -- but in '24-'25 -- 7 maybe it was '25-'26. I don't remember. 8 But, anyway, you were doing professional 9 development to learn about data. And then for the 10 next year, the comment was, "Well, we've decided not 11 to do the professional development for data." 12 And it's, like, what happened? 13 So to me, there's this tension that 14 happens. You're trying to find the right mix. But 15 there doesn't seem to be this urgency in trying to 16 find the right -- it's, like, "Well, we're going to 17 have professional development that's going on in 18 January. We'll talk about that, and maybe we'll get 19 it done." 20 And you want to support innovation. We 21 want schools to not stick with something that isn't 22 working. But it seems to me, on paper, and a lot of 23 what I've heard is there's a lot of changes in what 24 is taking place. 25 And I don't know if there's been a lot of</p>

<p style="text-align: right;">198</p> <p>1 introspection about why that didn't work and why 2 we're going to -- and it wasn't explained in the 3 application. "This didn't work, because... But now 4 we did some research, and this looks like it's going 5 to work for us, and this is why we're going to move 6 to this." 7 Because at the end of the day, kids have 8 that year. And as we continue to experiment and 9 change, there's loss in that that's going on with 10 every year that there's change with what's happening 11 with -- so I have a concern about a lack of -- sense 12 of urgency. 13 And from what I've read, it didn't -- like 14 I said, it didn't seem like there was -- there was a 15 lot that went into reasoning why we've changed this. 16 You know, we're doing this -- and -- because we're 17 not -- now we're not doing that. 18 And it's, like, what happened? And 19 where -- where was the decision made, and why was 20 the decision made, and what went into trying to 21 figure out why you're going in this pathway? 22 So that -- that worries me. Because I 23 think that's reflected in -- you know, I get it 24 every year, you're not seeing the results that you 25 want. But I don't know whether there's the</p>	<p style="text-align: right;">200</p> <p>1 I do have one question of the Division. 2 The performance framework rated a Workings 3 To Meet on their facilities. Or it might have 4 actually been the -- and I have an astigmatism. 5 DR. BRIGETTE RUSSELL: Chair Gipson, yes, 6 there was a Working To Meet on facilities. Let me 7 look at the explanation for that. 8 Safety concern raised that visitors have 9 to walk through the campus to get to the main 10 office. 11 THE CHAIR: Okay. Okay. Yeah. Okay. 12 All right. Thanks. 13 I just -- I wasn't sure what that was. So 14 I appreciate that. 15 Okay. Commissioner Carrillo. 16 VICE CHAIR CARRILLO: So I would echo the 17 concerns that you've heard. And I -- when Chair 18 Gipson says she has high hopes, (audio distortion) 19 is not a strategy. 20 And so that always kind of, as much as 21 you'll never (audio distortion) working on, hope is 22 not a strategy. 23 So a couple of things that were mentioned. 24 Very troubled, as Commissioner Beck said, 25 the trend happened, that Commissioner Ingham said,</p>
<p style="text-align: right;">199</p> <p>1 introspection as to the why and where we're going 2 with our planning. 3 That's what -- that's what I'm worried 4 about. So that's why I think there has to be some 5 very specific guidelines in terms of conditions on 6 academics. 7 On finances, I have to support -- I 8 absolutely hope that you're right. But if I go back 9 to the last renewal application, every year looked 10 the same in red as well. So now we're almost on 11 Year 10, where every year there is a Does Not Meet 12 on finances. 13 So, you know, I'm looking at, once again, 14 you know, where is the fire lit to say, you know, 15 ten years -- if you were a business and you had ten 16 years of abysmal finances, you wouldn't be in 17 business any longer, you know? 18 So that's -- that's where, you know, I 19 haven't -- there hasn't been any -- there has been 20 no change. In fact, it might have actually gotten 21 somewhat worse. Not 100 percent sure. 22 But there's been absolutely no change out 23 of the red. So that -- that worries me. I have 24 hope, but I can't always hinge my trailer on that 25 one.</p>	<p style="text-align: right;">201</p> <p>1 around -- I've got to move that like that or Cindy 2 is going to bite my head off. 3 It went 19 to 15 to 10, not in the right 4 direction. 5 Vistas score -- I often don't understand 6 how the Vistas scores work, because, oftentimes, 7 they don't reflect what's going on. 8 Like, this is in attendance at some of 9 these schools is 60 percent, I know there's some new 10 system and everything else. Well, then, don't 11 publish it at 60, because that's what the public 12 sees. It's irresponsible. It makes it seem as 13 though nobody is going to school. We have a lot of 14 attendance problems in New Mexico, but it's not that 15 bad. 16 The -- I liked -- you took time, after 17 2021, Ms. Nelsen, "settling into our roots." 18 I just made a note on that. 19 Next on this little page of notes, I'm 20 curious as to why -- I know it happens in district 21 schools, and I know it happens in Santa Fe Public 22 Schools. But in your school, if there are trends, 23 or if there is a teacher that is not meeting -- that 24 Does Not Meet expectation -- right? -- because 25 there's Does Not Meet, Meets, and Exceeds. And I</p>

<p style="text-align: right;">202</p> <p>1 remember -- and you remember, Ms. Nelsen, when Joe 2 came to the district, Joe Boyd, when you'd go to a 3 school and look at the files of teachers, and there 4 would be nothing in there except Meets Expectation, 5 literally -- using the word "literally" correctly -- 6 nothing in the file except Meets Expectation, which 7 means the head learner of the particular school or 8 district simply wasn't doing any follow-up with 9 their teachers, because the school was kind of 10 failing.</p> <p>11 I'm wondering at your school, when you 12 have a teacher -- first of all, I want to know how 13 teachers are evaluated at your school, because 14 you're a charter and you don't have to do what the 15 district does. When a teacher is Does Not Meet, 16 what do you do about it in terms of a performance 17 plan?</p> <p>18 DR. ZOË NELSEN: We work with -- if that 19 teacher has a mentor, we talk with, you know, the 20 mentor teacher.</p> <p>21 Teachers are -- have an opportunity to 22 meet -- they've been mostly with Erika getting 23 support. And then also, you know, if the issue is 24 like classroom management versus content area, you 25 know, it would -- the plan might be different.</p>	<p style="text-align: right;">204</p> <p>1 the year, we came to that conclusion. So it wasn't 2 a "You're fired" situation. Midyear, I haven't had 3 that situation. But those are a couple of examples.</p> <p>4 VICE CHAIR CARRILLO: You haven't had to 5 escort people out because they weren't the right 6 fit. Or perhaps -- because if you're not having the 7 results you want, and it's been five years, clearly, 8 I assume at some point, people go on a performance 9 development plan. And if that's not working, 10 they're out.</p> <p>11 That's kind of the way life works when 12 you're in a job -- right? -- in the private sector 13 or any sector. Okay. Thank for you answering that 14 question.</p> <p>15 Okay. Same concerns about financial 16 management. Very glad you have Axiom Analytics on 17 board. I've worked with Kimberly a lot. And it's 18 nice to see you, Katie.</p> <p>19 So for me, personally, I get really tired 20 of schools telling us, "Oh, we're taking this action 21 and this action, this is pending, we're planning on 22 this, we're planning on this."</p> <p>23 Where is the fire; right? Where is the 24 fire? I can't tell you how often, as a Commission, 25 we hear from schools about all their grand plans.</p>
<p style="text-align: right;">203</p> <p>1 So in a recent example of Erika doing an 2 observation in a class where a teacher just did not 3 meet -- the lab experiment was awesome, but students 4 were not paying attention and were kind of off-task.</p> <p>5 And as a new teacher this year, we have in 6 place a classroom management sort of step guide for 7 this teacher. And they'll work with one of our 8 support staff specifically over -- you know, over 9 the course of the next quarter, so to speak, over a 10 set period of time, looking at different classroom 11 management strategies, looking at relation 12 strategies, different bell ringers, and, again, just 13 to bring the class together.</p> <p>14 So a lot of it is coaching, as we work 15 towards improvement.</p> <p>16 And in -- just thinking if, in my time, we 17 have -- we've also coached a couple of teachers who 18 are not the right fit. You know, we've -- we've 19 moved to an agreement where, like, "This isn't 20 working," you know.</p> <p>21 We did that two years ago with a science 22 teacher. And, just, the -- more than anything, it 23 was just a lot of power struggle happening with 24 students and the teacher, you know.</p> <p>25 And then over the -- over the course of</p>	<p style="text-align: right;">205</p> <p>1 And then five years later or two years later, it's 2 an eddy going on a downward spiral.</p> <p>3 So I have a lot less faith in that. And 4 relative to that -- 'cause I want to get back to 5 this one thing -- and Chair Mitchell, you're going 6 to be in the hot seat in a minute. Peter.</p> <p>7 So -- I don't think it's a hot seat.</p> <p>8 And so I'm very happy to hear, Ms. Nelsen, 9 about what you're doing on math, separating STEM and 10 giving math its own sense of importance within 11 everything. I think that's going to make a big 12 difference.</p> <p>13 Having full inclusion with the ed 14 assistants, I think is going to make a big 15 difference.</p> <p>16 I'll call on -- if it's okay, I'll call on 17 Mr. Mitchell, too, because I'm curious.</p> <p>18 You're the board chair. So one of the 19 things that we've been focusing on as a Commission 20 is boards, because when -- I'm not saying your board 21 is going south. I'm not even close to saying that.</p> <p>22 But when boards start to go south, schools 23 plummet south. Generally, it's because of board 24 oversight. So, Chair Mitchell, I would ask how do 25 you see your role in terms of board oversight in</p>

<p style="text-align: right;">206</p> <p>1 terms of holding Ms. Nelsen and her staff 2 accountable for the results that we're going to need 3 to see? 4 In your board meeting, do you have a 5 section on academic analysis every time the board 6 meets? 7 MR. PETER MITCHELL: We do not, 8 Commissioner Carrillo. Our board meetings are -- 9 when I came in initially, the responsibilities were 10 fiscal management, which I think we've been very 11 aggressive about addressing. And managing our head 12 learner, taking care -- or overseeing our head 13 learner and her performance. 14 But we do have periodic reports on 15 academic strength and weaknesses within the board. 16 But that is not a monthly item on our board to 17 oversee performance reviews of the students, to 18 answer your question. 19 VICE CHAIR CARRILLO: Okay. I personally 20 think it's a good idea. Even if it's a standalone 21 item on your board meeting, and you're not going to 22 have anything on that item, it's a good idea -- I 23 mean, you're autonomous, just having it on there as 24 a standalone once a month. Do it or not. But have 25 an academic check-in with your head learner, see</p>	<p style="text-align: right;">208</p> <p>1 of theirs -- it was Tierra Adentro -- they're doing 2 amazing things, even when kids may graduate in five 3 years or six, just to make sure that that diploma is 4 not a piece of paper that said "Time Served." 5 It doesn't say, "I just got D's all the 6 way through so I can feel good about myself." 7 Thank you, Peter. It's always great to 8 see you, too. 9 Ms. Nelsen, does the school keep any 10 records about what seniors end up needing 11 remediation as they go on to community college or 12 university? 13 DR. ZOË NELSEN: We don't have that 14 specific data on remediation. 15 THE CHAIR: You can check with the 16 community college, Marco, the head guy there, 17 relative to that. Because I know, very 18 unfortunately for Santa Fe Public, over 80 percent 19 of the kids needed remediation that left -- not 20 ATC -- but that left either Capital or Santa Fe. 21 So that speaks volumes as to what's going 22 on at the lower level. It might be something you 23 might want to look into. 24 The -- I love the program that you're 25 doing there in mentorship. So many of the students</p>
<p style="text-align: right;">207</p> <p>1 what's going on. 2 MR. PETER MITCHELL: I agree entirely. 3 And it's -- I'm learning, too. I've been in this 4 role about a year. And we won't get into the school 5 board experience. 6 VICE CHAIR CARRILLO: Ay-yi-yi. Yeah, we 7 have -- 8 MR. PETER MITCHELL: But it is -- again, 9 I'm learning as fast as everyone else. I come from 10 the economic development background. So it is 11 critical to me to have the skilled workforce, 12 because whenever I -- in my career, the only thing 13 that holds New Mexico back is the skilled workforce. 14 And that starts now. That starts in 15 elementary school. And so this is a critical 16 component. And I appreciate you bringing that up, 17 and I certainly will put that in the line item for 18 each board member. 19 VICE CHAIR CARRILLO: I'm really happy to 20 hear you say that. The first school that spoke 21 today spoke about how they have kids coming in 22 in seventh grade -- not just one or two but enough -- 23 at a first-grade level. 24 So somewhere -- the system has just been 25 failing these kids. And their whole -- an emphasis</p>	<p style="text-align: right;">209</p> <p>1 spoke about mentorships. 2 So is there anyone here that could speak 3 to the mentorship program that's -- or that's 4 online? Okay. Do you want to speak to it? I 5 know -- I can say I know this, because we're dear 6 friends. I know Giselle Piburn is in the audience. 7 She's part of the mentorship program. 8 Can you talk a little bit about that and 9 how you find the matches? 10 FROM THE FLOOR: One of the things -- oh. 11 I'm Judy Herzl. Last name is spelled H-e-r-z-l, 12 only one vowel. 13 What I'd like to say, I have been at Monte 14 since 2015 as the assistant director of the 15 mentorship program. 16 And what I'd like to say about the program 17 is it's like -- it brings the school out into the 18 community, but it brings the community into the 19 school. 20 And, in fact, we just had a student that 21 transferred. Her grandfather was a mentor in 22 welding last year. And he was so impressed by the 23 spirit, he came to our Festival of Learning. We 24 have a three-day festival at the end of the year, 25 where every student -- which is usually between 100</p>

<p style="text-align: right;">210</p> <p>1 and 110 -- each present on what they learned in 2 their mentorship, evidence of learning. 3 And it's an all-school -- it's a very 4 all-school event. The whole school closes schools. 5 And one day, we're at Monte. One day we're at IAIA. 6 One day we're at the Lensic for the more 7 performance-like mentorships. 8 But he was so moved that he called me and 9 said, "I need to transfer my granddaughter. Tell me 10 what to do." 11 So there -- and, actually, another -- a 12 horse mentor we had also enrolled her daughter into 13 Monte out of her experience of mentoring. 14 So I feel very positive about the exchange 15 that happens in that way. 16 How we find mentors, it is unbelievable 17 all the ways we find mentors. 18 I mean, I found a jewelry mentor. I was 19 looking for months. And then I remembered that a 20 dear friend of mine had died who was a jeweler. 21 And someone came and got all her equipment 22 and gave it to a friend who was a jeweler. 23 And I called my friend, and I said, "Who 24 was that person that got all the equipment?" 25 And she has become a mentor, and she loves</p>	<p style="text-align: right;">212</p> <p>1 question when you don't understand something. 2 And, honestly, to some of the questions 3 you've had, I feel like mentorship is honestly about 4 learning to fail. And it doesn't matter if it's 5 rock climbing or baking or performing a dance, it 6 always is harder than it looks. Always. 7 And then they realize that their mentor 8 failed over and over in the same way, and that if 9 their mentor is this good, it's possible that they 10 could be that good. 11 And so I think there's a resilience 12 aspect. And this is the time of year where we have 13 to, like, infuse more of it, because they've -- the 14 honeymoon period is sort of over, and now it's, 15 like, "Oh, this is going to be -- this is going to 16 take more," you know. 17 But I think once students get over that 18 hump and go through the year, they can feel like, 19 "Wow, I really did this," you know? 20 VICE CHAIR CARRILLO: Yeah. Thank you. 21 No, that's great. And I love that your mentorship 22 program is so robust. And I know that right now -- 23 I just read something recently, you probably read it 24 as well -- how Santa Fe Public Schools is trying 25 very much to emulate what you're doing relative to</p>
<p style="text-align: right;">211</p> <p>1 it so much. She has thanked me. So it's all 2 different ways. 3 Are there specific questions that I can 4 answer about the program? 5 VICE CHAIR CARRILLO: No, I was just more 6 curious about just what you spoke of. Because I 7 know there's tremendous success at the school with 8 mentoring. I know there's an organization -- I 9 think it was called just Mentoring Kids Works, 10 that's in Santa Fe. I can't remember the 11 gentleman -- Buchsbaum, Bill Buchsbaum -- was an 12 organization they had. Because it does work. 13 And the inclusivity that students feel 14 when they're in the community and then vice versa. 15 There's no question the joy that a great 16 mentor gets from being a mentor and guiding a young 17 person. 18 FROM THE FLOOR: Yeah. And I think the 19 other important thing I often have noticed is that 20 often a mentor is the first adult that a student has 21 a relationship with that isn't from church, extended 22 family, or teacher. 23 So it's a -- it's an adjustment. It's a 24 real adjustment to find the courage to talk to an 25 adult that you don't really know or to ask a</p>	<p style="text-align: right;">213</p> <p>1 mentorships. So that speaks volumes as well. 2 I'll echo what Chair Gipson said. There's 3 no circumstance under which I would not renew your 4 school, or even consider it. I would agree with 5 Chair Burt (verbatim) relative to conditions. 6 I don't know how others feel. But I 7 would -- so because there's -- because, Ms. Nelsen, 8 you mentioned the things that we're trying out now, 9 planning that we're doing on the academic side, and 10 you mentioned -- want to get your name right -- 11 Katie. I just wanted to call you Ms. -- wanted to 12 be more formal -- because you mentioned, and 13 Kimberly and I talked about the different steps 14 you're taking on the financial side. So I 15 appreciate very much all these steps that are being 16 taken. 17 But it's for that reason. They're steps. 18 So I've become, in my years on the Commission, much 19 more amenable when there's certain red flags like 20 this to have a three-year contract with conditions 21 rather than on five. And I say that -- it's not, 22 like, a -- it's not like punishment or anything. I 23 say that coming from the private sector, where you 24 don't get five years. 25 I can't remember who it was on this side</p>

<p style="text-align: right;">214</p> <p>1 that said if -- like, if your books -- or -- Chair 2 Gipson, you were saying that relative to finances. 3 If you have ten years of lousy books, you're out of 4 there. No questions asked. We're bringing in 5 somebody new; right? 6 I know that turnaround models -- I don't 7 know if the feds are doing this still. But 8 turnaround models, they were typically three years. 9 Like, Ramirez Thomas is the -- up here, anyway, the 10 school that I point to the most. That was a 11 successful turnaround. But they got three years. 12 That's it. 13 I come from that school of thought. That 14 comes from having been on this Commission now for 15 three years and two weeks. Yeah, three years and 16 two weeks. Then it's going to be another four. I 17 almost didn't fill in the dot for myself. 18 That's where I'm coming from. Because I 19 want to see -- I want the fire. I want what 20 Commissioner Ingham spoke of. And I think that 21 sometimes, even though we might not have all the 22 data we want in three, sometimes I think telling 23 somebody three is the fire. It lights the fire. 24 So that's where I'm coming from on this. 25 And -- I meant three years and whatever -- three</p>	<p style="text-align: right;">216</p> <p>1 failed a class, you're on a -- a real strict thing. 2 And we're talking about putting conditions 3 on you, which is kind of the same thing. That's 4 like -- kind of like having to come to school after 5 class. I think your students have to hear that, 6 too, that it's unacceptable to not put the effort in 7 to get a passing grade and to get the concepts. 8 They have to -- just like anybody else. 9 They have to be -- they have to have that sense of 10 urgency also. 11 And I know they love your school. That's 12 really clear. So if they love your school, then 13 it's on them to put the effort in to -- and it's on 14 you to -- to encourage them to the degree that they 15 understand that urgency. 16 That's what I wanted to say. And I was 17 really impressed that they -- their kids come after 18 school if they have to. 19 THE CHAIR: Commissioner Brauer. 20 COMMISSIONER BRAUER: Thank you, Madam 21 Chair. Thank you, school. It's great to see you 22 again. And I just really appreciate the students. 23 They're not here -- they're not even here anymore, 24 really. But it's just awesome to have us close out 25 with your young people here speaking with us as</p>
<p style="text-align: right;">215</p> <p>1 years and 11 and a half months. Okay. Clearly, I'm 2 having a math challenge as well. 3 And -- no. Okay. There you go. 4 Well, Stewart said you had to have 90 -- 5 Tim and I laughed, because it's 90 percent not 6 proficient. 7 And I would agree with the others who said 8 when you use the State as a benchmark that we want 9 to reach? That's the bar? That's not okay; okay? 10 And while the district here is doing much 11 better, still not okay, because those bars in 12 New Mexico -- and I've been here long enough. I've 13 been here 34 years, so you can't say, "Carrillo, go 14 home." 15 No. I've been here long enough to know 16 that the bar is too low. On the charter school 17 side, we aspire to so much more. 18 So that's all I have for now. 19 COMMISSIONER INGHAM: It came to me that 20 one of the schools this morning said, concerning 21 tutoring, that if you failed a class, you didn't get 22 an option. You did do some summertime work. You 23 did do after-school work, and you didn't get an 24 option as to doing it or not, that they felt so 25 strongly that if you're -- if you're -- if you</p>	<p style="text-align: right;">217</p> <p>1 well. And the courage that that takes and the 2 leadership that that takes. So thank you very much. 3 I -- I am -- I'm not going to make any 4 motion or anything. But I just have a few thoughts. 5 I agree with a lot of the conversation 6 around we do need to do a little bit more of a 7 profound next step with you all. I do believe -- I 8 will be in favor of discussing conditions, 9 especially around financial health, especially 10 around academic performance, and making sure that 11 we're -- we're going to see, you know, just a good 12 plan for what you're going to do with your young 13 people. 14 I am -- Commissioner Carrillo, I think the 15 idea of a three-year term, I know we've done that 16 once since I've been here. We've done that a couple 17 of times since I've been part of the charter world. 18 A three-year term really isn't three years. It's 19 not really -- like what you just shared was three 20 years to get things moving forward. That's more 21 like a five-year charter plan. 22 Like, one -- a three-year term for a 23 charter is a very extreme -- like, "We need to see 24 change, like, immediately." 25 I feel like we need to see change</p>

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1 immediately from a lot of our schools.
 2 I'm not as inclined to be, like, in favor
 3 of shortening the five-year term, because five years
 4 are really -- it's basically three and a half years.
 5 I'm not a mathematician, either.
 6 But one year -- a three-year term --
 7 basically, this year is a wash, because they're on
 8 this application. So data we receive at the end of
 9 this year doesn't really impact. And they have to
 10 complete -- in a year three of a charter
 11 application, they're starting to do their renewal in
 12 June of that said third year. And so really that
 13 turns out to be not very long.
 14 And so it -- I think we hamstring schools,
 15 rightfully so, when we pick a three-year term. I
 16 think, if we really want to see progress of this
 17 school, I think our better approach is to have --
 18 and I'm not just talking to you, Commissioner
 19 Carrillo. The first part, I was talking to you.
 20 I would be much more in favor of a
 21 five-year term and we get super clear about what the
 22 school needs to demonstrate. I feel like I've heard
 23 a lot from different Commissioners on what we're
 24 thinking about.
 25 I think that's a better mechanism for us

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1 to really see change, and to do that in a way that's
 2 going to be appropriate for our -- for seeing this
 3 school continue to change.
 4 So that's where I'm at.
 5 Thank you for the work. I know that you
 6 all know that you need to see improvement. We want
 7 to work with you all to do that.
 8 I just think we just need a traditional
 9 amount of time to make that happen and to see true
 10 change for students.
 11 THE CHAIR: So I move that the Public
 12 Education Commission approve the renewal application
 13 from Monte del Sol School for a five-year term with
 14 the following conditions:
 15 **A. That the school demonstrates that it**
 16 **is improving its fiscal processes with a goal**
 17 **towards reducing audit findings and repeat audit**
 18 **findings.**
 19 **B. That the school's record of**
 20 **performance demonstrates improved student academic**
 21 **growth in math and English Learner progress,**
 22 **beginning with specific immediate action as outlined**
 23 **in the school's negotiated contract.**
 24 **And, C. That the school identify a robust**
 25 **strategic educational plan to improve student**

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1 **outcomes and appropriate staff professional**
 2 **development related to content instruction.**
 3 **With regard to Items B and C above, the**
 4 **school will provide an update to the PEC in June of**
 5 **each year until the performance is identified as**
 6 **satisfactory performance.**
 7 **The specific immediate actions needed**
 8 **above will be outlined in the school's negotiated**
 9 **performance framework.**
 10 **The first Annual Report will confirm**
 11 **completion of the items listed above, or, if the**
 12 **concern is not corrected, will identify the**
 13 **uncorrected, unsatisfactory performance on each item**
 14 **that will be subject to further PEC action.**
 15 COMMISSIONER BRAUER: Second.
 16 THE CHAIR: There's a motion by
 17 Commissioner Gipson and a second by
 18 Commissioner Brauer.
 19 Commissioner Carrillo.
 20 VICE CHAIR CARRILLO: I would ask to --
 21 the whole friendly thing -- I don't even get that
 22 anymore. Friendly amendments, that's a phrase we
 23 always used. And now, like, two meetings ago, I
 24 said, "There's nothing in Robert's Rules about an
 25 amendment being friendly or not."

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1 And so I would just like to amend your
 2 motion to make that three years instead of five.
 3 THE CHAIR: I'm going to decline that.
 4 VICE CHAIR CARRILLO: Is there a second
 5 for my amendment request? Because then we could
 6 vote on my amendment request. Is there a second for
 7 a three-year?
 8 (No response.)
 9 THE CHAIR: No. There is no second.
 10 VICE CHAIR CARRILLO: Okay. It is what it
 11 is.
 12 THE CHAIR: Okay. Commissioner Burt?
 13 COMMISSIONER BURT: Yeah. I mean, I'm
 14 going to support this either way. I just wanted to
 15 bring up -- I'm just -- I'll support it no matter
 16 what.
 17 But I wonder about putting the June of
 18 each year as the reporting date to the PEC. I'm
 19 just concern- -- like, by June, we won't have the
 20 State assessment results. We won't -- I mean,
 21 there's a chance we -- I guess we could just have
 22 the internal assessments, if that's what the school
 23 chooses on to go through.
 24 But I'm more of a fan of keeping things a
 25 little bit more flexible on scheduling so that the

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1 PED and CSD can make that determination when it
 2 makes most sense and when all the data is available
 3 each year.
 4 So that's my only concern is that June of
 5 each year seems restrictive. And so just -- I'd
 6 like to know what other people think.
 7 THE CHAIR: I've been struggling with
 8 this, because I would really -- I mean, this year,
 9 they don't -- and this year, they're in the old
 10 contract.
 11 I would really prefer it to be just the
 12 Annual Report. And they get the unsatisfactory -- I
 13 struggle with that June reporting, because it's --
 14 you know, maybe this year, we get the strategic
 15 plan, because that, they can do. They don't need
 16 outcomes for that. It's, like, "Here's the plan
 17 that we have."
 18 But then going forward with everything
 19 else, it's the Annual Report. And that's where, you
 20 know, I -- I also -- not only is it the information
 21 part -- and I know that's important. But it's,
 22 like, "There's one more reporting I have to do,"
 23 when what are we doing with the Annual Reports,
 24 which is one of the reasons -- I'll just reflect
 25 back a little bit -- I don't support the three-year,

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1 because we've got a very robust performance
 2 framework and Annual Report that doesn't -- this is
 3 not a guarantee of five years.
 4 Every year, you're up for a mini-review,
 5 your performance framework and the Annual Report.
 6 And we have the opportunity, through the
 7 Intervention Ladder, to move in. So that's why I'm
 8 willing to work with the process we've created.
 9 Commissioner Brauer -- Beck -- sorry. It
 10 was a "B" word.
 11 SECRETARY BECK: Close enough. We're both
 12 B's.
 13 In the motion, I would approve June for C,
 14 not B. But for C, I'd like to hear them come in
 15 June and talk about their strategy, what they've
 16 done, what their professional development is, what
 17 their tutoring is. That -- I don't need to see the
 18 B part, which is the Record of Performance. That
 19 comes in the Annual Report. You know, that'll be
 20 there. We don't need that.
 21 But C, I would like to really know, you
 22 know, how that's developed, because, you know, if
 23 you do that right, the outcomes will come. They
 24 will come. And I'd like to see that part. Not B.
 25 Just C.

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1 VICE CHAIR CARRILLO: I don't like, in B,
 2 the word just "performance improvement," because
 3 that's so incredibly vague. And I'm remembering a
 4 time, before probably any of you were at Monte, when
 5 they were considering -- when we were considering
 6 renewal, and at the district.
 7 And somebody came to us. And they were --
 8 you know, they were boasting how much -- oh, it was
 9 Mr. Jessen? -- yeah -- where they were boasting
 10 about their improvement in a certain area.
 11 And they were saying, "Well, we improved
 12 by 25 percent in this area." We'll just say
 13 20 percent for the sake of numbers.
 14 If you have something that's 10 percent
 15 and it goes to 12, yeah, of the 10, that's
 16 20 percent. And it's, like, "Come on, man. We can
 17 all do math up here; okay?"
 18 Even though it wasn't a requirement to be
 19 on the school board, we can do the math. You
 20 improved by 2 percent, you know.
 21 But it's just the way he kind of fudged
 22 numbers. I don't like the word just "performance
 23 improvement." I'd like to quantify it in some way.
 24 That's in keeping with my desire that there be a
 25 fire lit, something that has to happen. Immediate

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1 math interventions and interventions in other areas
 2 where you see challenges.
 3 That's not for me. Are you waving hi to
 4 me, Missy? I know. Someone's hand is up.
 5 So I don't know about your thoughts about
 6 that, Chair Gipson, about quantifying that in some
 7 way.
 8 THE CHAIR: I want to let Commissioner
 9 Burt, because her hand has been up. Commissioner
 10 Burt.
 11 COMMISSIONER BURT: Thanks. Yeah. I
 12 mean, I'm just going to piggyback off of Chair
 13 Gipson. We did set up the performance framework and
 14 Annual Reports and the rule to support additional
 15 oversight. Like, we have a process in place if we
 16 use it.
 17 So we sent out a letter of Unsatisfactory
 18 Performance already to the school, based off the
 19 last Annual Report. We have very clear guidance in
 20 our rule, next steps to come forward.
 21 I do not think -- I will not support
 22 putting a specific thing into the -- into the
 23 condition, other than that they need to have not
 24 Unsatisfactory Performance. They need to have
 25 Satisfactory Performance on our performance

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1 framework.

2 There are business rules that explain what
3 Satisfactory Academic Performance is in the Annual
4 Report. There are plenty of documentation,
5 processes, procedures of what Satisfactory Academic
6 Performance looks like, year over year, for every
7 single school.

8 So I'm not worried about that. I don't
9 want to come up with some arbitrary numbers right
10 now. That's what the negotiations are for, for the
11 contract. But I still -- once again, I just think
12 we do have something in place that gives specifics
13 for how additional oversight occurs. I feel like we
14 should follow that.

15 And, actually, I know -- I would
16 actually -- I feel like I was more open to being
17 like, oh, yeah, I'll support the June addition. But
18 now, the more I thought about it, I don't want to
19 do -- I really don't want to do it. It is just --
20 it's just extra. And for what?

21 I mean, I support the idea behind it of,
22 yeah, we need -- actually, I would say, if I'm
23 looking at the motion -- what I heard Commissioner
24 Beck say was it wasn't B, which B is actually due
25 before March, before the contract negotiation. So

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1 really understand it. I would need a lot of help
2 from the Deputy Director on that to be confident
3 that I could put a number in here that would be a
4 benchmark for the school to meet.

5 And that's why we've got the performance
6 framework. We've set that all in there. And it is
7 set up as to what our guidelines are for what is
8 Satisfactory Performance, Unsatisfactory
9 Performance, and it's reported to us.

10 The Commission has an opportunity to
11 review all the data from the Annual Report, and to
12 provide that input that goes in the letter to the
13 schools on whether they've made Satisfactory
14 Performance or they've got identified Unsatisfactory
15 Performance.

16 And if it's not met by the next Annual
17 Report, then we have the opportunity to put them on
18 the Intervention Ladder.

19 And that process, it -- I don't want to go
20 outside that process, because we've worked hard to
21 try to get that process going.

22 So anything that would stray from that, I
23 hesitate, because I want to continue with my
24 confidence in the work that we've done.

25 Commissioner Carrillo.

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1 that C, honestly, to me, should also be, probably,
2 by the contract negotiation, and it should be in the
3 contract what that looks like.

4 But I'd be open, if that's outside of the
5 contract, and it's just a condition as an amendment
6 to the -- or, you know, just an attachment to the
7 contract. Then C could be done by June -- that's
8 fine -- instead of March.

9 But then I would delete all of the last
10 paragraph that says that happens -- that needs to
11 happen every year. I don't think that's
12 appropriate.

13 So I'm open to, like, C being said, that
14 that needs to happen by the June PEC meeting. B, it
15 already says it'll happen by the contract.

16 So then after that, our Annual Reports and
17 continuous oversight and additional oversight, based
18 on the conditions, will fall into place. And we
19 have a very thought-out, well-written rule that
20 supports what that process looks like.

21 THE CHAIR: So, yeah, I think -- I think
22 I've made myself clear. I could not, at this moment
23 in time, pick an arbitrary number to say, "Oh, well,
24 I want to see student improvement of 10 percent,"
25 you know. I would need to dig into that data and

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1 VICE CHAIR CARRILLO: I'm fine with that.
2 The challenge I have sometimes with the Intervention
3 Ladder -- and I hear what you're saying,
4 Commissioner Beck -- is it seems like every time we
5 want to do something it takes 30, 60, 90 days, and
6 all of a sudden it's like, holy smokes, and a
7 semester has passed. That's the challenge I have
8 sometimes.

9 I understand we've set this system up,
10 that we need to use it. We need to follow the
11 rules. I just get very impatient at the snail's
12 pace at which things move.

13 THE CHAIR: So let me take a second and
14 review this.

15 SECRETARY BECK: While you're doing that,
16 just a point of reference. Going from 10 percent to
17 12 percent is actually a 20 percent increase.

18 VICE CHAIR CARRILLO: That's what I said.

19 THE CHAIR: So, Commissioner Burt, I need
20 your help. So I thought I heard that we were saying
21 that we take out B., because it's in the annual
22 report; correct?

23 COMMISSIONER BURT: No. I think -- so I
24 think every -- for my ideal, it would be -- so I
25 would -- I do think having it as a condition, having

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1 it be added as a condition into the Annual Report,
 2 you know, an attachment to the contract, I think is
 3 important.
 4 I think the part that needs to be removed,
 5 basically, is the paragraph underneath C. But then
 6 I also think that C needs to be a part of -- I mean,
 7 it needs -- either -- if we're articulating in the
 8 motion that it's a part of the negotiated contract,
 9 then we need to do that for -- I mean, it's A, B,
 10 and C is all of it, because the condition is part of
 11 the negotiated contract.
 12 So I don't know exactly how to do that.
 13 But, yeah, that their plans -- they're going to
 14 create plans. C is the only one that's a plan. The
 15 rest are more outcome-based. And those are the
 16 Annual Report things.
 17 So C, I don't know if we need to say that
 18 the C -- that the plan needs to be presented at
 19 contract negotiations, or if that's one where you
 20 want to create a different timeline for that one to
 21 be presented outside of the contract negotiations
 22 into the PEC in some other different way.
 23 THE CHAIR: Well -- and, honestly, I would
 24 think that C, the March deadline, is -- is a better
 25 deadline, because that's also budget season. So

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1 you'd have to have that in your budget plan, as
 2 opposed to June, where budgets's already created.
 3 So -- you know.
 4 COMMISSIONER BURT: Yeah. That's what I
 5 would say. Remove that last paragraph. And then --
 6 if you want to add back into it, Julia, like, what
 7 you had put about that B was part of the contract --
 8 if you want to put that into C instead, that would
 9 probably make most sense, unless it's implied.
 10 It already says, "as outlined in the
 11 school's negotiated contract."
 12 So, yeah, I think it's -- that you need to
 13 remove that last paragraph is the only thing.
 14 THE CHAIR: About the June there.
 15 COMMISSIONER BURT: Or, sorry. The
 16 paragraph before the long one.
 17 THE CHAIR: Oh, got you. Yeah. Yeah.
 18 Okay.
 19 Yeah. If you scroll down, there's an
 20 amended motion.
 21 Yeah. Yeah. Yeah. So the amended
 22 motion, I think, fixes it. Yeah. Okay.
 23 So I will -- so I'm now going to do an
 24 amended motion.
 25 I move that the Public Education

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1 Commission approve the renewal application for
 2 Monte Del Sol School for a five-year term with the
 3 following conditions, as negotiated in the school's
 4 contract.
 5 **A. That the school demonstrates that it**
 6 **is improving its fiscal processes with a goal**
 7 **towards reducing audit findings and repeat audit**
 8 **findings.**
 9 **B. That the school's Record of**
 10 **Performance demonstrates improved student academic**
 11 **growth in math and English Learner progress.**
 12 **And, C. That the school identify a robust**
 13 **strategic educational plan to improve student**
 14 **outcomes and appropriate staff professional**
 15 **development related to content instruction.**
 16 **The specific immediate actions needed**
 17 **above will be outlined in the school's negotiated**
 18 **performance framework.**
 19 **The first Annual Report will confirm**
 20 **completion of the items listed above, or, if the**
 21 **concern is not corrected, will identify the**
 22 **uncorrected, unsatisfactory performance on each item**
 23 **that will be subject to further PEC action.**
 24 SECRETARY BECK: Second.
 25 THE CHAIR: There's a motion by

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1 Commissioner Gipson, a second by Commissioner
 2 Carrillo -- Beck. Sorry.
 3 SECRETARY BECK: That's close.
 4 Commissioner Burt.
 5 COMMISSIONER BURT: Yes.
 6 SECRETARY BECK: Commissioner Manis.
 7 COMMISSIONER MANIS: Yes.
 8 SECRETARY BECK: Commissioner Brauer.
 9 COMMISSIONER BRAUER: Yes.
 10 SECRETARY BECK: Commissioner Ingham.
 11 COMMISSIONER INGHAM: Yes.
 12 SECRETARY BECK: Vice Chair Carrillo.
 13 VICE CHAIR CARRILLO: Yes.
 14 SECRETARY BECK: Chair Gipson.
 15 THE CHAIR: Yes.
 16 SECRETARY BECK: Secretary Beck, yes.
 17 There is seven votes for, zero votes
 18 against. The motion passes. Congratulations.
 19 (Applause.)
 20 (A discussion was held off the record.)
 21 THE CHAIR: We are in recess till tomorrow
 22 at 8:00.
 23 (Proceedings in recess at 4:21 p.m.)
 24
 25

1 BEFORE THE PUBLIC EDUCATION COMMISSION
2 STATE OF NEW MEXICO

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4
5
6
7 REPORTER'S CERTIFICATE

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

15 In testimony whereof, I have hereunto set my
16 hand on December 20, 2024.

17
18
19
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22 201 Third Street, NW, Suite 1630
23 Albuquerque, New Mexico 87102
24 License Expires: December 31, 2025

25 Job No.: 9244N (CC)

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BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
CHARTER SCHOOL RENEWAL HEARINGS
DAY TWO

December 10, 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

Bean & Associates, Inc.

Professional Court Reporting Service

201 Third Street, NW, Suite 1630

Albuquerque, New Mexico 87102

JOB NO.: 9245N (CC)

2	<p>1 APPEARANCES</p> <p>2 COMMISSIONERS:</p> <p>3 PATRICIA GIPSON, Chair</p> <p>4 STEVEN J. CARRILLO, Vice Chair</p> <p>5 TIMOTHY BECK, Secretary</p> <p>6 ALAN BRAUER, Member</p> <p>7 REBEKKA BURT, Member</p> <p>8 STEWART INGHAM, Member</p> <p>9 K.T. MANIS, Member</p> <p>10 MICHAEL TAYLOR, Member</p> <p>11</p> <p>12 PED STAFF:</p> <p>13</p> <p>14 CORINA CHAVEZ Director</p> <p>15 Charter School/Options for</p> <p>16 Parents and Families Division</p> <p>17</p> <p>18 BRIGETTE RUSSELL Deputy Director</p> <p>19 Charter School/Options for</p> <p>20 Parents and Families Division</p> <p>21</p> <p>22 LUCY VALENZUELA Technical Assistance and</p> <p>23 Training Specialist</p> <p>24 Charter School/Options for Parents</p> <p>25 and Families Division</p> <p>CHERYL ROWE Authorizing Practices</p> <p>Administrator</p> <p>Charter School/Options for Parents</p> <p>and Families Division</p> <p>MISSY BROWN Technical Assistance and Support</p> <p>and Training Administrator</p> <p>Charter School/Options for</p> <p>Parents and Families Division</p> <p>NICOLA DAVIS Technical Assistance and</p> <p>Training Coordinator</p> <p>Charter School/Options for</p> <p>Parents and Families Division</p> <p>CONSUELO CONSTANTINE Liaison to the PEC</p>	4
3	<p>1 APPEARANCES, Continued</p> <p>2 COUNSEL TO THE PEC:</p> <p>3 JULIA HOSFORD BARNES, ESQ.</p> <p>4 Barnes Mediation and Law, PC</p> <p>5 200 W. DeVargas Street, Suite 7</p> <p>6 Santa Fe, New Mexico 87501</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p>	5
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1 THE CHAIR: Good morning, everyone. I'm
 2 going to bring back to order this meeting of the
 3 Public Education Commission.
 4 We are on day two; it is Tuesday,
 5 December 10th, and it is 8:03 am.
 6 Before we begin, I'm going to ask if
 7 there's anyone who needs to recuse themselves. I
 8 wanted to do the recusals first, because I forget if
 9 it took any longer.
 10 (No response.)
 11 THE CHAIR: Commissioner Beck, will you
 12 take roll, please?
 13 SECRETARY BECK: Absolutely.
 14 Commissioner Burt.
 15 COMMISSIONER BURT: Here.
 16 SECRETARY BECK: Commissioner Taylor.
 17 COMMISSIONER TAYLOR: Yes.
 18 SECRETARY BECK: Welcome, Michael.
 19 COMMISSIONER TAYLOR: Thank you.
 20 SECRETARY BECK: Commissioner Manis.
 21 COMMISSIONER MANIS: Yes.
 22 SECRETARY BECK: I did not see you, K.T.
 23 Commissioner Brauer.
 24 COMMISSIONER BRAUER: Present.
 25 SECRETARY BECK: Commissioner Ingham.

7

1 COMMISSIONER INGHAM: Yes.
 2 SECRETARY BECK: Commissioner
 3 Clahchischilliage.
 4 It's only Tuesday.
 5 (No response.)
 6 SECRETARY BECK: Vice Chair Carrillo.
 7 VICE CHAIR CARRILLO: Here.
 8 SECRETARY BECK: Chair Gipson.
 9 THE CHAIR: Here.
 10 SECRETARY BECK: Secretary Beck.
 11 There is a quorum of eight.
 12 THE CHAIR: Thank you very much.
 13 So the first school this morning is Taos
 14 Integrated School of the Arts.
 15 So just so that you're -- the first thing
 16 that we will do, the Charter School Division will
 17 give their report and recommendations. And then if
 18 there's anyone from a tribal community that wishes
 19 to give input, we reserve time out for them. And
 20 then you'll have your time.
 21 Correct.
 22 You have opportunity for public comment
 23 after you do your presentation.
 24 So whenever you're ready.
 25 MS. CHERYL ROWE: Good morning, Chair

8

1 Gipson and Commissioners. My name is Cheryl Rowe,
 2 R-o-w-e, Authorizing Practices Administrator for the
 3 Charter Schools Division.
 4 I'm here to provide the PED evaluation for
 5 Taos Integrated School of the Arts.
 6 Taos Integrated School of the Arts opened
 7 in 2010 with the Public Education Commission as
 8 their authorizer. This is their third renewal
 9 application with the PEC.
 10 The course of study at TISA is based on an
 11 arts-integrated curriculum that is multicultural and
 12 meets all Common Core state standards.
 13 Rich Greywolf has served as director of
 14 TISA for ten years. And Linda Seto, one of the
 15 founders of the school, serves on the governing
 16 board and is currently vice principal at TISA.
 17 CSD's renewal visit took place on
 18 October 10th, 2024. Missy Brown and I visited the
 19 school in person, and Martica Davis and Ken Norris
 20 visited remotely.
 21 The Charter Schools Division recommends
 22 that Taos Integrated School of the Arts be renewed
 23 for a term of five years without conditions.
 24 This recommendation is based on the record
 25 of the school's performance over the course of the

9

1 contract term, the renewal application, which
 2 highlights adult actions and programs in the service
 3 of student progress, and verification of those
 4 programs and adult actions during our renewal site
 5 visit and annual visits.
 6 Taos Integrated School of the Arts has
 7 been a Spotlight school for the past three years
 8 that ratings have been available, with an additional
 9 Designation of Excellence for attendance, a rarity
 10 in New Mexico schools in recent years.
 11 The school consistently outperforms the
 12 state and district in reading, math, and science
 13 proficiencies.
 14 If you examine the school's financial and
 15 organizational performance framework ratings over
 16 the term, you notice a sea of green. The very few
 17 Working To Meet ratings have not been repeated, and
 18 there have been no ratings of Does Not Meet.
 19 The overall fiscal and organizational
 20 management has reflected exceptionally responsible,
 21 conscientious, and healthy stewardship over the
 22 course of the term.
 23 The school's ratings on Part B of the
 24 renewal application are as follows:
 25 They met the standards in nearly all

<p style="text-align: right;">10</p> <p>1 areas: student outcomes, mission-specific goals, 2 educational program, financial compliance, equity 3 and identity, tribal consultation, and other 4 performance framework indicators. 5 The school demonstrates substantial 6 progress in one area: governance responsibilities. 7 And I should note that they nearly had a perfect 8 record in this category. They were very close to 9 Meets. 10 The board completed all training hours 11 every year except for FY22 and had only one late 12 notification over the course of the charter term. 13 The leadership and board set a high 14 standard for themselves and the school, which is 15 evident in their excellent record on all levels: 16 academic, organizational, and financial. 17 They hold high expectations for the 18 students as well, while tending to the full range of 19 their needs. Students report that they feel safe, 20 welcome, deeply cared for, and enjoy celebrating the 21 variety of adults at TISA. 22 The expectations are high. But with the 23 skillful integration of the arts and cultural 24 responsiveness, the curriculum and tone of the 25 school has a playfulness that cultivates a true joy</p>	<p style="text-align: right;">12</p> <p>1 end of the year, as some of you know, is also 2 closing of the year. So they're bombarded right now 3 with a lot of traditional things, not to mention 4 business as well. So, unfortunately, we couldn't 5 have anybody commit to us today. 6 But I -- if you don't mind, I wanted to 7 just read my statement here real quick. 8 My name is Yvonne C. Trujillo. I am the 9 Indian Education Act liaison and governing president 10 for Taos Integrated School of the Arts. I am a 11 tribal member from Taos Pueblo, and also am half 12 Tesuque Pueblo. It is an honor to be here with you 13 all today. 14 I am here to speak on the IEA grant, which 15 was implemented at TISA during the '23-'24 school 16 year, and has already proven to be an inspiring 17 success, while offering a transformative impact on 18 both the local and the educational scene. 19 Through a unique blend of cultural 20 sensitivity, rigorous academics, and commitment to 21 preserving indigenous knowledge, this initiative has 22 revitalized the educational experience for Native 23 American students in our school. 24 We currently have 26 Native students 25 attending our school, which consists of Alaska</p>
<p style="text-align: right;">11</p> <p>1 of learning. 2 Students report that they look forward to 3 coming to school. They can't wait to see what they 4 will do and learn the next day. Isn't this what 5 school should be like? 6 Thank you. 7 THE CHAIR: Thank you. So do we have 8 anyone for tribal input? 9 MS. MELISSA BROWN: I don't see anybody's 10 hand up for tribal input. You want to do tribal -- 11 THE CHAIR: Oh, okay. Sure. 12 So let me just remind everyone. Before 13 you speak for the first time, if you will state your 14 name, spell your last name, and then just identify 15 the role you have with the school. 16 FROM THE FLOOR: This will work. Forgive 17 me if I don't stand for very long. I apologize. 18 Good morning, Commissioners and Public 19 Education Department, my name is Yvonne C. Trujillo. 20 And I am not only the governing board president, but 21 I am also the Indian Education Act liaison. And I 22 must apol- -- before I move further, my last name is 23 spelled T-r-u-j-i-l-l-o. 24 And I must apologize that our tribal 25 officials, I did invite them to come. However, the</p>	<p style="text-align: right;">13</p> <p>1 Native, Navajo, Ohkay Owingeh, San Felipe, Lakota, 2 Jicarilla, and Taos Pueblo. Excuse me. 3 The program goal is designed to respect 4 and reflect the traditions and values of the 5 community, empower all of our students by fostering 6 a deep sense of pride in their heritage, while also 7 preparing them for the challenges of the modern 8 world. 9 In addition, TISA has hired two 10 after-school tutoring teachers for our kids to help 11 them with any -- any issues that they may have, if 12 they -- they have math or reading, whatever they 13 need some help on. 14 While still in elementary/middle school, 15 we believe opening their eyes to community colleges 16 and universities to start forming some thought on 17 how they can serve their people in community 18 someday. To give you an idea, recently, we took 19 them on a field trip to the open houses at Santa Fe 20 Community College and IAIA, the Institute of 21 American Indian Arts. And we've also been working 22 with NMSU, again, putting it in their mind that it's 23 important that college is -- is at their fingertips, 24 and they can do it. 25 We have also been focused on creating an</p>

<p style="text-align: right;">14</p> <p>1 environment for our Native kids to feel comfortable 2 in their school by having a land acknowledgement 3 celebration with wooden artwork, acknowledging this, 4 with a (incomprehensible) view in the hallway, 5 hearing -- while also hearing the words of wisdom 6 that were shared by our tribal officials and 7 celebrating our friendship dance with the entire 8 school, guests, and faculties.</p> <p>9 We put up paintings in the hallways by 10 local tribal natives, again, trying to make them 11 feel at home, make them feel comfortable, and also 12 providing Native-themed books for them to read, so, 13 like, when they do book reports, it's something that 14 they will not only learn about their history, about 15 different Native history, but also turn in a book 16 report as well, and then also excel in their reading 17 levels, because it's something that they can -- 18 they're familiar with and comfortable with.</p> <p>19 We emphasize on the preservation and 20 revitalization of Native culture by having -- by 21 having had a Rock Your Mocs Day and showing your 22 Native pride by wearing your Ribbon Shirt and Skirts 23 Day, and having a local tribal member come in and 24 teach them traditional hand games, which focused on 25 skill, critical thinking, cultural awareness, and</p>	<p style="text-align: right;">16</p> <p>1 And it was culture and language, and 2 coming back and helping your people. Those were the 3 three big things.</p> <p>4 And the kids documented this. It went to 5 the Film Prize Junior, and it won -- it won an award 6 there. And then the film was also sent to 7 California for the Native Americans' things, where 8 it also placed in the top ten categories there. And 9 this was all the kids doing that they had done. 10 That was their idea and their work.</p> <p>11 What this has done is opened up new 12 avenues for cultural expression and academic 13 achievement. It has created new bonds, not only 14 amongst our indigenous children, but with our 15 schools, our tribal officials, and our community.</p> <p>16 The success of the IEA at TISA is a 17 testament to the importance of the community-driven 18 educational reforms. It has not only improved the 19 academic outcomes for our kids, but has also 20 strengthened the bond between students and their 21 cultural roots, which we proudly shared with their 22 tribal officials. And they were really happy to see 23 that as well.</p> <p>24 As a result, our Native students' grades 25 have improved, and they are displaying signs of more</p>
<p style="text-align: right;">15</p> <p>1 physical activity and teamwork.</p> <p>2 We invited indigenous professionals, which 3 were financial entrepreneurs and athletics, shown 4 talking to them about, you know, their financials as 5 they get older, what to think about, those kind of 6 things, and basically letting them know that nothing 7 is beyond their reach.</p> <p>8 We've had Native performers come in to 9 share our various cultures with our non-Native 10 students and faculty so that we can understand one 11 another and -- and also, at the same time, showing 12 them that while there is a modern science, there's 13 also an indigenous science, which we can combine and 14 work together.</p> <p>15 So, like, for climate change, we can help 16 put our minds together and share our indigenous 17 knowledge with them.</p> <p>18 To filming our elders, our kids last 19 year -- or at the beginning of this year -- recorded 20 two of our tribal elders. And it was called, "Our 21 Elders Speak."</p> <p>22 And they wanted to notate and document 23 what was the most important thing that the elders 24 wanted the younger generations to -- what did they 25 want them to know before they left.</p>	<p style="text-align: right;">17</p> <p>1 confidence, while proudly sharing a strong sense of 2 identity and readiness to take on leadership roles 3 in both their communities and the wider society.</p> <p>4 Overall, the Indian Education Act at TISA 5 stands as a powerful example of how tailored 6 education policies can bridge the gap between 7 tradition and progress, fostering a generation of 8 students who are proud of their heritage and 9 prepared for the future.</p> <p>10 In conclusion, I would like to thank you 11 all for providing us with this time today and would 12 appreciate your consideration to foster the program 13 by renewing the charter for another five years, and 14 that we may continue to share and show our 15 indigenous children that they can balance two worlds 16 and can still -- and be confident in those two 17 worlds.</p> <p>18 Thank you.</p> <p>19 THE CHAIR: Thank you so much. 20 When you're ready.</p> <p>21 MR. RICH GREYWOLF: Okay. I'm done. 22 Thanks. Can we go home now?</p> <p>23 THE CHAIR: We could. We can vote.</p> <p>24 MR. RICH GREYWOLF: So I just wanted to go 25 ahead and have an opportunity to celebrate and talk</p>

<p style="text-align: right;">18</p> <p>1 about some of the things we've done here at our 2 school.</p> <p>3 So next slide. What I'm going to have to 4 do is say "Next slide." No problem. I will do my 5 best to go ahead and say, "Next slide."</p> <p>6 So I wanted to go ahead and talk about 7 some of the things that we have to celebrate.</p> <p>8 We've had a continued focus on our 9 academic rigor. Two years ago, we noticed that 10 our -- as many schools did -- that we were having a 11 decrease in our math. And so one of the things that 12 we did last year is that we -- we hired Linda Seto 13 to go ahead and help us with making sure that we 14 were doing our math program with fidelity. We did 15 not change our math program -- yes. Oh. I'm sorry, 16 I apologize. I thought everyone just knew me.</p> <p>17 I do various roles, but I'm not that big 18 yet.</p> <p>19 But my name is Rich Greywolf. I am the 20 director of TISA. My name is spelled 21 G-r-e-y-w-o-l-f. Thank you.</p> <p>22 I often forget to introduce -- I just 23 start talking. Sorry. It's the Italian and 24 Sicilian and Irish background.</p> <p>25 So wanted to say one of the things we did</p>	<p style="text-align: right;">20</p> <p>1 achievement. But math, for whatever reason, was 2 going down, and so we went ahead and did that.</p> <p>3 We also became a structured literacy 4 school. This will be our third year of structured 5 literacy. We did see a decrease in our reading. 6 But part of that is because we're using a new 7 program. We have brand new teachers that are in the 8 program. And, of course, they're being trained in 9 this new style of reading.</p> <p>10 So our hope is is that we'll have those 11 continued results of the growth.</p> <p>12 We were -- when I first started -- we can 13 go on to the brief history, which is the next one. 14 Just to let you know, the school was founded 15 15 years ago by Linda Seto. We had two campuses 16 where I was driving back and forth. I had numerous 17 speeding tickets, because I was also the school 18 nurse, which was hilarious to go ahead and go in 19 town, as well as forgetting to put on my seat belt.</p> <p>20 By the way, New Mexico is really picky 21 about wearing your seat belt. And you need to wear 22 it. Make sure all of you do.</p> <p>23 When we went from there, we were actually, 24 at one point, in a plumber's parking lot, which was 25 a lot of fun. But our school continued to thrive.</p>
<p style="text-align: right;">19</p> <p>1 was is that we noticed we were having a problem with 2 our math. We were decreasing, as many other schools 3 were, right after COVID.</p> <p>4 When we had our second year of decrease, 5 because we were kind of concerned about that, we 6 hired on Linda Seto. She went ahead and took the 7 program, made sure that the students were -- that 8 teachers were doing it with fidelity, teaching the 9 program, which was Everyday Math at the time. We 10 went ahead and also got signed up with the High 11 Dosage Tutoring. They only gave us one grade, which 12 was sixth grade. We had that as well.</p> <p>13 And in the one year that we had Linda 14 Seto, we were able to increase our math scores 15 7 percent.</p> <p>16 So we did that within -- within one year.</p> <p>17 Our hope is to continue at that rate. As 18 you know, you know, growth -- growth for each year, 19 you want to go ahead and see anywhere between 3 and 20 7 percent. That's where the average is. If it's 21 above that, that usually means that you're cheating. 22 But, otherwise, your 3 to 7 percent is the academic 23 growth that you want to go ahead and see.</p> <p>24 We traditionally are anywhere between 5 25 and 7 with our reading program as far as overall</p>	<p style="text-align: right;">21</p> <p>1 We were able to -- six years ago, to build 2 a permanent campus where we're at now. We were 3 struggling for the longest time to get 175 students; 4 we were at about 160. We are now at 215 students 5 with a waiting list in all our grades. We're at 6 capacity.</p> <p>7 We only have -- the only reason we're down 8 one is because, unfortunately, a student came in, 9 applied, and then didn't show up for ten days. So 10 we had to withdraw that student. But, otherwise, 11 otherwise, we have a full waiting list in all of our 12 grades.</p> <p>13 We have been -- when I first was at the 14 school, school the first year, 15 years ago, we were 15 a "D" school. That was our report that we had 16 gotten. Within one year, we went from a "D" to a 17 "B." Then we went from a "B" to an "A." And then 18 they decided that the A-B-C-D system was too 19 complicated for parents to understand. And so they 20 came up with the new system, which is the Spotlight 21 system, which we've been a Spotlight School ever 22 since that they -- since we've had that designation.</p> <p>23 With our growth, we went from one SpEd -- 24 one SpEd teacher to three. We now have three 25 special education teachers.</p>

<p style="text-align: right;">22</p> <p>1 We went from contracted employees in our 2 specials to all employers are licensed. So we have 3 an employee for PE. We have Spanish. We have -- 4 PE, STEAM, Spanish, an art teacher, and the 5 performing arts, which are all at the school. 6 We are -- on to the next page. Next 7 slide, please. 8 And the next slide. 9 So just to go ahead and go through, we had 10 our increasing in our math -- next slide -- I keep 11 forgetting to say "Next slide." I was just talking. 12 Well, I could talk about this briefly. I 13 think one of the things that we have here at our 14 school that we've been really -- that's been really 15 successful for us is that we've been able to find 16 teachers. 17 I don't know how it has been for everybody 18 else. But I know at the high school that is in 19 Taos, Taos Municipal School District, they actually 20 have subs in those classes. I know because my son 21 is a senior, and he has two subs on his schedule 22 that are -- that are in there. 23 We have no subs. All our teachers are 24 licensed. We have all of those teachers there. We 25 have individuals that are here that want to be here.</p>	<p style="text-align: right;">24</p> <p>1 and came over. And I convinced them -- I don't know 2 to their chagrin or not -- to become teachers. 3 And one of them has -- has gotten their 4 teaching license. And the young lady in the 5 foreground there, she is working on finishing up 6 this year, and she will also be a licensed teacher. 7 So we really try to grow the individuals 8 that are there. So we have people that are from the 9 community to work in our community. 10 Next slide, please. 11 One of the things I have to say -- and I 12 think that everybody sees that -- is our staff 13 really cares about our kids. I could show you a ton 14 of pictures. My wife insisted that I show me in my 15 Pac-Man costume, and I said, "No, I am not putting 16 it on the slide." 17 She tried to slip it in a couple of times, 18 and I was able to take it out. 19 But, yes. Matter of fact, for the last 20 one, what we did is for our Turkey Trot, I dressed 21 in a giant turkey costume and chased the kids. And 22 the parents told me they were very upset with me 23 because they had to spend a lot of money because 24 their kids went around the circle to go ahead and 25 get the trot, so we were able to go ahead and raise</p>
<p style="text-align: right;">23</p> <p>1 We recruited from individuals that -- that we know 2 within the community. 3 So the person that you see in the center 4 there that's kind of pointing to her, that's our 5 Spanish teacher. I found her from a former speech 6 teacher that we had that said, "Hey, my daughter 7 knows a friend who's in Spain who used to go to Taos 8 High School, and I'm pretty sure she has a Spanish 9 degree." 10 So I went ahead and found out how to use 11 WhatsApp (verbatim) and tracked her down and 12 convinced her to leave Spain to come back to Taos to 13 teach Spanish. 14 So we work really hard to make sure that 15 we have what we need at the school. And we rely on 16 our community, and we utilize our communication 17 skills with our community members to find those 18 individuals that are there. 19 Next slide. 20 The other thing that we've done is that we 21 have TISA aides, educational assistants. These are 22 people that have lived in the Taos community, have 23 been educational assistants for a long time over at 24 the district schools. They were kind enough to 25 leave the district school and take a chance on us,</p>	<p style="text-align: right;">25</p> <p>1 money. 2 Next. 3 One of the other things we do is we do 4 Student of the Month. We base it on our TISA -- our 5 TISA pillars. Those are individuals every month 6 that we go ahead and celebrate -- in every 7 classroom, we celebrate students that have -- 8 have -- are showing -- are part of our TISA pillars. 9 And is the video in there or no? No. Great. 10 So one of the TISA pillars that we ha- -- 11 maybe? No? It didn't show it. Nope. 12 All right. So the TISA pillars are 13 thoughtfulness, integrity, scholastic, and 14 attentiveness, and art. And any individual that 15 goes ahead and that -- has those things, we 16 celebrate them at a once-a-month community. And we 17 celebrate all those kids in front of their parents. 18 Parents come out, and we have a huge celebration for 19 them. 20 I put this picture up, because this is one 21 of our former students who came back. She was -- 22 she wants to be an artist. She is now going over to 23 the Santa Fe School of the Arts. And she came back 24 specifically to -- wanting to paint that dragon on 25 our fence. That's the young lady that went ahead</p>

<p style="text-align: right;">26</p> <p>1 and did that.</p> <p>2 Our logo that we have -- if you ever have</p> <p>3 an opportunity to go ahead and look at it; I think</p> <p>4 it's on the next slide -- that logo was actually</p> <p>5 designed by a student at TISA in 2016 and has, ever</p> <p>6 since, been our logo. And that's the thing that was</p> <p>7 there.</p> <p>8 That young lady has now gone on to --</p> <p>9 Miss Hailey Chandler is now an art therapist is what</p> <p>10 she does from there. She always wanted to be an</p> <p>11 artist and came to our school.</p> <p>12 Next.</p> <p>13 We integrate art in all of our classrooms</p> <p>14 and things that are there. I could have shown a ton</p> <p>15 of different pictures. But I'm trying to keep your</p> <p>16 time and realize that Linda at some point is going</p> <p>17 to want to talk, and Nicole.</p> <p>18 And then I go, "Oh, I talk too much," many</p> <p>19 times, so then trying to go ahead and not do too</p> <p>20 many slides.</p> <p>21 Next.</p> <p>22 We have many visiting artists. And I just</p> <p>23 wanted to go ahead and read to you some of the</p> <p>24 things we've done just in the five years that we've</p> <p>25 been here when we left for our first charter and</p>	<p style="text-align: right;">28</p> <p>1 actually do that.</p> <p>2 We have had abuelos from Taos come in and</p> <p>3 teach our kids how to make tortillas from scratch.</p> <p>4 We do STEAM building competitions. We do</p> <p>5 the Nutcracker Performance with Ballet Taos. I</p> <p>6 played Santa Claus. And this year, I am being a fat</p> <p>7 rat Elvis, which will be hilarious, I'm sure.</p> <p>8 And we've worked with local fisheries. As</p> <p>9 a matter of fact, for our fishery program that we</p> <p>10 had with one of our former teachers here, we had the</p> <p>11 highest birth rate for the brown trout that they</p> <p>12 were able to do in the classroom. They actually</p> <p>13 outperformed -- third-graders outperformed college</p> <p>14 students for the birth rate that they had there.</p> <p>15 We are part of Film Prize Junior every</p> <p>16 year. We go ahead and do Future City. We've worked</p> <p>17 with Robert Quijano, who was a visiting music</p> <p>18 artist, part of the Arcane Ramblers. Those are just</p> <p>19 a few. I couldn't list them all.</p> <p>20 So, next.</p> <p>21 I just thought this was a cool picture,</p> <p>22 because we had a -- we had a -- a T-shirt day, where</p> <p>23 we've given T-shirts out. Actually, part of the</p> <p>24 Indian Education Act was an Indian artist did a</p> <p>25 T-shirt. He went ahead and made something</p>
<p style="text-align: right;">27</p> <p>1 realize -- it's not really five years. Because</p> <p>2 COVID, we had no visiting artists during COVID.</p> <p>3 We have done a low-rider competition,</p> <p>4 where students went ahead and designed things to go</p> <p>5 onto a low-rider. We have had visiting African</p> <p>6 drumming artists. We have done music teaching with</p> <p>7 Jenny Bird. We have had a variety of festivals and</p> <p>8 plays. We have Santa Fe Chamber Music that comes</p> <p>9 twice a year in the spring. We've had robotics</p> <p>10 competitions, done Alice In Wonderland in</p> <p>11 collaboration with Ballet Taos. We do Twirl Family</p> <p>12 Nights. We have done a Taos Pueblo beadwork and</p> <p>13 artwork with the students. We have had a visiting</p> <p>14 puppeteer that taught students to go ahead -- how to</p> <p>15 go ahead and puppet and make puppets. We have had</p> <p>16 dance choreography from one -- from a group from</p> <p>17 Africa, as well right there, which I think it's --</p> <p>18 it's on the next one.</p> <p>19 We had dancers from India that had come</p> <p>20 in. We had a visiting artist that went ahead and</p> <p>21 taught students how to do art and how to write</p> <p>22 stories that was a published artist.</p> <p>23 We have done STEM activities, where we're</p> <p>24 part of the Governor's STEM Challenge. We are</p> <p>25 actually one of the only middle schools that</p>	<p style="text-align: right;">29</p> <p>1 specifically for TISA, and we gave it to every</p> <p>2 student in the class.</p> <p>3 This student had the T-shirt. But he was,</p> <p>4 like, "I'm an artist, too, and I want to make my own</p> <p>5 design."</p> <p>6 Next.</p> <p>7 Ro, who's an amazing teacher, and all of</p> <p>8 our teachers have some -- one of the things we have</p> <p>9 is a criteria. When teachers get in -- that I hire,</p> <p>10 I ask them -- I go, "That's great. You do teaching.</p> <p>11 So what do you do in your real life? Like, what is</p> <p>12 your passion that you do outside?"</p> <p>13 So one of the things is is that artists --</p> <p>14 Ro is a music artist. She writes her own original</p> <p>15 music. She's been in the community for -- 30 years?</p> <p>16 30 years or so.</p> <p>17 She is also a Zumba instructor, which, of</p> <p>18 course -- you know, getting the kids up and running.</p> <p>19 But she actually incorporates music every day with</p> <p>20 her kids, playing guitar, teaching them songs in the</p> <p>21 first grade.</p> <p>22 Next.</p> <p>23 We also have kids that learn outside. We</p> <p>24 go outside all the time. We're right in the middle</p> <p>25 of Northern New Mexico, Taos. We have some of the</p>

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1 most beautiful scenery there is, and we take
 2 advantage of it.
 3 Next.
 4 These are just some pictures of the kids
 5 going.
 6 Next.
 7 That's a local farm that we visit. Kids
 8 go ahead. And, actually, we're doing marigold
 9 necklaces that they were doing there. We also go
 10 ahead and have them doing -- they went to an orchard
 11 to go ahead and pick fruit that they went ahead and
 12 made apple cider and apple sauce.
 13 Next.
 14 That's just us showing that we're outside.
 15 Next.
 16 And that is a blank screen --
 17 Next.
 18 -- which was a video.
 19 Next.
 20 Oh. This was a cool thing that I just
 21 thought that I'd share. This is one of the projects
 22 that we had done with the Governor's STEM Challenge.
 23 The kids wanted to create a three-dimensional app,
 24 where it was called "Talk and Walk," realized that
 25 we -- in Taos unfortunately, we have a very high

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1 teen suicide rate. And the kids wanted to create an
 2 app where somebody could talk to somebody. And
 3 that's what they did there; so...
 4 Next.
 5 We have academic supports for all our
 6 students. We go ahead and have an intensive summer
 7 school that is done every year that's open to our
 8 lowest performing students. We do not -- it's not a
 9 babysitting time. It is academic time. So we
 10 really try to pick those kids that we go, "Hey, who
 11 needs help? Who can we help," because we --
 12 unfortunately, we don't have a lot of teachers that
 13 want to teach during the summertime. So we really
 14 focus on that.
 15 We also have Af-Care. We offer it every
 16 day to our parents for free, to 5:00. And if
 17 parents are late picking up kids, we have people
 18 that stay there late to make sure that they're
 19 there. And we don't give them a hard time because
 20 they couldn't make it on time.
 21 We make sure we do what we need to do for
 22 our families.
 23 I want to have -- because I've talked a
 24 lot, I want to go ahead and have Linda read this.
 25 So this is from our equity council, Ali Haney. She

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1 couldn't be here today because we still have school
 2 today. As a matter of fact, when I leave here --
 3 and, hopefully, you guys give me a good review and
 4 then we leave here -- I'm happy on my drive back.
 5 And I go back to work because we still have kids
 6 that we have to work with.
 7 So, go ahead.
 8 MS. LINDA SETO: My name Linda Seto.
 9 That's S-e-t-o. And I'm the founder and vice
 10 principal and governing council member.
 11 "Dear Charter Renewal Board: I am sorry
 12 that I cannot be present in person before you. I
 13 have duties in Taos that prevent me from joining you
 14 today.
 15 "As the TISA Equity Council lead for the
 16 past four years, I am pleased to communicate some of
 17 the ways that we have grown as a school towards
 18 greater equity for our students.
 19 "Rich Greywolf, our administrator, has
 20 been supportive every step of the way in receiving
 21 advisories from the Equity Council and going above
 22 and beyond in actualizing our school's growth in
 23 equity.
 24 "While equity councils offer advice,
 25 administrators serve as captains at the helm,

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1 steering schools towards positive change with said
 2 advice.
 3 "TISA is a school where the needs of each
 4 individual matter and a place where students are not
 5 allowed to fail -- to fall through the cracks. It
 6 is one of the most positive and supportive learning
 7 environments I have been witness to, and I am a firm
 8 believer that TISA provides safety nets for students
 9 because our close-knit community makes it impossible
 10 for a child to go unnoticed.
 11 "In the beginning of the statewide equity
 12 movement, we attended the meetings provided by the
 13 equity division of the NMPED to obtain guidance on
 14 how to more deeply meet the needs of our diverse
 15 community. In those early years of participation,
 16 we decided that focusing on the quality of
 17 literature and materials was a good place to start.
 18 "We engaged in evaluating our school's
 19 reading materials and curriculum to determine the
 20 places where we could broaden the cultural and
 21 social perspectives being presented to students in
 22 daily lessons and in classroom libraries.
 23 "Teachers were included in the
 24 conversations, and their input was integrated into
 25 book orders. We purged outdated books from our

<p style="text-align: right;">34</p> <p>1 libraries and replaced those with culturally and 2 socially relevant materials.</p> <p>3 "Shifting perspectives to include diverse 4 experiences outside of the dominant paradigm allows 5 students of all backgrounds to see their personal 6 experiences reflected in the school culture.</p> <p>7 "Building the bridge between home cultures 8 and that found at school is key to establishing 9 equitable outcomes for marginalized populations.</p> <p>10 "The accomplishment that I am most proud 11 of grew from an advisory given a few years ago. In 12 it, we recommended that TISA deeply dive into 13 integrating indigenous culture more fully by looking 14 for community members from Taos Pueblo to guide our 15 school community.</p> <p>16 "This advice is manifested in Yvonne 17 Trujillo leading us as the president of our 18 governing council. She has done so much to help us 19 understand how to build a school community that 20 truly integrates indigenous cultural knowledge and 21 traditions.</p> <p>22 "She's brought indigenous artists, 23 dancers, and musicians to share their creativity 24 with TISA. Her leadership has resulted in our 25 indigenous students receiving cultural education</p>	<p style="text-align: right;">36</p> <p>1 really neat, so if there's anything that you want to 2 talk about.</p> <p>3 FROM THE FLOOR: (Off-mic.)</p> <p>4 FROM THE FLOOR: -- from Jemez Pueblo.</p> <p>5 And we wanted to share the various cultures with our 6 kids in educating them about the various cultures. 7 Because they know about Taos Pueblo, or they're 8 learning about Taos Pueblo. But, like I said, we do 9 have a child from Ohkay Owingeh. And we wanted to 10 bring their things in. And we've also invited other 11 parents from, like, Alaska Native and Navajo, to 12 also bring in, if they're willing, to come share 13 their culture with our students so they can all get 14 a little bit of social studies in this as well.</p> <p>15 So, next.</p> <p>16 MR. RICH GREYWOLF: Next.</p> <p>17 FROM THE FLOOR: So in this picture, we 18 took them -- the students down, earlier this year, 19 to the Indian Pueblo Cultural center. And as you 20 notice in this one, they're all girls. It just so 21 happened they were all girls in this picture.</p> <p>22 And then we took them to the Gathering of 23 the Nations so that they could also just kind of get 24 that experience, because not many of our kids can 25 afford to go do these kind of things. So we</p>
<p style="text-align: right;">35</p> <p>1 that brings tribal wisdom and traditions into the 2 setting of a charter school.</p> <p>3 "This not only fosters a supportive school 4 culture for indigenous students, but serves to 5 extend the knowledge of diversity to all students at 6 TISA.</p> <p>7 "When we share cultures and learn to 8 co-exist harmoniously with admiration and curiosity 9 concerning our differences, we move the world 10 towards equity.</p> <p>11 "Thank you for your time and 12 consideration. Please support our charter in its 13 continuance as we are doing good work. With more 14 time, I am excited to see what we can grow at TISA. 15 Please contact me directly if you have questions and 16 comments you would like to discuss.</p> <p>17 "Sincerely, Alison Haney."</p> <p>18 And that's H-a-n-e-y. She's also a member 19 of our governing council, and she is the PE teacher 20 at our school, as well as the equity council 21 representative.</p> <p>22 MR. RICH GREYWOLF: Next.</p> <p>23 And next.</p> <p>24 And I think that you've already had your 25 statement. But I have some pictures here that are</p>	<p style="text-align: right;">37</p> <p>1 thought -- well, kill two birds with one stone. 2 Take them and help them learn about the various 3 tribes while we were down there.</p> <p>4 MR. RICH GREYWOLF: Next.</p> <p>5 FROM THE FLOOR: So in this picture, this 6 is my son, Candido, back here, and a first-grader, 7 River Lujan. And we were filming at the pueblo at 8 the time. And, again, because we have students that 9 are not all from Taos Pueblo, we gave them -- I had 10 our pueblo kids give their peers a tour of their 11 home. I wanted them to be the tour guide and teach 12 them a little bit.</p> <p>13 And while we were doing this, we had a 14 lady in the pueblo that was selling prune pies. So 15 I bought some prune pies for them, because the kids 16 were hungry. And the kids were all sitting on the 17 pueblo wall, and they were eating them.</p> <p>18 I thought this was so cute that River 19 tends to gravitate towards Candido as a mentor. 20 They're not related or anything. But he tends to 21 gravitate towards my son. That's what that was.</p> <p>22 And this, this is going back to the Rock 23 Your Mocs Day. We had Sadie take a picture of all 24 the kids that wore the mocs that day. It shares 25 their cultural.</p>

<p style="text-align: right;">38</p> <p>1 Film Prize Junior. This is the film of 2 speaking with the elders that they won the award 3 for. This is in Albuquerque. Beginning of the 4 year. 5 This is while we were filming at Taos 6 Pueblo. There is Mr. Gilbert Suazo, who is one of 7 the elders that they interviewed. It was a pueblo 8 setting inside one of the pueblo homes where he sat 9 on the couch, fire going. All the kids were sitting 10 on the floor. And he was sharing stories, and they 11 were asking him questions while the older students 12 were filming in the background. 13 MR. RICH GREYWOLF: Next. 14 FROM THE FLOOR: This is the Buffalo 15 Dancers as well. This was the Eagle Dancer that was 16 part of their group. 17 THE CHAIR: Linda. 18 MS. LINDA SETO: Oh, there's my name. 19 Good morning, Commissioners. My name is 20 Linda Seto, S-e-t-o, again. I'm the founder of 21 TISA. 22 Fifteen years ago when we founded the 23 school, we had a -- envisioned a school that would 24 be multicultural, community oriented and involved, 25 and academically rigorous using the integrated arts.</p>	<p style="text-align: right;">40</p> <p>1 We also involve our specialty teachers, 2 performing arts, Spanish, and visual arts teachers, 3 to do activities as well. 4 The second event that we sponsor in the 5 family is the Lantern Walk, which is an annual event 6 we've had all fifteen years. We started with the 7 very first one in 2010. 8 And this is where the students spend 9 several weeks making beautiful candlelit lanterns. 10 And we gather at the school after dark. There's a 11 photo right there of some of the lanterns. 12 And they are taught songs. And we share 13 our community. We invite our family -- their family 14 and friends to come. And they sing songs and walk 15 the path, and then, at the end, share food with each 16 other. 17 Then in the early spring, we sponsor a 18 math night, which is where the whole school comes 19 together. And each -- each staff member, each 20 classroom teacher, provides activities that they -- 21 each student can participate in, no matter their 22 age, from kindergarten through eighth grade. That's 23 very successful, too. 24 So a lot of our parents and their students 25 come to that as well.</p>
<p style="text-align: right;">39</p> <p>1 And I believe in the last five years, I am very 2 proud to say that we are getting close to achieving 3 that goal -- those goals and our vision of the 4 school. 5 We have -- as Rich has said, we have 6 achieved Spotlight School status for the last three 7 years. And we're very much proud of that. But 8 we're also very proud to be able to serve the Taos 9 community, which includes about 200 families with 10 215 students. 11 Some of the accomplishments I am most 12 proud of are the following: 13 We have established four major events in 14 our annual -- in our year that we invite our parent 15 community to and our parents really look forward to 16 participating in. 17 The first of these is Pirate Literacy 18 Night, where we all dress up like pirates. And 19 everyone is welcome to do that. And the 20 kindergarten through eighth grade classes are 21 involved. 22 And these are -- this integrates reading 23 activities with arts integration. And each of our 24 classroom teachers has activities for students to go 25 from classroom to classroom.</p>	<p style="text-align: right;">41</p> <p>1 And then our fourth festival is in the 2 springtime. We have started having a May Fair, 3 which includes Maypole dancing, crafts, food, music, 4 and different activities. This one is 5 community-wide. We invite all of the Taos community 6 to participate if they'd like to come as well. 7 And some of the community events that 8 we've been participating in, one of them is -- in 9 the fall -- is called the Glam Trash event, which is 10 a fashion event that the Town of Taos has. And 11 young and old create fashion out of recycled 12 materials. 13 And so one of the major organizers is on 14 our staff. And so we have sponsored a TISA Glam 15 Trash fashion show, which is really fun. And 16 they -- they get prizes and all of that. And they 17 get real excited. And then some of those students 18 go on to exhibit in the town fashion show as well. 19 We also participate in the Harwood Museum 20 of Art Program. This is where -- the Harwood Museum 21 is a local museum that's been in Taos -- I don't 22 know -- many, many years, established with the early 23 artists who came to Taos. And they have an art 24 program for students through an education grant. 25 And our students have been able to go over</p>

<p style="text-align: right;">42</p> <p>1 there. And they are educated in some of the art 2 exhibits that are there. And then they get to do 3 some sort of art-related activity that has to do 4 with the art that they've just seen. 5 We've also participated in Taos Fall Arts 6 and Paseo, which is a program that's been 7 established up in Taos. 8 And TISA students have shown their artwork 9 there. And they participated in that for quite a 10 few years. 11 We also have been able to purchase a 12 25-by-75 long greenhouse. So that's a new program 13 this year. We were able to get a grant. And here 14 it is. 15 Those are some of the beds that we've 16 recently made. We -- the grant has provided money 17 to get soil to -- to fill the beds with, and then 18 mulch and all kind of things. And we're planning to 19 be implementing this program throughout the -- this 20 school year with the -- school-wide. 21 And then we also have a robust mentorship 22 program for our Level 1 teachers in the classroom. 23 They're mentored by two national board -- oh. 24 They're mentored by two national board certified ed 25 Level 3 staff members. And we feel -- we feel at</p>	<p style="text-align: right;">44</p> <p>1 things to do. Field trips are great. It's really 2 just a really good school. That's all I have to say 3 about it. It's really good. 4 THE CHAIR: Thank you. 5 FROM THE FLOOR: Hi. My name is Kristen 6 O'Flaherty. That's O, apostrophe, F-l-a-h-e-r-t-y. 7 I'm a parent of an eighth-grader at TISA, my 8 daughter, and a fifth grader, my son. And I just 9 wanted to come down today to speak in support of the 10 charter renewal for TISA. 11 Almost ten years ago, when I was looking 12 for where my daughter would go to kindergarten, at 13 the time, TISA was split between two campuses and 14 didn't have the best rating. But after visiting the 15 kindergarten class, it was really clear that it was 16 the right fit for her. 17 She's the kind of kid you probably think 18 of when you think of who goes to an art-integrated 19 school, very creative, loves to make things, has her 20 own little art studio in her bedroom for years. 21 She's thrived here. 22 My son, who's now a fifth-grader, was not 23 as artistically minded, and I did wonder if it was 24 the right fit for him. But as busy working parents, 25 we really couldn't figure out how to make two</p>
<p style="text-align: right;">43</p> <p>1 TISA we have a very supportive staff, and we support 2 each other. 3 And the arts are integrated in our 4 classroom through our specialty teachers, as well as 5 our classroom teachers. 6 We -- last summer, we sent four -- we sent 7 four staff members to the Focus for the Arts program 8 in Denver at the Denver School for the Arts. And 9 they brought back their learning to TISA and -- and 10 shared it with our staff. And we will continue to 11 do that this year. 12 In academics, it -- as Rich has talked 13 about, I'm very proud of my part in our math 14 program. And we've been able to make that 7 percent 15 progress. 16 So I ask that the Commission, due to all 17 of these wonderful accomplishments and more, renew 18 our charter for the next five years. Thank you. 19 THE CHAIR: Public comment? 20 MS. MELISSA BROWN: We do have public 21 comment. I have people making public comment come 22 up here. 23 Candido Trujillo. 24 FROM THE FLOOR: Well, it's a really good 25 school. Everyone is nice. There's lots of fun</p>	<p style="text-align: right;">45</p> <p>1 schools work, so we decided to give it a try. 2 And what's been really great to see is how 3 well TISA and the integrated art curriculum works 4 for him. 5 He has some learning challenges, which we 6 talked about. He's comfortable with me telling you 7 guys that he's dyslexic. That was in trade for 8 extra dessert tonight. 9 The reading support and the special 10 education support he's gotten at TISA has been 11 excellent. The Orton-Gillingham method that he's 12 been provided with the last few years to help with 13 his dyslexia has worked wonders. Really, that's 14 kind of one of the big things at TISA. They just go 15 beyond to support the needs of all their students. 16 Also, the staff, I think as we've covered 17 already, really does have a passion for education. 18 And I wanted to say I appreciate all the 19 opportunities within the community, the field trips 20 and the programs, and the grants that they get for 21 the kids to participate in particular. 22 My son's a big fan of the skiing we do at 23 Taos Ski Valley, their ski school program. 24 And I just wanted to end by saying that, 25 you know, they really do foster a culture of</p>

<p style="text-align: right;">46</p> <p>1 inclusivity, supportiveness, kindness. And that's 2 what any parent wants for their kids. So thank you. 3 MS. MELISSA BROWN: That concludes Public 4 Comment. 5 THE CHAIR: Commissioner Beck. 6 SECRETARY BECK: Usually, I start out with 7 some questions. I don't really have any questions, 8 to tell you the truth. 9 I think it's a wonderful program. I mean, 10 that's the beauty of these renewal hearings. We get 11 to learn about the schools. 12 I didn't know very much at all about your 13 school. And I've learned a ton in the last -- I 14 think it's 32 minutes; right? We went over by two 15 minutes? 16 But -- oh, okay. Okay. All right 17 whatever that is. That's fine. 18 I really appreciate that you're working 19 and focused on the academic side, because it's 20 obvious that your social-emotional learning side 21 is -- is wonderful. 22 I look at the Vistas scores, and we have 23 attendance in there. And it's usually all messed 24 up -- it doesn't, a lot of times, make any sense, 25 except yours, which is 98 percent attendance.</p>	<p style="text-align: right;">48</p> <p>1 MR. RICH GREYWOLF: Cramped would be an 2 understatement. But we are looking this year to 3 build a second -- a second building to go ahead and 4 give us office space as well as to -- some 5 classrooms. Ultimate hope is to do a theater, 6 because as you can see, the things that are in 7 there, our little multipurpose-built room is where 8 we have our lunches, which we have Farmhouse Cafe 9 that does organic lunch for us, so it's all organic 10 lunches and breakfasts for our kids. But that's 11 also the only space that we have for that. 12 But we've raised money to -- we've been 13 really good with our financials, and we have money 14 in savings in order for us to do that. Now we're 15 just trying to figure it out. 16 SECRETARY BECK: Because you're the kind 17 of school we want to expand for sure, you know. 18 That's fairly obvious. 19 You don't do transportation; right? No 20 buses? 21 MR. RICH GREYWOLF: No. No, we have a 22 bus. We have a -- 23 SECRETARY BECK: I saw it. 24 MR. RICH GREYWOLF: -- bus driver. And we 25 have one other bus driver. But this bus driver does</p>
<p style="text-align: right;">47</p> <p>1 I can see why kids love coming there. 2 It's pretty evident from what you're doing, your 3 laundry list of all the exciting things you do. I 4 guess my -- I do have a question, I guess. 5 Your facility is up to 297. That's your 6 capacity. Okay. It says "Facility building 7 capacity, 297." 8 There is -- this is -- 9 MR. RICH GREYWOLF: If you're talking 10 about the building itself, yes. The building can go 11 ahead and hold 297 people. Our capacity cap is to 12 216. 13 SECRETARY BECK: 216. 14 MR. RICH GREYWOLF: Yeah. I guess you 15 could go ahead and put 297 people in there. That 16 would be really uncomfortable. We're at the point 17 right now where we have 24 students per classroom. 18 We have -- that's nine teachers for those. 19 We have our administration staff, which is 20 three. 21 We have three special ed teachers. We 22 have four special teachers. And many of those right 23 now were three people in a place; you know, three 24 people in a -- 25 SECRETARY BECK: So you're cramped.</p>	<p style="text-align: right;">49</p> <p>1 not want to go ahead and drive all the kids in the 2 morning. Only if I want to give myself a stroke. 3 SECRETARY BECK: Which we don't want. I 4 have no other questions. It's a wonderful program. 5 I just want to -- love to expand, if we could. 6 THE CHAIR: Commissioner Taylor. 7 COMMISSIONER TAYLOR: Thank you. I just 8 want to say that you all should be just so very 9 proud of what you've established and the progress 10 you've made over the years. 11 I feel like this -- the academics are so 12 respectable. The programs that you're offering, 13 the -- the photos of the kids and the activities you 14 guys offer, the field trips. 15 I mean, I just feel like you're 16 covering -- covering all the bases. And I have 17 absolutely -- I mean, I don't think this -- this is 18 one of those schools that you could send us a letter 19 with your data and some photos, and I would say, 20 "All right, let's sign them up. Let's get them 21 going again." 22 I have no hesitation whatsoever in 23 renewing this -- you know, this -- this charter. So 24 I just want to say good job. Thank you. Thank you 25 for your presentation. Thank you for being there.</p>

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1 You all should be very proud.
 2 MR. RICH GREYWOLF: Thank you.
 3 THE CHAIR: Commissioner Burt, and then
 4 Commissioner Carrillo.
 5 COMMISSIONER BURT: Thanks. Good morning.
 6 I -- I think, just like Commissioner Taylor just
 7 said, this school actually definitely gives me
 8 "expedited renewal in the future" vibes and what
 9 that might look like. I do think -- I would love
 10 for you to just be able to send in a paper saying,
 11 "We want to renew. Here's the record of performance
 12 that shows it, and give us our time back with our
 13 kids. Let's keep taking care of our kids and not
 14 have to do this."
 15 I'm definitely -- I think when we think of
 16 expedited renewal in the future, this is a school
 17 that I would, like, keep in mind of, like, what
 18 would this look like for a school like this that has
 19 so many greens and the teeny tiniest of yellows,
 20 barely yellow.
 21 So just congratulations. Like, you make
 22 the job as an authorizer really simple. And so,
 23 ideally, we can sit back, let you keep doing your
 24 thing, and make -- just take any red tape down for
 25 you and let you keep moving forward.

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1 I love -- I feel like your school is a
 2 really good example of what you prioritize is what
 3 you make success out of. And I really appreciate
 4 the ideas that you all come up with as adults that
 5 really serve your students in really special ways.
 6 The inclusivity of -- you know, you have a
 7 single student from. We're going to make them feel
 8 like their culture matters to you. That's
 9 incredible and so special.
 10 And, honestly, it's the only thing that
 11 gives me -- I always get hesitant on asking schools
 12 to go bigger, because sometimes schools can lose
 13 those, like, special little touches as you grow.
 14 So I love the -- the thoughtfulness of the
 15 school. I do hope that the continued focus on
 16 academics, that you continue that growth year over
 17 year. And I would love, in the next five years, if
 18 you were up in the, you know, 60s, 70s for
 19 proficiency in your school. It would be incredible.
 20 I can't wait to talk about this school.
 21 "You want to see that they can integrate culture and
 22 learning in the same way, go look at Taos
 23 Integrated."
 24 I don't want to hear from anyone that they
 25 can't do it. Because when there is a school like

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1 yours that's doing it seemingly seamless, to us, and
 2 probably to your students. I know for you all, it
 3 takes a lot of coordination to make it look
 4 seamless.
 5 I have two questions. It's mostly going
 6 to be why are these things so good? One of them is
 7 the attendance. What would you say is attributing
 8 that success of having so many students show up
 9 every day?
 10 MR. RICH GREYWOLF: That was the big thing
 11 that we had was when there was changes to our
 12 calendar -- when they were having all this stuff
 13 about the calendars, where they were saying, number
 14 one, four days a week. That really helped out.
 15 Number two, having after-care, free
 16 after-care for our parents.
 17 The thing that I would say is is that
 18 because of the -- not for all of you. But the PED
 19 him forced us to go ahead and do more hours. So by
 20 doing that, that meant that I couldn't leverage
 21 staff to get there earlier.
 22 So, you know, that was the only thing that
 23 would really help out, too, is if were to get staff
 24 to come earlier. But if you're going to mandate
 25 that we're doing over the hours of every other

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1 school, because one year, we took money for those
 2 extended days, that seems like -- that really hurts
 3 us.
 4 Because that's the thing. Our parent
 5 population -- we have -- we have over 86 percent of
 6 our parents' population is Free and Reduced Lunch.
 7 That means most of those parents are working two
 8 jobs. They have got to go do two jobs to go ahead
 9 and go to work.
 10 Last thing they want to worry about at the
 11 end of the day is did my kid have homework, do I
 12 have to worry about a meal. We cover that for them.
 13 So at that point, they go, "Hey, there is
 14 no reason why I don't bring my kid to school."
 15 It's not the kids that aren't coming to
 16 school. It's the parents not wanting to bring their
 17 kids to school. So that's the thing that I would
 18 say -- implore everybody, hey, please let us go back
 19 to the hours that we originally did, which was
 20 1,080 hours. We were doing great with that. This
 21 way, I could provide the services that my families
 22 and my community needs.
 23 I mean, we're Taos. We've got -- you've
 24 got two huge employers, only two: the hospital, and
 25 we have schools. And most of those parents don't

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1 work at either.

2 So that means they're working, you know,

3 over at the Maverick gas station, and then they have

4 to go ahead and do another job at a fast food joint.

5 You know, it's just -- we really try our hardest to

6 help those people that need it.

7 The other thing that we have, too, is that

8 we focus on our special needs kids. And it's a

9 double-edged sword for us, because I think the

10 average is supposed to be 14 percent of your

11 population is special ed. Our average is close to

12 36 percent of our population is special education.

13 So it's hard for us. But one of the

14 things that we do is we go, "Hey, your kid's having

15 problems with work." Keep them after school.

16 Because after school, we have -- we have four

17 teachers, certified teachers that give them homework

18 support.

19 So it's, like, we say to the parents,

20 "Hey, if you keep your kid after school, they stay

21 there till 5:00, they have no homework."

22 So when you go home, all you got to do is

23 make your dinner, sit down with TV, say good night,

24 and then go to bed, and do whatever you got to do

25 next; so...

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1 COMMISSIONER BURT: I appreciate that so

2 much. As someone who genuinely believes in that

3 that transition that has never happened from

4 parental involvement to family engagement -- I think

5 a lot of times, families, especially in New Mexico,

6 get villainized and are seen as barriers, not as

7 assets to schools. Especially when I hear

8 attendance; right? Attendance is an issue. Not for

9 your school, but for just about every other school

10 almost in the country.

11 And it's disheartening when I hear school

12 leadership say, "It's the parents; it's the family."

13 And I really genuinely appreciate. Like, once

14 again, this is a really good example to use of,

15 "Okay, yeah. Families are struggling to get the

16 kids in. Let's remove those barriers."

17 And that's so pro-family, and I'm so

18 grateful, once again, to be able -- if I hear

19 another adult ever say that, I'm going to be, like,

20 "Call Taos Integrated. See what they do. Talk to

21 them about what they're doing, because families are

22 assets."

23 MR. RICH GREYWOLF: We're problem-solvers.

24 COMMISSIONER BURT: Not all are. I

25 appreciate it.

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1 MR. RICH GREYWOLF: There are two

2 professions. You have the profession of lawyers.

3 Lawyers are great. They're wonderful people. They

4 really are. Our lawyer is a great person. Your

5 lawyer is a great person, whoever is a lawyer. But

6 lawyers look for problems. That's all they have to

7 do. That's their job. Their job is to look for

8 problems.

9 As an educator, your job is to find

10 solutions.

11 So I always tell people, "What's your

12 problem? Okay. Let's figure it out." Because

13 that's my job; so...

14 COMMISSIONER BURT: I appreciate it.

15 Actually, I mean, I respect those roles and

16 divisions; right? You need people who are looking

17 out for the problems. You need people looking for

18 that. And you need people in a different realm that

19 spoke of the problem before it gets to them.

20 So that's -- I really appreciate it.

21 To me, the attitude, demeanor of the

22 board, of the leadership, makes -- like, that's why

23 I'm such a firm believer in accountability, because,

24 to me, it seems like you all focus a lot on your

25 inputs. You focus on making sure students have what

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1 they need, families have what they need.

2 The teachers seem to be really supported

3 and have what they need. And the outcomes kind of

4 follow. They just follow when you do all those --

5 when you put all those things in place, you get

6 those 3 to 7 percent gains every year when people

7 have what they need.

8 I'm just grateful for that. I know, as

9 the years have continued over your contract term,

10 your cash on hand has increased. Do you have plans

11 that you're saving up for? Is it -- can you talk a

12 little bit about what that might be?

13 MR. RICH GREYWOLF: I'll let Nicole talk.

14 MS. NICOLE ABEYTA: Hi. Good morning. My

15 name is Nicole Abeyta. I'm the finance director,

16 school business official. I've been with TISA -- my

17 last name, Abeyta. A-b-e-y-t-a.

18 I've been with TISA for 14 years.

19 Therefore, I have been through all the different

20 stages of the school as its grown.

21 You know, we've had our challenges. And I

22 have been the school business official for the last

23 six years. In regards to our financials, yes, we

24 are planning to increase our facility space, as

25 mentioned before.

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1 We're busting at the seams. We would like
 2 to grow our student count. And the only way to do
 3 that is to get a bigger facility. So that is our
 4 current plans right now.

5 COMMISSIONER BURT: Awesome. That's
 6 great. Yeah. I mean, this is definitely -- like
 7 Commissioner Taylor said, I would have been very
 8 happy if I had a governing board signature, a head
 9 administrators signature that said, "Renew our
 10 school," and we say, "Okay."

11 Because the -- what -- the data that
 12 you're able to provide and that CSD is able to
 13 provide on your behalf is -- I mean, there's nothing
 14 more I could ask for, other than continue doing what
 15 you're doing. Don't let off the gas, ever, you
 16 know. That's the only thing I could ask is don't
 17 stop keeping up that urgency, keeping up the
 18 problem-solving, the solution-making, because it
 19 seems to be working.

20 But I always am, like, just keep it --
 21 just keep it going. Don't be, like, "Okay, great.
 22 They loved us. We're good," you know. So -- and I
 23 do not get that at all from you all.

24 And once again, I'm just grateful for it.
 25 So thank you.

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1 THE CHAIR: Commissioner Carrillo, and
 2 then Commissioner Brauer.

3 VICE CHAIR CARRILLO: Hi. Thanks so much
 4 for coming down. It's -- I've got your website up
 5 here where it says, "Art is the lens for learning."
 6 And I'm just loving all the pictures and
 7 all the pictures that you showed us.

8 And as much as I love the idea -- and your
 9 school was certainly qualified for expedited
 10 renewal -- I still want you to -- even when we do
 11 expedited renewal, Commissioner Burt, I want people
 12 to come down and talk to us and see us and show us
 13 pictures, because it's so joyful.

14 And, you know, we turn over -- even though
 15 a lot of us have run again so we'll be serving
 16 another four years, but you have a turnover, here
 17 where people don't know about your school. And the
 18 fact that you come here and explain everything and
 19 show us so much, I just love that piece of the
 20 renewal process.

21 And I would just -- and I know it's
 22 cumbersome. But I selfishly love it when people
 23 have to come here and talk to us.

24 I was really grateful to hear from you and
 25 your experience at the school. I didn't take down

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1 your name -- I'm sorry -- that you all came down
 2 with your kids and everything.

3 So let's see. The -- I have a note here.
 4 I'm curious because -- I wrote this down because,
 5 Ms. Abeyta, you said that you'd been with the school
 6 for fourteen years. And so -- and, obviously, that
 7 Mr. Greywolf, along with him -- right? You've been.

8 MR. RICH GREYWOLF: I've been with the
 9 school for ten. This will be year nine. I was here
 10 for when Commissioner Gipson was on for the first
 11 five years. I actually came on in that June.

12 VICE CHAIR CARRILLO: Great. Well,
 13 there's continuity; right? And that's so key to
 14 success. So everyone that has bought into the
 15 vision wants to continue to see it grow. You're not
 16 having termin- -- that's is so important.

17 One of the things I so agreed with,
 18 straight out of the gate, Mr. Greywolf, you
 19 addressed math. One of the first things you said
 20 when you started to present to us, you talked about
 21 math. And you said, "We recognize that this
 22 particular piece is not going as well as we wanted
 23 it to."

24 I mean -- well, you know this. We're
 25 fighting it all over the state. And our charters

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1 and our districts are struggling with math.
 2 But it's those schools that don't just
 3 recognize the problem, but work on solutions. How
 4 are we going to get this better? That was one of
 5 the first things you mentioned to us, and it came up
 6 later in the slide show.

7 So thank you for that.

8 What you spoke with Ms. Burt about the
 9 idea of really supporting these kids after school
 10 because you're supporting the parents. I'm not a
 11 huge fan of the amount of homework that's
 12 traditionally -- I think it's stupid, the amount of
 13 homework that is just assigned constantly, because
 14 kids need to play. Kids need to play with their
 15 brothers and sisters. Kids need to do all these
 16 things after school besides sweat more work; right?

17 And giving kids the opportunity to get
 18 this out of the way and finish with support from
 19 teachers, and the parents get that support, too, I
 20 really applaud you for doing that.

21 So just -- I mean, the photographs, lots
 22 of happy kids; right? And -- and very colorful
 23 kids. I mean, that everything everybody was
 24 wearing, it's, like, every day was like this
 25 festival of color and of fun. And that's why I've

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1 got the attendance.
 2 On the attendance, I wrote this down,
 3 because I mention this group a lot.
 4 I was on the Santa Fe Board of Education
 5 for nine years; right? One of the things I
 6 learned -- and I learned about this district,
 7 Guilford County, North Carolina, that became an
 8 arts-embedded district. So all of their schools
 9 across, K through high school. And there were some
 10 teachers that did not buy in, initially, the idea
 11 that they were going to have to integrate art into
 12 whatever core subject they may be teaching.
 13 But when everyone started to get on board,
 14 what they found was that their attendance just
 15 was -- just shot up.
 16 And what I referred to when I went to
 17 their session as the Happiness Index. And even
 18 those teachers that weren't that supportive, they
 19 found a way through professional development and
 20 peer support to integrate art into everything they
 21 did. So every re- -- they just created a district
 22 with engaged, happy people.
 23 That's why I still have here. "art is the
 24 lens for learning." I wish that was something that
 25 I could have done more of in Santa Fe Public

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1 Schools.
 2 We talked about -- I wrote this down,
 3 "Can't do it." And I wrote, "Districts."
 4 You know, for a town the size of Taos,
 5 ya'll have a lot of charters. I mean, just State
 6 charters alone, you have five. And then you have
 7 other -- which, to me, unfortunately, shows an
 8 extreme lack of confidence in the district.
 9 But it's that way all over the state. But
 10 districts can do this. That's what I just wish that
 11 the School Boards Association would kind of get on
 12 board with.
 13 They can, you know, unleash themselves
 14 from the shackles of what they've learned in their
 15 doctorate programs and everything else and step up
 16 to what kids and parents need. And they would just
 17 find so much success. And I get really disappointed
 18 in districts.
 19 On your board, what's the longevity?
 20 What's the general tenure on your board in terms of
 21 board members?
 22 MS. LINDA SETO: Well, we recently -- I
 23 think in the last few years, we changed our policy
 24 so board members can -- they serve five years, but
 25 can opt for another five years; so ten years at the

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1 maximum for board members.
 2 We have long-term board members. I've
 3 been on the board for five years. And I am
 4 extending it to ten years. So...
 5 VICE CHAIR CARRILLO: That's fantastic.
 6 We need board support a cornerstone of what we're
 7 doing this year and next year. And since Ms. Chavez
 8 just got up with Ms. Russell, you could let her
 9 know, in our next conference, we plan to have some
 10 breakout sessions with successful boards in the
 11 State are going to share out why they're successful
 12 boards.
 13 Because the minute boards start to go
 14 downhill, the school just starts to crater.
 15 And the idea of having people know it's
 16 going to be a five-year term, so they know what
 17 they're getting into, and they're going to be
 18 there -- again, continuity; right? It's a great
 19 idea. You're the first school I know of to have the
 20 people know they're going to be signing up for a
 21 five-year term. Just outstanding. Just another
 22 reason why the school performs as it does.
 23 The -- I have a question, Ms. Seto. Why
 24 did you -- fifteen years ago, what compelled you to
 25 want to open this charter school?

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1 MS. LINDA SETO: Well, I have a Waldorf
 2 education background.
 3 VICE CHAIR CARRILLO: No kidding. We're
 4 going to open Waldorf in the fall.
 5 MS. LINDA SETO: I know. I'm excited
 6 about that new school. It's amazing. I used to go
 7 to that school and observe and get ideas.
 8 I helped establish three private schools
 9 in Taos before I did this one. And so -- and I have
 10 a teaching background as well.
 11 But, anyway, I went into the public
 12 schools. I worked for the Indian Education program
 13 as a tutor and also did some other things in the
 14 public schools, different schools around Taos.
 15 And I found, when I integrated my
 16 background, integrated arts is what I did, when I
 17 went in there, students were so happy, you know, and
 18 successful.
 19 And I thought, well, I want this to be
 20 something that any child who wants to, in this
 21 county, can be exposed to and learn through this
 22 way.
 23 That's why I established the school,
 24 because I wanted it offered for free, you know.
 25 VICE CHAIR CARRILLO: You must be super

<p style="text-align: right;">66</p> <p>1 proud of where you are now. I can't even imagine, 2 yeah. That's fantastic.</p> <p>3 The -- I don't have other questions on -- 4 I mean, it's all green on your -- it's -- you guys 5 know what you're doing. And you're reaching kids 6 where they are and inspiring them.</p> <p>7 And just thank you. Thank you so much for 8 all you do, the example that you show other schools 9 in the state, and, hopefully, even the district, 10 about what's possible; right? Because they could do 11 that in Taos district, you know? Integrate arts in 12 everything they do.</p> <p>13 All right. Thank you so much. Thank you 14 for being here.</p> <p>15 THE CHAIR: Commissioner Brauer. 16 COMMISSIONER BRAUER: Great. Thank you, 17 Madam Chair. Thank you, TISA team. Thank you, 18 Ms. Trujillo, for the work that you've been doing in 19 going beyond tribal consultation and truly bringing 20 in traditional indigenous values into the school and 21 opportunities for all students to learn.</p> <p>22 Thank you, River -- is that your name? 23 Thank you so much for coming up and talking in front 24 of us, too. I know that takes courage, and it's 25 great to have you here for that.</p>	<p style="text-align: right;">68</p> <p>1 what that means for our young people.</p> <p>2 I think the next step is to think about 3 the other subgroups in your school and ensure that 4 they continue to grow as well. And I have no doubt 5 about that.</p> <p>6 I think that -- I think that when you 7 started, Mr. Greywolf, today, I think you did 8 mention the plan for sustainable growth is what I'll 9 call it, like, over the course of time. And I have 10 no doubt that that's going to happen. And I just 11 wanted to amplify the work that you all have been 12 doing with economically disadvantaged students, as 13 well as students with disabilities, too. There's a 14 lot of great results in there that are outperforming 15 other -- other areas of our state with regard to 16 that subgroup.</p> <p>17 So keep it up. I look forward to seeing 18 you all in five years or less. And, you know, 19 Commissioner Carrillo, I think that, to your point, 20 I do love these opportunities. And I also just 21 think about the amount of time and effort it takes 22 for schools to come down. And maybe, as we think 23 about opportunities for expedited or whatever we 24 want to call a potential way to work with our higher 25 flying Spotlight schools, we can also go to them,</p>
<p style="text-align: right;">67</p> <p>1 And thank you for mentoring the younger -- 2 maybe that was River? Sorry about that.</p> <p>3 I just want to commend you all for the 4 work that you've been doing. I wanted to just also 5 just echo -- like, I think it's -- you know, I'm 6 going to vote for a five-year renewal for sure. I 7 think we have opportunities to learn from you, and 8 other schools have opportunities to learn from 9 y'all.</p> <p>10 I just -- something that I'm real excited 11 about when I look at the data, especially from the 12 recent -- recent release data, when I look at your 13 economically disadvantaged students, like, you 14 track -- you track -- you track above what all 15 New Mexico students do, within the economically 16 disadvantaged.</p> <p>17 So it's -- you know, you're 25 percent 18 above New Mexico in science proficiency, when that 19 comes to apples to apples with economically 20 disadvantaged students. So I think that's some 21 really great numbers there.</p> <p>22 And when you see, oftentimes economically 23 disadvantaged subgroups outperforming all students, 24 that's something that I pay attention to and that I 25 get just profoundly excited about it in terms of</p>	<p style="text-align: right;">69</p> <p>1 like we do in other opportunities.</p> <p>2 So thinking about y'all inviting us up for 3 your holiday whatevs or special projects, special 4 things, so we can be elbow to elbow with you up 5 there as well.</p> <p>6 So just a thought that I have about how we 7 can really have a true reciprocal relationship, 8 especially when we know that our schools are doing 9 great, are -- are doing great things. Thank you 10 very much.</p> <p>11 MR. RICH GREYWOLF: Yeah. And any of the 12 Commissioners, or any of you that want to come up, 13 you are welcome to come any time unannounced. If 14 you're going up for skiing, any day of the week, you 15 just give me a call, except July. I am not going to 16 give you a tour in July. But I'll give you a tour 17 any other day. Any day of the week. Open 18 invitation.</p> <p>19 THE CHAIR: Thank you. I want to remind 20 everyone. I said, "Let's vote" before they started 21 any of this, you know. So -- you know. Just thank 22 you. I really do appreciate and applaud all the 23 work that you do do.</p> <p>24 And I want to echo commissioner Brauer's 25 comments on the tribal consultation, because I think</p>

70	<p>1 with many of our other school entities, the tribal 2 consultation is looked at as, "Oh, we also have to 3 do that," you know. And it's not integrated into 4 the fabric of the school.</p> <p>5 And I do appreciate the fact that even 6 though the Department of Indian Ed identifies after 7 a school teaches "X" amount of students, you're 8 going above and beyond that. And even if there's 9 one student, we're going to recognize their culture, 10 and not just because, "No, we don't have to do that 11 because we have don't have five of you" or whatever 12 it is. So thank you very much.</p> <p>13 I appreciate the future low-riders 14 pictures. I think it was CBS Sunday Morning last 15 Sunday that did a full segment on low-riders and 16 highlighted Española and the -- you know, the 17 celebrations that they do.</p> <p>18 But I know it's something that many of our 19 schools are beginning -- a school down by me did a 20 low-rider bike project. So it's something that, 21 once again, is being recognized and celebrated.</p> <p>22 So with your secret sauce that you have, 23 what kind of professional development do you do to 24 help support your ongoing efforts? 25 MR. RICH GREYWOLF: You mean with our</p>	72	<p>1 So if it's -- if you're thinking about it, 2 it is divided in a -- a vertical way, like, as 3 opposed to what you would think is a traditional. 4 Because it looks like a regular -- it looks like 5 regular buildings.</p> <p>6 THE CHAIR: Right.</p> <p>7 MR. RICH GREYWOLF: It just happens to be 8 that there's sixteen of them.</p> <p>9 THE CHAIR: Prefabricated.</p> <p>10 MR. RICH GREYWOLF: Prefabricated, Yeah. 11 We're looking at adding -- we're looking at three 12 classrooms, three office space, and then, hopefully, 13 a theater. But that may be an additional five years 14 after we go ahead and get this space that we're 15 looking at.</p> <p>16 And it's not about expanding. It 17 literally is, "Hey, we need a space for our art. We 18 need a space for our -- you know, for a theater 19 classroom. And then we need space for our -- the 20 teachers that we have in special ed." And so --</p> <p>21 THE CHAIR: So when you're looking at 22 possibly expanding, have you ever thought about 23 pre-K? 24 MR. RICH GREYWOLF: Yeah. We have thought 25 about pre-K. It's just a matter of trying to find</p>
71	<p>1 community?</p> <p>2 THE CHAIR: With your staff.</p> <p>3 MR. RICH GREYWOLF: With our staff. We do 4 a professional development once a month. And it 5 does include art integration. And it's everything 6 from -- like, right now, our focus has been -- of 7 course, our math continues to be the focus, until 8 that goes ahead and gets further up. That's one of 9 our big things.</p> <p>10 But we do have that time to collaborate on 11 ideas, talk about specific individuals, families, 12 and students, and their needs, and how to address 13 those specific needs, and just celebrating the 14 projects that teachers are doing.</p> <p>15 THE CHAIR: Thank you. When you're 16 looking at your build-out, you've got, what? 17 Fifteen or sixteen portables? You don't have 18 portables? 19 MR. RICH GREYWOLF: We have modular 20 buildings. 21 THE CHAIR: Maybe I just read it wrong. 22 MR. RICH GREYWOLF: What it is they're 23 modular buildings. There's two currently, one that 24 goes ahead and houses elementary and one that houses 25 middle school.</p>	73	<p>1 the money. And the -- the grants that they have had 2 previously was that they wanted you to have a 3 building prior to you being able to do a pre-K, 4 which is -- you know, it's just not possible.</p> <p>5 We're really lucky. We own -- it comes 6 out to almost five acres -- five acres of land in 7 Taos. Unfortunately, it's five acres of not 8 anything on it. So -- that's there. So -- and then 9 Linda wanted me to mention that we -- by the way, 10 we're a Community School.</p> <p>11 THE CHAIR: Thank you. Appreciate it. 12 Thank you for everything that you do. I really do 13 appreciate it.</p> <p>14 Sure. Yeah. Oh, I'm sorry.</p> <p>15 COMMISSIONER INGHAM: I also want to thank 16 you guys, because I, you know, really didn't know 17 what kind of advocate for charter schools I was 18 until I started on this Commission. And you guys 19 give me so much -- it's thrilling to see a charter 20 school that is doing everything and doing it 21 without -- it does seem like you guys just are 22 breezing through that.</p> <p>23 And I know that that's not the case. I 24 know that it's hard work. But I hope that at some 25 point during the Legislature, you have a chance to</p>

<p style="text-align: right;">74</p> <p>1 advocate for our charter school community and give 2 some ideas to some of these legislators that have 3 sometimes such a negative attitude about charter 4 schools and how remarkable your situation is and how 5 that -- in our state, we're so -- what's the 6 word? -- decrepit in our educational system, that 7 you've found a way to do that and with disadvantaged 8 students and special needs students, it doesn't seem 9 to matter. All the excuses we hear about why the 10 schools are not doing well -- we hear a lot of 11 those, also -- no excuses from you. You guys, right 12 away, thought your math scores weren't stellar, and 13 you deal with it.</p> <p>14 We have schools that their math scores are 15 horrendous. They're not even close to the district 16 scores. And if you can't even keep up with the 17 districts, what's the point? But you guys picked 18 that up right away and dealt with it.</p> <p>19 I just am -- am ecstatic for your school. 20 And I will -- if I can make it up there, I will come 21 visit you guys. But I just want to give you all the 22 praise that I can, and also ask you to be a light 23 for the charter school community, because you 24 certainly are. You are that light. And you can -- 25 you can display that, put it out on the landscape.</p>	<p style="text-align: right;">76</p> <p>1 COMMISSIONER TAYLOR: Yes. 2 SECRETARY BECK: Commissioner Burt. 3 COMMISSIONER BURT: Yes. 4 SECRETARY BECK: Vice Chair Carrillo. 5 VICE CHAIR CARRILLO: Yes. 6 SECRETARY BECK: Chair Gipson. 7 THE CHAIR: Yes. 8 SECRETARY BECK: Secretary Beck, yes. 9 There are eight votes for, zero votes 10 against. The motion passes. Congratulations. 11 THE CHAIR: Thank you. Congratulations. 12 (Applause.) 13 THE CHAIR: And we are in recess until 14 11:00. 15 (Recess held, 9:28 a.m. to 11:00 a.m.) 16 THE CHAIR: Okay. I'm going to call back 17 to order -- we are on our second day of hearings. 18 And we are on our fifth hearing. And we are on to 19 DEAP. 20 So thank you very much for coming, and 21 thank everyone in the audience for joining us today. 22 We're excited to see you. 23 So that the Charter Schools Division will 24 give their report and their recommendation. Then we 25 will open it up if anyone is here for tribal input.</p>
<p style="text-align: right;">75</p> <p>1 Thank you. I say thank you. 2 THE CHAIR: Thank you. 3 Commissioner Carrillo. 4 VICE CHAIR CARRILLO: So are we ready for 5 a motion, I assume? 6 So let me say, before I make the motion is 7 you're why I -- I said this with a couple of schools 8 yesterday. You're why I love working in the State 9 charter school movement, schools like yours, and 10 you. Thank you for all you do. 11 So with that, I move that the Public 12 Education Commission approve the renewal application 13 for Taos Integrated School of the Arts for a 14 five-year term without conditions. 15 THE CHAIR: Second. 16 There's a motion by Commissioner Carrillo 17 and a second by Commissioner Gipson. 18 Commissioner Beck. 19 SECRETARY BECK: Commissioner Ingham. 20 COMMISSIONER INGHAM: Absolutely. 21 SECRETARY BECK: Commissioner Brauer. 22 COMMISSIONER BRAUER: Yes. 23 SECRETARY BECK: Commissioner Manis. 24 COMMISSIONER MANIS: Yes. 25 SECRETARY BECK: Commissioner Taylor.</p>	<p style="text-align: right;">77</p> <p>1 And then you'll have your opportunity. And then 2 we'll go to public comment for anyone online or here 3 that wishes to speak. And then we'll do our 4 questions. 5 Okay? So thank you so much. 6 And just to remind you, the first time you 7 speak, spell your last name and identify your role 8 at the school. So thanks. Okay. 9 MS. LUCY VALENZUELA: It'll be me. 10 Good morning, Chair Gipson and 11 Commissioners. My name is Lucy Valenzuela, 12 Authorizing Practices Administrator for the Charter 13 Schools Division. And I am here to provide the 14 CSD/PED evaluation for DEAP. 15 DEAP opened its doors in 2015 with the 16 Public Education Commission as its authorizer. This 17 is their second renewal with the PEC. 18 The school's mission is that students -- 19 lost my thought -- okay. 20 The school's mission is that students will 21 be able to use their cultural, vocational, and 22 academic skills to analyze their surrounding in 23 order to plan the transformation of their community 24 and their world, live a healthy life, and use the 25 tools they were taught to achieve holistic wellness,</p>

78	<p>1 use their understanding of identity and its impact</p> <p>2 on local and global communities to promote the</p> <p>3 restoration of Diné culture and honor the history</p> <p>4 and the legacy of its people by consciously</p> <p>5 balancing the needs of the land with the needs of</p> <p>6 the people.</p> <p>7 Ms. Kayla Begay has been the head</p> <p>8 administrator since May of 2022 and was a founding</p> <p>9 member and teacher at the school before becoming its</p> <p>10 head administrator.</p> <p>11 The renewal visit took place on Thursday,</p> <p>12 October 17th, 2024. The visit team consisted of</p> <p>13 myself as team lead and Bianca Olona-Elwell.</p> <p>14 The Charter Schools Division recommends</p> <p>15 that DEAP be renewed for a term of five years with</p> <p>16 the following condition:</p> <p>17 Due to repeated audit it findings and</p> <p>18 subpar financial ratings on the performance</p> <p>19 framework over the charter term, DEAP has failed to</p> <p>20 meet generally accepted standards of fiscal</p> <p>21 management. Therefore, school leadership and the</p> <p>22 governing board will provide a financial report and</p> <p>23 finance committee minutes to CSD quarterly,</p> <p>24 beginning in July 2025 with the final quarter FY24</p> <p>25 information.</p>	80	<p>1 NM Vistas webpage, point totals from school year</p> <p>2 '22-'23 and school year '23-'24 cannot be compared</p> <p>3 due to changes in business rules.</p> <p>4 The school's growth and performance</p> <p>5 suggest that the school is making small gains from</p> <p>6 year to year.</p> <p>7 The financial and organizational.</p> <p>8 The school has had a rating of Does Not</p> <p>9 Meet Standard on Performance Framework Indicator</p> <p>10 2.b., Accounting Principles, every year of the</p> <p>11 contract term due to having a material weakness</p> <p>12 audit finding each year.</p> <p>13 The school's total number of audit</p> <p>14 findings has improved over the contract term, down</p> <p>15 from five findings in FY20 to a single finding in</p> <p>16 FY23. But that finding was a repeated material</p> <p>17 weakness.</p> <p>18 The audit has been free of repeated</p> <p>19 findings only in the first year of the contract.</p> <p>20 And the school has reported late to the PED School</p> <p>21 Budget Bureau in two out of the four year. of the</p> <p>22 contract.</p> <p>23 Part B ratings.</p> <p>24 The school Met the standards for</p> <p>25 mission-specific goals, educational program, equity</p>
79	<p>1 School leadership and governing board will</p> <p>2 improve financial systems and will continue to show</p> <p>3 consistent improvement on financial indicators and</p> <p>4 audit results over the next charter term.</p> <p>5 The recommendation is based on the record</p> <p>6 of the school's performance over the course of the</p> <p>7 contract term, the renewal application, which</p> <p>8 highlights adult actions and programs in the service</p> <p>9 of students' progress, and verification of those</p> <p>10 programs and adult actions during our renewal site</p> <p>11 visit and annual visits.</p> <p>12 In regards to their academics, DEAP has</p> <p>13 been designated a Traditional school for two</p> <p>14 consecutive years through NM Vistas.</p> <p>15 Additionally, the PED has published the</p> <p>16 Spring 2024 assessment results. The school's Vistas</p> <p>17 designation, as mentioned already, is Traditional,</p> <p>18 with a score of 25.4.</p> <p>19 The school's proficiencies are 19 percent</p> <p>20 ELA, less than 20 percent science, and less than</p> <p>21 10 percent in math. This indicates that the school</p> <p>22 saw some short gains in all subjects.</p> <p>23 In ELA, the school saw a 7 percent</p> <p>24 increase. Science and math remained the same.</p> <p>25 This is a reminder, according to the PED</p>	81	<p>1 and identity, and tribal consultation. They</p> <p>2 Demonstrated Substantial Progress in student</p> <p>3 outcomes, governance responsibilities, and other</p> <p>4 performance framework indicators.</p> <p>5 Unfortunately, they received a Failing to</p> <p>6 Demonstrate Progress in their financial compliance.</p> <p>7 In conclusion, DEAP offers a unique</p> <p>8 learning environment, and they focus on the students</p> <p>9 and their community. DEAP's focus on the four</p> <p>10 pillars, service learning for community action and</p> <p>11 leadership, land-based learning, Diné empowerment</p> <p>12 through cultural (incomprehensible) and relevancy,</p> <p>13 and wellness, and perseverance is clearly visible</p> <p>14 from the moment you set foot on their campus.</p> <p>15 Students are happy to be there. Students</p> <p>16 shared with us during the focus group that the</p> <p>17 school feels like a family. "everyone has each</p> <p>18 other's back and everyone supports us" is what the</p> <p>19 students said.</p> <p>20 The parents/guardians echoed the same</p> <p>21 sentiment as their students, but also expressed how</p> <p>22 grateful they are to DEAP, as the school is</p> <p>23 providing an education beyond what the traditional</p> <p>24 school -- what the traditional local school does for</p> <p>25 its students.</p>

<p style="text-align: right;">82</p> <p>1 "It is teaching them our history culture, 2 which is something that the majority of us didn't 3 have when we were in school." 4 School leadership is aware of the low 5 proficiencies that are being assessed on yearly 6 state assessments. Adult actions have taken place 7 to increase math, science, and ELA supports. 8 School leadership and teachers are taking 9 a clear data-driven path moving forward. Ms. Begay 10 is also working very diligently with her business 11 manager and governing board to improve their 12 finances. 13 It is for these reasons that the CSD 14 recommends this school for a five-year renewal with 15 the financial condition. 16 THE CHAIR: Thank you. So I'm sure we 17 have -- 18 MS. MELISSA BROWN: We do have. Find them 19 again. I have Dr. Shayla Yellowhair. And I believe 20 she has some other people with her. 21 THE CHAIR: Okay. 22 MS. MELISSA BROWN: I've tried to invite 23 her. I'm going to allow her to talk. 24 And then Matthew Tso. 25 So Dr. Yellowhair, Ms. Haskie-Oberly, and</p>	<p style="text-align: right;">84</p> <p>1 are excited to pick a part of. The land-based 2 learning and the service learning are also two 3 pillars that I think are really important to the 4 school, and we at Navajo Nation have really 5 emphasized this for other schools outside of the 6 charter network as well. 7 I have seen the school, both under the 8 current leadership and past leadership, overcome a 9 lot of adversity. And for that, I am very proud of 10 the school and very proud of Kayla Begay and all of 11 her students and all of her staff. 12 And there hasn't been a lot of turnover 13 that I've seen. And that's something that's really 14 special that needs to be called out. They have a 15 foundational support system through all of their 16 teachers and the administrators and support staff 17 that really allow for the school to make continuous 18 growth. And we have seen that in the student 19 performance results. 20 Lastly, I think I just wanted to mention 21 that DEAP has really strong relationships with 22 parents and students and community members. They 23 are situated right next to the chapter of Red Lake 24 Chapter. And in that, they have also cultivated 25 relationships with the council delegate, Dr. Andy</p>
<p style="text-align: right;">83</p> <p>1 Mr. Tso, you have the floor. 2 THE CHAIR: So good morning. And for 3 those of you that have already participated in other 4 hearings, I'll just remind you. If you would please 5 introduce yourself, spell your last name and 6 identify what role you're playing and welcome. And 7 whenever you're unmuted, you may begin. 8 DR. SHAYLA YELLOWHAIR: Yes, ma'am. 9 Hello, everybody. My name is Dr. Shayla Yellowhair. 10 My last name is spelled Y-e-l-l-o-w-h-a-i-r. I am 11 assistant superintendent of the Department of Diné 12 Education program within the Navajo Nation 13 government. So I'm here today to speak on behalf of 14 DEAP. 15 I have been involved with the school for 16 many years and have been able to see not only the 17 growth that the -- under current leadership, but 18 also the growth of students. And that's something 19 that Navajo Nation really takes into consideration 20 when we think about the types of needs of our 21 students and the type of school environment that is 22 provided. 23 The curriculum for DEAP, I have seen not 24 only be optimized, but, really, to -- I've seen a 25 lot of reflection on the type of learning that kids</p>	<p style="text-align: right;">85</p> <p>1 Nez, and with the chapter officials to ensure that, 2 you know, all of the things in terms of the land 3 base, in terms of what their students need, those 4 have really come about due to the deep relationships 5 that the leadership at DEAP has put in -- put in the 6 time for. 7 I am honored to be here and to speak on 8 behalf of DEAP and on behalf of their students. 9 This is something that is a very special event. And 10 the school itself, as soon as you walk onto the 11 campus, there are traditional dwellings. There's a 12 feeling of belonging. 13 And as a Diné woman, I am also very proud 14 of the type of environment that is being cultivated 15 here under Kayla Begay. 16 So thank you, all. And I can hand off the 17 microphone to Suzette Haskie-Oberly. 18 MS. SUZETTE HASKIE-OBERLY: Hi. Good 19 morning. My name is Suzette Haskie-Oberly. My 20 first name is S-u-z-e-t-t-e. Last name H-a-s-k-i-e 21 hyphen O-b-e-r-l-y. 22 I also work for the Navajo Nation 23 Department of Diné Education. I'm the program 24 manager for the Johnson-O'Malley program. I've been 25 working on -- been a part of the tribal consultation</p>

<p style="text-align: right;">86</p> <p>1 team for the last five years.</p> <p>2 And, as Dr. Yellowhair has stated, that</p> <p>3 DEAP has -- has really unique services that they</p> <p>4 provide to our students, especially in language and</p> <p>5 culture, I really commend them for the unique</p> <p>6 services that they provide.</p> <p>7 I -- it's always been a pleasure to work</p> <p>8 with them and see all the amazing things that they</p> <p>9 do. Thank you.</p> <p>10 MS. MELISSA BROWN: Mr. Tso, would you</p> <p>11 like to make a comment?</p> <p>12 MR. MATTHEW TSO: Good morning, everyone,</p> <p>13 members of the Public Education Commission. My name</p> <p>14 is Matthew D. Tso. Middle initial is D, and last</p> <p>15 name is spelled T-s-o.</p> <p>16 I currently work as a legislative analyst</p> <p>17 with the Department of Diné Education. I'm also a</p> <p>18 member of the Navajo Nation Tribal Consultation</p> <p>19 team. And I'm here to speak with regard to what we</p> <p>20 know about the -- the DEAP charter school out of</p> <p>21 Navajo Pine.</p> <p>22 In short, I believe a lot of the comments</p> <p>23 have been touched upon by Dr. Yellowhair, as well as</p> <p>24 Ms. Haskie-Oberly, have indicated how well the</p> <p>25 school is working with the community, the students,</p>	<p style="text-align: right;">88</p> <p>1 on my daily commute, and it's always good to see --</p> <p>2 to drive by and see the school in action. And it's</p> <p>3 good to see great things happening at the school.</p> <p>4 With that, I'll -- I'll end. Thank you.</p> <p>5 THE CHAIR: Thank you. Is that --</p> <p>6 MS. MELISSA BROWN: No. We have tribal</p> <p>7 consultation in the room. Excuse me so much.</p> <p>8 THE CHAIR: Come up here. Thanks. You</p> <p>9 have to press it hard. There you go.</p> <p>10 FROM THE FLOOR: Good morning,</p> <p>11 Commissioner Gipson, as well as the rest of our</p> <p>12 Commissioners here in the great state of New Mexico.</p> <p>13 My name is Andy Nez. Last named is spelled Nez,</p> <p>14 That's November Echo Zulu.</p> <p>15 I currently sit on the 25th Navajo Nation</p> <p>16 Council. I am also appointed to the Health,</p> <p>17 Education and Human Services Committee. And I am a</p> <p>18 member of that committee but also serve alongside</p> <p>19 four communities; that is, Fort Defiance, Sawmill,</p> <p>20 Crystal, and Red Lake, where our DEAP charter school</p> <p>21 is housed. On the Navajo Nation, there are over 200</p> <p>22 schools, near 240 schools across all three states.</p> <p>23 And there are over 185,000 students. In the great</p> <p>24 state of New Mexico, there's about 27,000 students.</p> <p>25 And we have a lot of our unique students who have</p>
<p style="text-align: right;">87</p> <p>1 and all the partners.</p> <p>2 I've been with the Tribal Consultation</p> <p>3 Team, and it's always a pleasure -- actually, one of</p> <p>4 the best experiences that we have -- listening to a</p> <p>5 lot of the great things that are happening with DEAP</p> <p>6 at every one of the Tribal Consultations meetings we</p> <p>7 have. They're always one of the partners that are</p> <p>8 willing to come forward and share the best practices</p> <p>9 about what's work, and, of course, at the other end</p> <p>10 sharing a lot of the challenges that they do have,</p> <p>11 some of which are within the school's control, such</p> <p>12 as the audits/finances.</p> <p>13 As the Commissioner have seen, the school</p> <p>14 has made improvements to clean up their audits,</p> <p>15 clear up their material weaknesses and other things</p> <p>16 on the financial side. And the school does appear</p> <p>17 to be showing progress in terms of improving</p> <p>18 outcomes for student academics, graduation rates,</p> <p>19 all the other stuff that are reflected within</p> <p>20 New Mexico Vista.</p> <p>21 The school has also made improvements as</p> <p>22 well as trying to provide more services, language</p> <p>23 culture programs to Diné language programs for our</p> <p>24 Navajo students that attend the community.</p> <p>25 I drive through that community pretty much</p>	<p style="text-align: right;">89</p> <p>1 the great opportunity to attend Dzil Dít'ł'ooí School</p> <p>2 of Empowerment, Action and Perseverance.</p> <p>3 Dzil means "mountain." Dít'ł'ooí is a word</p> <p>4 meaning "fuzzy" or "hairy." So when you have an</p> <p>5 opportunity to visit our community of Navajo,</p> <p>6 New Mexico, you will see a very, very large mountain</p> <p>7 there. And I think that speaks volumes, because</p> <p>8 that's an epitome of what the school has been</p> <p>9 founded on, to be able to exemplify the unique</p> <p>10 traits that sometimes we often don't see in</p> <p>11 traditional classrooms.</p> <p>12 I had an opportunity to teach for</p> <p>13 Gallup-McKinley County School District. I was a</p> <p>14 kindergarten-through-fifth-grade teacher. And</p> <p>15 oftentimes I always reminded myself to take our</p> <p>16 students outside of the classroom, because there's a</p> <p>17 lot more that they could learn that they can be more</p> <p>18 inquisitive about and engage among our land and our</p> <p>19 resources.</p> <p>20 And that's one thing that I commend</p> <p>21 Ms. Begay and her entire team and the founders who</p> <p>22 sought and understood the uniqueness that land</p> <p>23 provided for our people and for everyone, you know.</p> <p>24 It's not just indigenous people. It's a cycle that</p> <p>25 we obtain from that we give back to. That</p>

<p style="text-align: right;">90</p> <p>1 reciprocity continues, and I think that is 2 exemplified a lot of the educational and pedagogical 3 areas that the school addresses and works with as 4 they engage with our students. 5 And so I wanted to acknowledge that and 6 provide that. You know, the school does offer those 7 educational options. 8 We do have several charter schools across 9 the state -- should be a state; right? -- the great 10 Navajo Nation. But being able to have that as an 11 opportunity for them. 12 But also the growth of the school. You've 13 seen and learned that the school has expanded their 14 grade levels. They've also -- conduct a lot of 15 different events, community-based events, and 16 expanding their infrastructure. In fact, I'm 17 working with our land department, the general land 18 development office, to be able to expand, so that 19 that he can add more to the -- to their school, 20 their resources, their classrooms and things like 21 that, because there is a growing interest for our 22 local charter school, and being able to access 23 resources as well. 24 Many of the challenges that our New Mexico 25 students face are not quite -- I mean, they are</p>	<p style="text-align: right;">92</p> <p>1 I'm, like, I'm going to drive across and 2 see what's going on. Like, I'll join whoever is 3 there. And, of course, it was dark so I didn't know 4 exactly who was there. Turns out it was our DEAP 5 students who were baking cake underground and who 6 had the fire going. 7 Mind you, we're at almost 8,000 elevation. 8 So oftentimes winter lasts much longer than the 9 various parts of the New Mexico state. That speaks 10 to the perseverance part of it, the interest, the 11 action, being able to see and witness firsthand that 12 it's coming from the students directly. 13 And I often say that as an educator. 14 Sometimes we don't have all the answers. We may be 15 put into actions. We may be the teacher, the 16 superintendent, the principal. But it's our 17 students who often have the answers that we're 18 seeking. And be able to see them in action, being 19 able to hear and speak with them directly, having 20 them come forward with their own interests, provide 21 recommendations, that's the reciprocity I'm speaking 22 about. 23 And in Diné, we have this saying, where 24 it's (Navajo spoken), when you want to reach old 25 age. That's our ultimate goal, to be healthy and</p>
<p style="text-align: right;">91</p> <p>1 similar to our school here, and we do our part in 2 having to expand those resources for them. 3 Also, establishing a facility, oftentimes 4 it's not the easiest process on the Navajo Nation. 5 There are many times where people will just throw up 6 their papers and call it quits and be, "Okay, I'm 7 not going to be on the Navajo Nation." 8 The founders, the cofounders, and the fact 9 that the school has existed for nearly ten years is 10 that adversity that oftentimes we want to be able to 11 see. And to have Ms. Begay and the rest of her team 12 be able to continue to progress in that way so that 13 they do have facilities on Navajo Nation. 14 And I, as a local legislator to our Navajo 15 Nation, am in fully support of expanding those 16 resources, expanding the infrastructure, allowing 17 anything that will allow our students to grow and 18 flourish in an environment that is unique and in the 19 best interests for them. 20 So I've had several different encounters. 21 They were butchering just the other week. I also 22 left Red Lake Chapter after a meeting one time, and 23 it was dark. And there was a fire going across the 24 street, and I just was curious. And there was 25 people around it.</p>	<p style="text-align: right;">93</p> <p>1 have longevity. And that requires us to be able to 2 be nurtured in our well-being on an everyday basis, 3 our spiritual well-being, our physical and mental 4 well-being. And the school epitomizes that 5 perfectly. 6 Yes, like any other school, there are 7 growth areas. As an elected official, we also have 8 have growth areas. And that is something we 9 continue to engage with in our public, the 10 community, with parents and others, even our 11 students. We get that, and that continues to make 12 us grow. 13 And so I know that the school is, again, 14 really living up to their empowerment, their action 15 and perseverance, and not only from the 16 administrator level, but, again, from the students 17 directly. 18 And as a legislator, again, as an elected 19 official, that's something we want to be able to see 20 for all students across Navajo Nation, because we 21 have many other students attending many other 22 charter schools and public schools across this great 23 state of New Mexico. 24 So thank you, Chair Gipson, as well as 25 Commissioners, Ms. Begay, our wonderful, awesome</p>

<p style="text-align: right;">94</p> <p>1 students for being here, and everyone online. Thank 2 you.</p> <p>3 THE CHAIR: Thank you.</p> <p>4 MS. MELISSA BROWN: Now we're done with 5 tribal consultation.</p> <p>6 MS. KAYLA BEGAY: All right. Ya'a'teeh. 7 All right. Ya'a'teeh again.</p> <p>8 My name is -- there we go. All right. 9 Hopefully, that works.</p> <p>10 My name is Kayla Dawn Begay. Last name, 11 B-e-g-a-y. And I am one of the cofounders and the 12 head administrator of the Dzil Dit'ooí School of 13 Empowerment, Action and Perseverance.</p> <p>14 I'm really honored to be here, and I want 15 to take some time to acknowledge all of the 16 beautiful people who have made the journey to be 17 here. It's because of them, our students, our 18 families, our advocates, that DEAP continues to 19 exist today.</p> <p>20 I also want to acknowledge all of the 21 people online that couldn't make it here. But we 22 feel your love. And thank you to the PEC and the 23 PED for allowing us to share our story today.</p> <p>24 So I want to start today just by laying 25 out some of the context and the legacy of who we</p>	<p style="text-align: right;">96</p> <p>1 practicing that. We see all these historical 2 incidents have an impact.</p> <p>3 If we look at all of the data, we are 4 situated in McKinley County, which, according to the 5 last Workforce report, has the highest rate of 6 childhood poverty. We see that. Our families are 7 grappling with all of these things.</p> <p>8 We also have many of our families who lack 9 basic infrastructure. Thirty percent of our people 10 do not have running water. And 21 percent of them 11 do not have electricity. We have students, and even 12 staff like myself, who don't have these basic 13 necessities, and it takes a significant impact on 14 our physical and emotional health.</p> <p>15 We also don't always have access to 16 quality foods. For many of our families, we have to 17 make the 100-mile commute to Gallup or to drive to 18 Arizona just to get basic necessities.</p> <p>19 It's definitely hard to live on the Navajo 20 Nation, and we seat that as it manifests in so many 21 health concerns, whether it's diabetes or heart 22 disease. Or if you see the statistics around 23 suicide. Our people are significantly impacted by 24 suicide, especially our young men.</p> <p>25 We also see, in the schools that exist,</p>
<p style="text-align: right;">95</p> <p>1 are.</p> <p>2 And I just want to make sure this is 3 working. So it's really important that we start 4 with the context of our community, because that's 5 the only way we're really going to understand how to 6 grow and how to continue to support our students in 7 meaningful ways.</p> <p>8 Now, I want to talk through just some of 9 the history and some of the very real realities that 10 our community and our young people face. It's no 11 secret that our Native communities are struggling. 12 A lot of that can be directly connected to 13 historical trauma.</p> <p>14 Just six generations ago, our community 15 faced the Navajo Long Walk, where we were removed 16 from our lands and removed from our dignity. We 17 weren't allowed to practice our way of life. We had 18 to rely on the government.</p> <p>19 And soon after that, the boarding school 20 era hit. That was such a tragedy, because so many 21 of our young people, our most sacred people, were 22 removed from their families, removed from their 23 lands, and they were forced to learn English, forced 24 to forget their culture and their language.</p> <p>25 And, yet, we're still here. We're still</p>	<p style="text-align: right;">97</p> <p>1 that our young people are disproportionately 2 disciplined and kicked out of schools. So it's no 3 wonder, when we look at statewide performance data, 4 that Native people are often at the end.</p> <p>5 However, we're not just a community of 6 tragedy, because we come from a beautiful people, a 7 people with deep connections to the land, to the 8 water, a people able to hunt and to grow their own 9 foods, a people with a direct connection to the 10 animal spirits, renowned for their practices in 11 taking care of sheep.</p> <p>12 We come from architects and mathematicians 13 and engineers who have created these beautiful 14 structures with the natural resources around them.</p> <p>15 we come from a people who can take metal 16 and stone and turn them into beautiful works of art 17 that you seat in this town.</p> <p>18 We come from a people who can weave 19 together their wisdom of wool processing, of plant 20 medicine, and of math to create beautiful textiles.</p> <p>21 We come from a people who have adapted to 22 become translators, who have learned English so they 23 can become advocates.</p> <p>24 We come from a people of game changers, 25 like Annie Dodge Wauneka, who helped to cure</p>

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1 tuberculosis crisis. Above all, all we come from a
 2 people of so much love, the kind of love that
 3 transcends generations.
 4 So we know that there are a lot of issues
 5 in our community. But we also have so much
 6 strength. And if we can really lean into that,
 7 that's how we're going to thrive.
 8 That's exactly why DEAP was created. So I
 9 want to think the PED for sharing our mission and
 10 our four pillars.
 11 When we were here in 2019, we were so
 12 excited to share the progress we made. So I want to
 13 take some time to highlight that.
 14 Missy, if you can play that video.
 15 (video is played.)
 16 MS. KAYLA BEGAY: That's just a little bit
 17 of a highlight of what we were able to do in our
 18 first five years. And when we were here last, we
 19 were so excited for the next five years.
 20 But as you all know, the COVID-19 pandemic
 21 hit, and as you all know, it was particularly
 22 devastating for the Navajo Nation. We were under
 23 strict -- apologies -- strict lockdown. And we were
 24 really disconnected from each other. Sorry about
 25 that. We were really disconnected from each other.

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1 And I think the other thing, too, is that
 2 over 31,000 Navajo people had COVID-19. That was a
 3 disproportionate number. And out of those numbers,
 4 we had 1,893 people pass away. And it was
 5 devastating. There was so much grief and loss in
 6 our community.
 7 And it was particularly hard, because a
 8 lot of those people were elders. And when you lose
 9 an elder, you lose an encyclopedia of knowledge. So
 10 we saw all of that grief happening in our community,
 11 and we couldn't just sit by. You know, if we wanted
 12 to make it out together, we had to work together.
 13 We had to support each other.
 14 So we really shifted our focus into being
 15 mutual aid partners into really trying to build
 16 community in midst of all the challenges.
 17 So there was a moment in time where there
 18 was a mask shortage, and our students were making
 19 those masks. We couldn't do our regular land base.
 20 We didn't stop. We brought our students soil and
 21 lumber and even wood to heat their homes so they
 22 could continue these things.
 23 And in spite of so much of the loss, we
 24 saw growth. Our students. We started our home
 25 gardens. We started our bike program that we'll

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1 talk about a little later. Our staff stepped up in
 2 meaningful ways. They were making things by their
 3 hands, like our bread, often.
 4 I wanted to highlight our students'
 5 perseverance. This is Alex Jimenez. He lives in
 6 Crystal. That ridge is right next to his house. He
 7 doesn't live in an area where there's wifi or even
 8 cellular coverage. So if he wanted to tune in to
 9 his Zoom classes, he would make that hike up to that
 10 ridge so he could tune in.
 11 Those are the type of students we serve.
 12 We love their perseverance, and we're so in awe of
 13 it.
 14 We were also able to leverage our position
 15 in the school to bring much needed resources. Some
 16 of the things we were able to bring were solar
 17 chargers, so students had electricity and Starlink.
 18 That continues to be a resource that our students
 19 use today.
 20 We were also able to make sure that
 21 students were fed, whether it was partnering through
 22 other organizations providing food, or we've built
 23 even stronger relationships. For example, we have a
 24 relationship with COPE that allows our families to
 25 get monthly food vouchers for fresh fruits and

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1 vegetables.
 2 So in spite of all the challenges, we took
 3 advantage of the opportunities to really strengthen
 4 our community. But, of course, it disrupted a lot
 5 of things. So I'm going to invite our head of
 6 school to share just some of the data.
 7 FROM THE FLOOR: All right. Thank you.
 8 Good morning. My name is Kylee George.
 9 G-e-o-r-g-e.
 10 As Kayla said, I am currently the head of
 11 school at DEAP. As we've already discussed a little
 12 bit, we are aware that our academic performance
 13 isn't where we wanted it to be.
 14 The last time we came before you all as a
 15 Commission was in the winter of 2019. And at that
 16 time, we had no idea what the next five years were
 17 going to bring.
 18 In the spring of 2020, as we've already
 19 discussed and, like, pretty much every other school
 20 in the United States, we went online. And for us,
 21 we didn't come back in person until almost two years
 22 later, in the fall of 2022.
 23 And at that time, we really entered a
 24 cycle of healing and of rebuilding. And a big part
 25 of that was also rebuilding academic foundations for

<p style="text-align: right;">102</p> <p>1 our students, as well as building trust with our 2 communities, building confidence for our students 3 who were having anxiety coming back to school for 4 the first time since the beginning of the pandemic. 5 And that took a lot of time and still is 6 something that is going on. As we discussed, 7 there's a lot of grief, and it's something that 8 we're still working through. 9 So in terms of our academic data, I know 10 you all are familiar with this information. On 11 these graphs, the yellow lines represent our State 12 assessment data. 13 It's coming. Sorry. 14 The -- but, essentially, as Ms. Valenzuela 15 explained earlier, we -- since the beginning of the 16 new State assessment in the spring of 2022, we have 17 gone through several phases of growth and seeing our 18 scores go up and down. Particularly, I think math 19 is a big area that we've seen a need for additional 20 supports. 21 We've also been able to continue our NWEA 22 MAPs testing throughout the COVID-19 pandemic and 23 our virtual learning as well as into now. 24 As you can see in this information, our 25 NWEA data tells a little bit of a different story.</p>	<p style="text-align: right;">104</p> <p>1 Unfortunately, as you all have seen in the 2 data, that didn't come to the end goal that we had 3 hoped to raise those scores. But we learned a lot 4 from the process and have really improved our 5 tutoring practices since then. 6 On the other side of that, last year 7 around the same time, we also implemented the 8 Orton-Gillingham Max Scholar program in our Native 9 lit classes, which is one of the reasons we saw a 10 7 percent increase in our reading proficiency scores 11 last year. 12 So that's something that I'm excited for 13 us to continue building on and having our students 14 use to keep those scores hopefully moving in the 15 right direction. 16 Additionally, we've really been investing 17 in our staff, both by bringing on new staff, 18 including a full-time, in-person special education 19 teacher. Previously, we had a director who was off 20 site and would work with our students virtually. 21 Now we have someone on site working with kids day in 22 and day out. 23 We also brought on two new educational 24 assistant roles, one that is focused solely on 25 mathematics, one focused on literacy, so that they</p>
<p style="text-align: right;">103</p> <p>1 We have higher achievement percentiles. We have 2 higher growth percentiles on MAPs. Obviously, part 3 of that have may be due to just the differences in 4 MAPs and the State tests. Also, there is something 5 to be said that this is something that our staff and 6 our students have become familiar with. 7 So we're really taking the time to 8 familiarize ourselves with the new State assessment 9 and make sure that our students are able to succeed 10 on those tests. 11 So let me talk a little bit about what 12 we've been doing at the school in order to change 13 these outcomes and ensure that our students are 14 having the most opportunities in terms of their 15 academics. 16 So a big part of this is us trying things 17 out. And as we all know, sometimes you try things, 18 and sometimes they do not work out like you want 19 them to. 20 We have been implementing a lot of 21 different instructional practices to see how that 22 will affect our student outcomes. One of those 23 things is that last year, the State did off the High 24 Dosage Tutoring program, which we took on with our 25 seventh-grade mathematics students.</p>	<p style="text-align: right;">105</p> <p>1 can work both in one-on-one pullouts with students, 2 as well as in classroom in small groups to help 3 students achieve at a higher rate in the classroom. 4 We've also increased our professional 5 development, especially for supporting students with 6 IEPs and our English Learners. 7 And we've been investing in researching 8 new curriculum materials. Last year, we brought in 9 a brand new math curriculum in alignment with 10 New Mexico's high-quality instructional materials. 11 And this year, we're really focused on revamping our 12 science curriculum. 13 So those are the ways that we're really 14 trying to invest in our student academic success, as 15 well as making sure that our students who are ready 16 to advance have the opportunities to do so, whether 17 that is through dual credit, whether that is through 18 course advancement, or honors courses. 19 And then I think, just to close out this 20 piece, I am really excited about looking ahead. So 21 the data that you see now is our fall NWEA MAPs 22 data. And this is the highest percentile scores we 23 have started with in five years in this entire 24 charter term across the board. 25 And so I think we have a great foundation</p>

<p style="text-align: right;">106</p> <p>1 that we've already seen in this year's, you know, 2 just beginning-of-the-year test. And our teachers 3 are working hard to make sure that we can continue 4 to make gains on that data. 5 Thank you. 6 MS. KAYLA BEGAY: Thank you, Kylee. 7 I want to say this data doesn't tell the 8 data of the past five years the full story. So I do 9 want to take some time just to highlight some of the 10 beautiful things that happened. You know, when the 11 pandemic hit we weren't able to do a lot of our 12 mission-specific stuff. So, instead, we thought how 13 can we, you know, think about, when we are back in 14 person, what can we do to build. 15 We actually built something. We brought 16 in some traditional Navajo architects. And a couple 17 of our staff and our students came in, and we built 18 another Navajo hogan on our campus. 19 It's very rare to have schools to have 20 one. We have two. And this space has really grown 21 to be a beautiful space for healing. 22 Our students, they have their counseling 23 in there. They have their lessons in there. We 24 also have families who are able to use it for 25 ceremonies. We really focused on healing.</p>	<p style="text-align: right;">108</p> <p>1 members and staff to the World Indigenous People's 2 conference in Australia. It was such a beautiful 3 moment to see so many cultures and to see that DEAP 4 is actually leading the way in a lot of these 5 things. And so we're excited to go back and share 6 with a researcher we partnered with, who you'll hear 7 from later. 8 These are a couple of the really beautiful 9 highlights we want to make note of. 10 Of course, we built these additional 11 facilities. But DEAP -- 65 percent of our staff are 12 parents of students. We have been able to bring in 13 people from our community to lead. 14 We've also been able to bring in really 15 amazing professional development, including our 16 Wilderness First Responder training that staff and 17 students have taken advantage of. It's such an 18 asset, not just for DEAP, but for the community. 19 And I know last time we were here, we 20 didn't have any graduates. DEAP has graduated 21 fifteen; we're set to graduate eight more. 22 I really want to highlight three of them 23 in particular. One, Mikkel. He's here, and you'll 24 hear from him. He's our first graduate, and he's 25 been sharing so much of what he learned at DEAP with</p>
<p style="text-align: right;">107</p> <p>1 We also saw that many of our students were 2 really struggling with their relationships. Many of 3 them had not been in school since they were in third 4 grade, and they came to us at sixth grade. So it 5 was really important to focus on rebuilding all of 6 that. And we did, not only with the people, but 7 with the land. Our students, they love being in the 8 land, and it extended into their families. We had 9 their little siblings join us. 10 So it was really beautiful time for us to 11 have that community back. 12 We also recognize that many of our 13 students faced an increase in mental health 14 concerns, whether it was depression or anxiety. And 15 so we spent our first year back in person building 16 relationships. We spent it revitalizing our 17 wellness. We did women's retreats, bow-making 18 sessions, and a lot of sacred site visits. 19 We knew we had to do that before we could 20 tackle the bigger problems. 21 We also really tried to support our staff 22 and provide them with meaningful professional 23 development rooted in our values. 24 We also took some really awesome 25 opportunities, and we took a couple of our board</p>	<p style="text-align: right;">109</p> <p>1 our students. We have Sean who's at UNM, and he's 2 studying welding. But he works with us part time as 3 a silversmith instructor. 4 And we have Meljorie, who has supported 5 our admin team this year and is one of the youngest 6 people in the state to complete the State CPO 7 certification. 8 So this was exactly why DEAP was founded, 9 not just to support our students in schooling, but 10 beyond that. 11 Now, we know there are areas we need to 12 grow in, for sure. We need to increase that 13 academic data. And we also know that our finances 14 need to be improved. So I want to invite our board 15 vice chair, Aaron Billy, to share a little bit about 16 that. 17 DR. AARON BILLIE: Ya'a'teeh. My name 18 Dr. -- Dr. Aaron Billie. B-i-l-l-i-e is my last 19 name. 20 And I'm currently the vice chair of our 21 governing council for DEAP. And I'm very happy to 22 be here, grateful for this opportunity to share how 23 DEAP and the governing council has been striving to 24 make improvements. 25 We've worked alongside our school</p>

110	<p>1 administration here with DEAP, and we're able to --</p> <p>2 we've grown our governing council over the past few</p> <p>3 years to six members currently. In addition, we've</p> <p>4 met and exceeded training hours. We're continuing</p> <p>5 to explore ways to improve our leadership capacity.</p> <p>6 And that includes happy to mention that we've been</p> <p>7 able to strengthen and revitalize our finance and</p> <p>8 audit committees per some of the findings that we've</p> <p>9 been dealing with.</p> <p>10 In addition, I just want to also</p> <p>11 acknowledge my fellow council members who are also</p> <p>12 here, Shandiin Nez and Joshuaa Alison-Burbank.</p> <p>13 Joshuaa and I serve on the financial committee and</p> <p>14 we've been able to meet monthly alongside our new</p> <p>15 legal representation as well, Natasha Cuylear.</p> <p>16 She's online. And we've been able to draft an</p> <p>17 updated financial policy and procedure so that we</p> <p>18 can continue to make those improvements.</p> <p>19 In addition, we will be approving new</p> <p>20 financial policies at our next meeting next week,</p> <p>21 actually. And so those are some of the ways that</p> <p>22 we've been wanting to make improvements as a board.</p> <p>23 We also understand that we have concerns</p> <p>24 around our annual audit. And Shandiin here also</p> <p>25 serves on our audit committee that we've</p>	112	<p>1 advocates around finances and hold us accountable.</p> <p>2 So with all of that in mind, the last</p> <p>3 thing I'd really like to focus on is just some of</p> <p>4 the innovation that happened in the last five years.</p> <p>5 We leaned into our strengths. And as you've seen</p> <p>6 with our mission-specific data, every year we've</p> <p>7 been able to either meet, or, in the past year,</p> <p>8 exceed our mission-specific goals.</p> <p>9 So, you know, to be able to do that,</p> <p>10 especially during a pandemic, took a lot of</p> <p>11 creativity and hard work. And that all happened</p> <p>12 because of our staff, our students, and our</p> <p>13 families.</p> <p>14 But we wanted to get to the next level.</p> <p>15 So we've been blessed to have the Innovation Zone</p> <p>16 fund, and we've developed our graduate profile last</p> <p>17 year. Want to shout out Kendall Tsosie, one of our</p> <p>18 students, for designing that graphic.</p> <p>19 We've also developed our capstone project</p> <p>20 cycle. And then really thinking about our mission-</p> <p>21 specific goals, how do we make those more rigorous,</p> <p>22 more meaningful.</p> <p>23 So we've been taking direction from a lot</p> <p>24 of schools who are using micro-credentials. And we</p> <p>25 started the process to build some of those</p>
111	<p>1 established. And so we've been able to complete our</p> <p>2 five-year audit analysis, and, like what was</p> <p>3 mentioned, able to celebrate the improvement of</p> <p>4 moving in from five findings to one finding. And</p> <p>5 we're going to continue to address those areas that</p> <p>6 we need to make improvements.</p> <p>7 And we hope that we can -- we hope the</p> <p>8 best for our students -- right? -- to be able to --</p> <p>9 to be responsible as governing morning councils.</p> <p>10 So we are very grateful for the</p> <p>11 opportunity to be renewed. And we're looking</p> <p>12 forward to meeting the conditions of the quarterly</p> <p>13 reports and everything that the governing council</p> <p>14 needs to do to ensure our students receive the best</p> <p>15 education.</p> <p>16 Thank you.</p> <p>17 MS. KAYLA BEGAY: Thank you, Aaron. So as</p> <p>18 Aaron mentioned, you know, we are making significant</p> <p>19 improvements, doing everything we can. We have two</p> <p>20 more staff who are CPO-certified, just so that that</p> <p>21 way, they have the background knowledge. Myself,</p> <p>22 administrator, as well as the business manager, we</p> <p>23 are continuing to identify ways, whether it's</p> <p>24 working with our auditors, or, again, just</p> <p>25 strengthening what the GC needs to be better</p>	113	<p>1 micro-credentials around some of our</p> <p>2 mission-specific areas.</p> <p>3 We're really excited to be able to share</p> <p>4 that through contract negotiation, and there's more</p> <p>5 to come.</p> <p>6 We're also seeing our students really step</p> <p>7 into leadership roles that are rooted in our</p> <p>8 culture. When they have ceremonies with their</p> <p>9 family or in their community, they're the ones who</p> <p>10 are feeding the people. They're the ones gathering</p> <p>11 and making the medicine. That has been a beautiful</p> <p>12 thing to see.</p> <p>13 We also want to highlight that 27 percent</p> <p>14 of our high school students are enrolled in dual</p> <p>15 credit work. And we also have two-thirds of them</p> <p>16 complete graduate coursework before they even enter</p> <p>17 college.</p> <p>18 Another program we've been able to launch</p> <p>19 is our work-based learning program. 26 percent of</p> <p>20 our students have been able to engage in that. And</p> <p>21 that is so meaningful, because you saw the</p> <p>22 statistics on poverty. We're able to revitalize our</p> <p>23 local economy. Our young people are earning money</p> <p>24 so they can take care of themselves and their</p> <p>25 families.</p>

<p style="text-align: right;">114</p> <p>1 I want to take some time to highlight two 2 of those students in particular. 3 So if you saw on the video, there was this 4 beautiful young woman, Draynessa (ph) Davis here. 5 This is her partner, Jacob. They got together, and 6 they got pregnant, and they had beautiful Baby 7 London. 8 We've worked with a lot of students who 9 have been in this situation, where they're young 10 parents. There is enough shame around that. 11 Draynessa passed away in a tragic car accident. She 12 left behind this beautiful baby. Jacob was very 13 grief-stricken. We knew we couldn't let them be 14 that way. We had to support them. 15 So Jacob, in collaboration with his dad 16 and the Growing Space Company, they constructed our 17 new greenhouse. And Jacob took the lead on 18 designing what the interior would look like, and he 19 built that out. 20 He continues to be a game-changer at DEAP. 21 He's also leading a lot of our project bike tech 22 activities, where he helped to construct our new 23 bike tech lab. And it's been a really beautiful 24 opportunity for students to learn this skill, 25 because there are no bike shops on the Navajo</p>	<p style="text-align: right;">116</p> <p>1 babies, we're getting a lot of requests to think 2 about how do we expand into the younger grades. 3 We're thinking about how do we continue to build our 4 infrastructure, and, of course, how do we continue 5 to improve in our areas. 6 So with that said, that's our 7 presentation. Thank you. And we're happy to take 8 questions. 9 THE CHAIR: Do we have public comment? 10 MS. MELISSA BROWN: Kayla, if you can stop 11 sharing screen, that would be helpful, when you have 12 a chance. 13 All right. And I apologize in advance if 14 I mispronounce anybody's name. 15 Are we going to the desk? Is that what we 16 decided? I guess so, since Kayla moved. 17 So they're going to go to the desk. 18 So -- and please spell your last names 19 when you get up to the microphone, and then we'll 20 start the timer. 21 Try to keep your comments to two minutes 22 if you can. 23 Fatima Saleck. 24 We'll just leave the microphones on so you 25 don't have to keep turning them off and on.</p>
<p style="text-align: right;">115</p> <p>1 Nation. So, again, really empowering our community. 2 Another initiative we're excited about is 3 that DEAP is the recipient of one of the kitchen 4 infrastructure improvement grants. And we've been 5 able to leverage our community school grant to work 6 with a nutritionist to work with one of the first 7 NSLP-compliant menus that centers indigenous food. 8 So we're excited to build those. But the 9 question is who's going to run it. And who better 10 than our students? This was another student I want 11 to highlight, Raynisha (ph), who I think is online. 12 She has been with DEAP since we started, off and on. 13 But, of course, just different life challenges have 14 taken her from us back and forth. 15 She reengaged with us, and she have 16 reengaged when she was pregnant. I'm happy to 17 report that she's completed the ServSafe Manager 18 course. So when she graduates, she has a job at 19 DEAP. She's filling a very important role. 20 So we're just really excited to be here. 21 You know, it's been a challenging couple of years. 22 But it's also been really beautiful. And we feel 23 like we can only grow from here. 24 We're looking -- right now, especially 25 with all of our students who have their own little</p>	<p style="text-align: right;">117</p> <p>1 FROM THE FLOOR: I said I hope I go first 2 so I can get it over with, and look what happened to 3 me. My name is Fatima Saleck, S-a-l-e-c-k. I'm 4 going to read my remarks from my phone. 5 Good morning, everyone. Thank you to 6 everyone who came in person to support, who's 7 joining online, and who is in this room with us only 8 in spirit. 9 My name is Fatima Saleck, and I'm a K-12 10 teacher. My specialty is special education. My -- 11 and I currently teach literature. 12 My name means -- when my parents saw me, 13 they knew I was going to be an educator, because 14 "Fatima" means a woman who weans. So it's not only 15 a prayer that I live long enough to have my own 16 children, but that I'll also be able to support 17 other children in this world. My last name means a 18 person who has chosen the spiritual path. 19 Of course, I ended up at DEAP. DEAP has 20 been an incredible blessing to be a part of, a 21 community school that actually serves their 22 community with teachers from within. As a 23 non-Navajo community member, I have felt not only 24 welcome, but encouraged to share my own cultural 25 heritage as a Tuareg person, an indigenous person</p>

<p style="text-align: right;">118</p> <p>1 from a whole other part of the world, with my 2 students.</p> <p>3 I love having moments of movement in the 4 morning with them and encouraging them to make their 5 dreams a reality.</p> <p>6 I've always felt that a school should miss 7 their students when they're absent. And at DEAP, 8 that's something that's built into our days as 9 educators. In the morning, we build relationships 10 in our morning advisory, talk about the weekends 11 that they've had, or just sit in silence because 12 that's what we needed to start our day.</p> <p>13 We built these relationships because we 14 believe in our community. And in order to be a 15 strong community we have to have strong 16 relationships.</p> <p>17 I teach because I want to give students 18 the things I didn't have as a child. I grew up in 19 an educational desert in Texas with no 20 accommodations. And as a teacher at DEAP, I believe 21 that I am.</p> <p>22 I want to thank every parent that came. I 23 want to thank every student that came. I want to 24 thank all the staff from DEAP and administrators, as 25 well as the board. And I want to thank the</p>	<p style="text-align: right;">120</p> <p>1 son. And he is also diagnosed with ADD. So with 2 having to deal with public school, it was a 3 really -- it was really trying with him, because the 4 teachers wouldn't be trying to, like, ask him if 5 they had any ways or means of trying to get him to 6 sit still, pay attention, or anything like that, 7 until he ended up -- I ended up having -- I just 8 pulled him from public school that same day that he 9 was suspended, and I ended up having him go to DEAP.</p> <p>10 And they ended up having him be on a 11 lottery scholarship that next day. Ever since then, 12 he has become more open. He has been talking more. 13 And that's something that I really stress and would 14 encourage a lot more parents to be very focused on 15 is having your child talk to you, because, like, 16 they -- it was mentioned that our success rate is -- 17 or not our success rate -- our suicidal rate is 18 really high against young men, because our young men 19 are taught not to share their feelings. They're 20 taught not to express themselves. And that's 21 something that really hurts most Diné men.</p> <p>22 And with the help of DEAP, it really does 23 show they can go for healing. They can go for 24 (Navajo word), which is sweats, and they can express 25 their feelings in that way.</p>
<p style="text-align: right;">119</p> <p>1 Commissioners for all their time.</p> <p>2 Thank you.</p> <p>3 MS. MELISSA BROWN: Thank you very much.</p> <p>4 All right. Next, I believe it's Rickelle 5 Yazzie.</p> <p>6 FROM THE FLOOR: Ya'a'teeh. (Navajo 7 spoken.) Rickelle Yazzie. I am born for the Red 8 Streak (verbatim) under the Eye people. And I am a 9 parent of a student at DEAP.</p> <p>10 And I am currently the Vice Chair of our 11 parent pack meeting. And I just wanted to share my 12 experience with DEAP.</p> <p>13 My oldest son, he is now 14. When he have 14 ended up becoming old enough to go to middle school 15 when he became a sixth-grader, we were only there 16 for two months. And he ended up having to have two 17 referrals in those two months, to where the second 18 one, he ended up having him be suspended. And that 19 was just due to pencils and pens.</p> <p>20 He accidentally ended up having a pen 21 spill onto the desk. And the principal there just 22 didn't want to listen to him or end up having to 23 figure out what was going on, or if it was him. She 24 just ended up having him suspended.</p> <p>25 And I did not see that was right for my</p>	<p style="text-align: right;">121</p> <p>1 With grades, it has really shown an 2 improvement with my son's grades as well as his 3 behavior and as his openness to family.</p> <p>4 So thank you all for everybody being here. 5 I know we don't have to, but we do. But it's all 6 for the children. And it's on behalf of some of the 7 parents that couldn't be here. On behalf of some of 8 my family members that cannot be here, I thank you. 9 And I also thank the school and all the staff 10 members that we have with them.</p> <p>11 MS. MELISSA BROWN: Thank you. Next we 12 have Hailee Martin. And there's much rejoicing in 13 this crowd. That can be put in the record.</p> <p>14 FROM THE FLOOR: Okay. Ya'a'teeh. 15 (Navajo spoken.) Martin, M-a-r-t-i-n.</p> <p>16 Good morning -- good afternoon -- I don't 17 know. I'm a ninth-grader at DEAP. DEAP is a great 18 school that not only teaches us the basics, like 19 extracurriculars, but also teaches us about our 20 culture.</p> <p>21 When I transferred, everyone was very 22 welcoming and open to sharing what they know. The 23 school incorporates lots of hands-on activities into 24 learning. DEAP gives us chances to learn 25 agricultural learning and how to be self-sufficient.</p>

<p style="text-align: right;">122</p> <p>1 I know more about how to grow my own food 2 and how to live without the colonized race. We get 3 lots of opportunities to do and try new things. 4 At the (incomprehensible) learning 5 program, we go on trips to colleges. We look at 6 different occupations. One thing I feel that the 7 school helps with is preparing for our own future. 8 Staff at DEAP want us to succeed in life, to help us 9 achieve and reach our goals and even further. 10 I want DEAP to get renewed, because it 11 gives us, as students, better chances to strive in 12 life and give back to our community. Being a 13 student -- wait. 14 Being a student at DEAP, we help give back 15 to our community. We do this by doing trash 16 cleanups, setting up food boxes for the community. 17 And, in the winter, we help our elders out by 18 hauling wood so they can stay warm. These past 19 three years, I have grown with DEAP and learned so 20 much that I carry on. 21 If DEAP is renewed, many people -- wait. 22 If DEAP is renewed, many people can learn 23 that type of knowledge and pass on our resilience to 24 others. 25 Thanks for listen -- thanks for -- oh, my.</p>	<p style="text-align: right;">124</p> <p>1 workforce studies allows us students to earn hours 2 and work experience. 3 This school has been a great addition to 4 my life. It changed my pathway in life. It helped 5 me make good decisions. It gave me opportunities to 6 learn about where I came from. It taught me to 7 survive and to be independent in so many ways. 8 I just want to close out today by saying I 9 appreciate you all as the Public Education 10 Department and the PEC for letting me speak today. 11 I appreciate that you've kept the school open for 12 nearly ten years now. 13 I would like to thank the teachers and 14 everyone that has been at DEAP for their support and 15 many opportunities they've given us. 16 Thank you. Have a great rest of your day. 17 MS. MELISSA BROWN: Thank you. 18 Next we have Darius Williams. 19 FROM THE FLOOR: Ya'a'teeh. (Navajo 20 spoken.) My name is Darius Williams. That's 21 W-i-l-l-i-a-m-s. I am from Navajo, New Mexico. I 22 am in tenth grade. 23 I've been going to school at DEAP for 24 nearly four years. I found DEAP by my brothers. 25 They went to school, and I seen what they've done.</p>
<p style="text-align: right;">123</p> <p>1 Thanks for -- thank you for listening and letting me 2 speak on DEAP's behalf. 3 MS. MELISSA BROWN: Thank you. 4 Next we have Joecinda Mann. 5 FROM THE FLOOR: Ya'a'teeh. (Navajo 6 spoken.) M-a-n-n. (Navajo spoken.) 7 Hello. I just want to start off by saying 8 I've been at DEAP for four years now. I came to 9 DEAP because it's a great school. It's not like 10 other schools. It's small, and it teaches us the 11 value of our indigeneity. 12 It benefits us as young people. And the 13 benefits of going to school at DEAP are cultural 14 education, support for our students, and student 15 work studies. 16 We're not just a school. We help the 17 community in many ways. We're a family in the 18 community. DEAP being small -- DEAP being a small 19 school helps us as students by getting support from 20 our teacher. It also helps -- it also allows us to 21 be ourselves. 22 Our teachers and staff teach us 23 butchering, service (incomprehensible), ceremonies, 24 et cetera. As we receive these cultural teachings 25 we also engage in formal education. The student</p>	<p style="text-align: right;">125</p> <p>1 They do lots of hands-on activities, such as whether 2 it's our culture and -- culture activities. The 3 school also helps students one on one if they 4 have -- and they also have resources to help them 5 mentally and physically. 6 That's one thing that I have really 7 connected with especially with the staff. And I 8 also connected with students as well, such as 9 projects, outdoor learning, and -- yeah. And we go 10 on field trips, where we learn about -- we practice 11 our land-based learning. Yeah. 12 So -- and then they also give benefits and 13 opportunities like after-school jobs and student 14 leadership projects. When we go on trips, we learn 15 about sacred mountains, practice on our learning, 16 and also practice our wellness policies. I want to 17 say thank you for letting me have this opportunity 18 to speak on its behalf. 19 MS. MELISSA BROWN: Okay. So the next 20 person, I believe, is Dawson -- I'm sorry if that's 21 not your correct first name -- Dawson Johnson. 22 Dawon? I'm sorry if that's not correct, your first 23 name. Dawon. Sorry. 24 FROM THE FLOOR: (Navajo spoken.) And I 25 am a sophomore at DEAP School. I have been going to</p>

<p style="text-align: right;">126</p> <p>1 DEAP since my seventh-grade year which is going on 2 to four years now.</p> <p>3 I chose this school because of how 4 different it is from other schools, just the way it 5 focuses more on the culture aspect of learning, but 6 also the way it includes modern-day learning, such 7 as what they've been teaching at public schools for 8 the past 100 years.</p> <p>9 Some of the culture aspects that DEAP 10 focuses on are learning about the land, learning how 11 to live off the land, but learning how we can help 12 the land.</p> <p>13 Here at DEAP, we learn this by learning 14 how to plant, harvest, and prepare our own crops and 15 herbs.</p> <p>16 DEAP teaches us about our ancestry, not 17 just in the classroom, but also outside the 18 classroom, with hands-on and experiential learning.</p> <p>19 DEAP provides many different opportunities 20 to its students. For example, DEAP has a work-based 21 learning program that allows students to work and 22 (incomprehensible) different opportunities and clear 23 paths, while also going to school and getting an 24 education.</p> <p>25 Another example is the dual credit program</p>	<p style="text-align: right;">128</p> <p>1 of language, knowledge, and values.</p> <p>2 Today, indigenous researchers and 3 communities are calling attention to the negative 4 impacts on our peoples, indigenous peoples, from 5 schooling that devalues or minimizes ways of knowing 6 and being, and that disregards indigenous defined 7 holistic growth and development through education. 8 But, at the same time, research is increasingly 9 demonstrating the positive effects of the children 10 using their indigenous languages, knowledges, and 11 their life ways.</p> <p>12 On Navajo Nation, although integrating 13 some level of Diné knowledge into schooling has 14 become more common recently, often that which is 15 integrated receives little time or focus when 16 compared to the rest of the schooling experience.</p> <p>17 For that reason, today, there is a call to 18 reimagine indigenous and Diné schooling pathways 19 that go beyond minimal inclusion or integration of 20 knowledges and ways of being to actually centering 21 education on these crucial foundational elements in 22 our education and schooling.</p> <p>23 While such schooling has demonstrated 24 profound effects in indigenous communities of these 25 types, so far, they are far from the norm,</p>
<p style="text-align: right;">127</p> <p>1 that DEAP has. It gives students a chance to take 2 extra classes and courses that give them extra 3 credits, which can be helpful towards them in the 4 future. Even though DEAP may be a small school, it 5 can help set you up for big -- excuse me. Thank 6 you.</p> <p>7 MS. MELISSA BROWN: Thank you. Next we 8 have James McKenzie.</p> <p>9 FROM THE FLOOR: Okay. I had to write 10 this down so I didn't miss anything, hopefully.</p> <p>11 Ya'a'teeh. My names is James McKenzie, 12 and I'm a Diné doctoral candidate at University of 13 Arizona, conducting my dissertation research with 14 DEAP.</p> <p>15 The purpose of the research is to shine 16 light on important aspects and experiences of 17 schools with significant grounding in Diné language, 18 knowledge, and culture, the challenges to you and 19 the factors critical to their success and their 20 implementation, and especially the roles that they 21 play in people's lives.</p> <p>22 Indigenous peoples and scholars today 23 point out that for much of history, schooling meant 24 divesting us of our languages, knowledge, and ways 25 of being toward our assimilation to mainstream forms</p>	<p style="text-align: right;">129</p> <p>1 especially on the Navajo Nation.</p> <p>2 Since January 2023, my research with DEAP 3 has involved a wide range of interviews, talking 4 circles, observations, meetings, and conversations 5 with students, parents, families, educators, 6 administrators, and board members.</p> <p>7 Findings from my research indicate that, 8 at DEAP, students' well-being, community well-being, 9 and preparation for life, both academically and 10 outside of schooling, are grounded in Diné teachings 11 and real-life experiences that make learning 12 relevant and that help students protect themselves 13 from life's negativity and to embrace life ways of 14 well-being.</p> <p>15 Through their learning and experiences at 16 DEAP, students are challenged and rise to and grow 17 to appreciate challenges. They feel empowered to 18 change their world and accountable to their 19 community.</p> <p>20 They grow Diné identity in a time when 21 many observe that Diné identity is quickly fading. 22 They grow to see and to treat each other as 23 relatives and to see each other as sacred. They 24 voice feeling safe and supported and that their 25 learning experiences at DEAP will help them to be</p>

<p style="text-align: right;">130</p> <p>1 self-sufficient in their futures.</p> <p>2 They demonstrate awareness of community</p> <p>3 and broad social needs, and they contribute to their</p> <p>4 well-being.</p> <p>5 Parents and families share that the kids</p> <p>6 actually revive interest in Diné knowledge within</p> <p>7 their own families. They feel strongly that DEAP</p> <p>8 promotes, models, and instills what community means</p> <p>9 through the education it provides and how it</p> <p>10 supports families.</p> <p>11 They share that DEAP helps their kids to</p> <p>12 become better human beings, and, in one parent's</p> <p>13 words, that DEAP creates a better life path for</p> <p>14 their children to walk in life.</p> <p>15 Students and families, most of whom have</p> <p>16 had plenty of experience with other schools on the</p> <p>17 Navajo Nation, share that they would absolutely</p> <p>18 recommend DEAP to others and that more schools of</p> <p>19 this kind are needed.</p> <p>20 Little research exists about</p> <p>21 publicly-funded Diné schools centering Diné</p> <p>22 education and life ways toward holistically positive</p> <p>23 futures.</p> <p>24 With more than 140 schools on the</p> <p>25 reservation, if any that do do this, very few, if</p>	<p style="text-align: right;">132</p> <p>1 DEAP's example to inform and guide a community of</p> <p>2 practice for those who wish to implement such</p> <p>3 schooling.</p> <p>4 Based on my research, the impacts of DEAP</p> <p>5 on its students, families, and communities are</p> <p>6 clear. With the support of the NMPEC, it will</p> <p>7 continue to make lasting impacts on not only its own</p> <p>8 community, but on the Navajo Nation and on the</p> <p>9 future of indigenous education.</p> <p>10 Thank you very much.</p> <p>11 MS. MELISSA BROWN: Next we have Randy</p> <p>12 Lynch.</p> <p>13 FROM THE FLOOR: Wow. I've got to follow</p> <p>14 that. Ya'a'teeh. Good morning, everyone.</p> <p>15 Commissioners, thank you for having us. I really</p> <p>16 appreciate it.</p> <p>17 My named is Lynch, last name L-y-n-c-h.</p> <p>18 I'm a father of Julie Lynch, Julie Naveah (ph)</p> <p>19 Lynch. And I am so happy and proud to be able to</p> <p>20 speak on behalf of DEAP.</p> <p>21 For myself, as a parent of a student at</p> <p>22 DEAP, I can absolutely say it has changed my</p> <p>23 daughter's way of thinking and way of living. As a</p> <p>24 product of the boarding school -- not myself, but my</p> <p>25 mother being a product of going to boarding</p>
<p style="text-align: right;">131</p> <p>1 any, ground educational experiences in Diné</p> <p>2 knowledge and life ways in the way that DEAP does.</p> <p>3 As our communities rethink education and</p> <p>4 how to implement schooling for not only academic</p> <p>5 achievement, but also schooling that bolsters Diné</p> <p>6 language, values, life ways, identities, and</p> <p>7 wellness in youth, DEAP serves as an example of what</p> <p>8 community-grounded Diné education and Diné-centered</p> <p>9 education can be.</p> <p>10 Perhaps in the way that one small charter</p> <p>11 school in Hawaii sparked what has become an</p> <p>12 internationally known resurgence of Hawaiian</p> <p>13 indigenous culture-based education, DEAP has the</p> <p>14 potential to be a model from which other Diné</p> <p>15 communities can learn.</p> <p>16 It is my hope that the research that I'm</p> <p>17 doing with DEAP will also contribute to and inform</p> <p>18 policy that uplifts community efforts to Diné and</p> <p>19 indigenous education, grounded in our ways of</p> <p>20 knowing and being, including, but not limited to</p> <p>21 strengthening funding that can support such</p> <p>22 schooling and facilitating pathways for their</p> <p>23 implementation.</p> <p>24 As more schools of this type come to</p> <p>25 fruition, there's really a great potential for</p>	<p style="text-align: right;">133</p> <p>1 school -- one thing that I remember her and I having</p> <p>2 a conversation was, "Mom, why didn't you teach me</p> <p>3 the language? Why didn't you teach me my</p> <p>4 tradition?"</p> <p>5 The first thing that came to mind was she</p> <p>6 said, "I wanted you to be successful. That's why I</p> <p>7 didn't want you to learn those things."</p> <p>8 And that was the education system back</p> <p>9 then; right? 2024, we're immersed (verbatim) to</p> <p>10 have this beautiful, wonderful school that is</p> <p>11 teaching it.</p> <p>12 And it's so awesome, because I -- myself,</p> <p>13 am still learning the traditions, my language, my</p> <p>14 culture. And to be able to do that along with my</p> <p>15 daughter in the same sense of -- I always go back to</p> <p>16 a long trip that I had from Thoreau, New Mexico, to</p> <p>17 Farmington, New Mexico, where my daughter, she was</p> <p>18 just really eager to talk about the creation stories</p> <p>19 and traditional story and stories of emergence. And</p> <p>20 she had these stories.</p> <p>21 And we went back and forth in what she was</p> <p>22 learning and what I had learned. And the greatest</p> <p>23 thing was she knew more than I did. She did. So</p> <p>24 she was teaching me, and I was teaching her at the</p> <p>25 same time. And all of that was the foundation that</p>

<p style="text-align: right;">134</p> <p>1 DEAP was rooted in.</p> <p>2 She has that solid foundation that I</p> <p>3 didn't have. And I'm not going to sit here and</p> <p>4 blame everybody else. I'm thankful that it's there</p> <p>5 for her. It's provided her, from the staff, from</p> <p>6 the curriculum, from everything else that is</p> <p>7 provided over at DEAP.</p> <p>8 She has this sense of community. She has</p> <p>9 that sense of identity that I chased for so long,</p> <p>10 and I think even my grandma, even her grandma, my</p> <p>11 mom, had chased. You know, they're able to have</p> <p>12 these conversations deep in culture, and they're</p> <p>13 able to share these things.</p> <p>14 And I honestly would not be able to have</p> <p>15 that if it wasn't for DEAP. And I've really got to</p> <p>16 say, when I found out about DEAP on Facebook -- I</p> <p>17 was just scrolling through Facebook. And then I</p> <p>18 seen this school. I was, like, wow, this looks like</p> <p>19 a really cool school.</p> <p>20 And I clicked on it. And I believe by the</p> <p>21 end of that day -- I took my lunch hour and drove</p> <p>22 all the way to Navajo. And I got the application</p> <p>23 and put it in that same day. Within several days, I</p> <p>24 got the, "Hey, yep, she's good to go."</p> <p>25 I checked my daughter out, like, literally</p>	<p style="text-align: right;">136</p> <p>1 a lot.</p> <p>2 So I wrote a whole letter that were</p> <p>3 submitted by other parents. So we collab into one</p> <p>4 whole letter. So I'll just read the letter that we</p> <p>5 worked on.</p> <p>6 (Navajo spoken), members of the Public</p> <p>7 Education Commission. My name is Natasha Tsosie.</p> <p>8 And I am here on the behalf of the parents,</p> <p>9 families, and communities of the Dzil Dít'łooi</p> <p>10 School of Empowerment, Action and Perseverance.</p> <p>11 Which is DEAP Charter School. We are here to share</p> <p>12 our collective gratitude and support for the</p> <p>13 incredible impact this school has had on our</p> <p>14 children and our families.</p> <p>15 Our experiences at DEAP have been</p> <p>16 transformative, and we feel it is important to</p> <p>17 acknowledge the unique and enriching environment</p> <p>18 that DEAP has created for our children.</p> <p>19 One of the aspects of DEAP that resonates</p> <p>20 most deeply with us is the integration of land-based</p> <p>21 learning into the curriculum. This approach not</p> <p>22 only fosters a deep connection to Mother Earth, but</p> <p>23 also teaches our children invaluable lessons drawn</p> <p>24 from our culture and traditions passed down through</p> <p>25 generations.</p>
<p style="text-align: right;">135</p> <p>1 within that week. It's probably the best thing I</p> <p>2 ever did. And I'm so grateful for that.</p> <p>3 And she's so strong. She has identity,</p> <p>4 which I believe is enrooted in the empowerment that</p> <p>5 they talk about, the identity of who they are.</p> <p>6 And, you know, my oldest daughter, she's a</p> <p>7 product of Denver -- a Denver community school,</p> <p>8 public schools, you know. She's one of 5,000 in a</p> <p>9 school of 5,000. You know, that was a 4A school.</p> <p>10 It was huge. She struggled as well. She tried to</p> <p>11 get her identity out there.</p> <p>12 And the coolest thing is we're just so</p> <p>13 proud of her. As a single parent of two wonderful,</p> <p>14 beautiful girls, I love how we were able to just</p> <p>15 really support her. And I've got to thank you</p> <p>16 Commissioners for hearing us out, and I really</p> <p>17 appreciate your time. Thank you.</p> <p>18 MS. MELISSA BROWN: All right. Two more.</p> <p>19 Next up is Natasha Tsosie.</p> <p>20 FROM THE FLOOR: Hello. I'm going on</p> <p>21 record. My name is Natasha Tsosie. Last name,</p> <p>22 T-s-o-s-i-e. I am a parent. I have two sons at</p> <p>23 DEAP. I am also a staff at DEAP as the family</p> <p>24 liaison and educational assistant. And I also serve</p> <p>25 as the secretary on the DEAP pack advisory. So I do</p>	<p style="text-align: right;">137</p> <p>1 We believe that this model is essential</p> <p>2 for our children's growth and is something every</p> <p>3 school should strive to incorporate.</p> <p>4 Activities like planting, harvesting,</p> <p>5 hiking to sacred mountains, and learning about our</p> <p>6 Diné heritage have ignited our children's passion</p> <p>7 for our culture. And watching them engage with</p> <p>8 these lessons has been a source of immense pride for</p> <p>9 us as parents.</p> <p>10 In Navajo culture, the concept (Navajo</p> <p>11 word), kinship, is central to our way of life. And</p> <p>12 DEAP embodies this principle in every aspect of its</p> <p>13 operations.</p> <p>14 From the school's welcoming and inclusive</p> <p>15 environment to the thoughtful interactions between</p> <p>16 teachers, staff, students, and families, DEAP has</p> <p>17 created a strong sense of community that enriches</p> <p>18 all of our lives.</p> <p>19 As parents, we have -- we've seen</p> <p>20 firsthand how DEAP helps our children build strong</p> <p>21 relationships with their peers and fosters a sense</p> <p>22 of belonging, which is not something we had</p> <p>23 experienced in other educational settings, whether</p> <p>24 public or private.</p> <p>25 Our children have truly flourished at</p>

<p style="text-align: right;">138</p> <p>1 DEAP, academically, socially, and emotionally. 2 Transitioning from other public schools where our 3 children were often disengaged and struggled with 4 support, we were searching for an environment that 5 would nurture not just their academic development, 6 but their overall well-being.</p> <p>7 DEAP has been that answer. It has 8 provided our children with the direction and support 9 they need to succeed, and we've seen significant 10 improvements in their self-esteem and their academic 11 performance.</p> <p>12 For one of my own children who had been 13 struggling with an Individualized Educational Plan 14 due to speech and developmental delays, transferring 15 to DEAP has been a life-changing experience. Since 16 arriving at DEAP, he began opening up, engaging in 17 conversation, sharing details about his day and 18 actively participating in class.</p> <p>19 The teachers' thoughtful and creative 20 approaches to accommodating his learning needs have 21 made a world of difference, and, for the first time, 22 we feel truly involved in our children's education.</p> <p>23 DEAP's holistic approach to wellness, 24 which includes opportunities for movement, breaks, 25 and tools to help students manage their ADHD has</p>	<p style="text-align: right;">140</p> <p>1 future of our community. 2 For our high school-aged children, the 3 opportunity to take dual credit courses has opened 4 doors to new possibilities, aligning with their 5 career aspirations and offering them a chance to 6 prepare for life after school.</p> <p>7 Additionally, the work-based learning 8 program has given them the chance to gain real-world 9 experience, further enriching their journey at DEAP.</p> <p>10 As parents, we are incredibly thankful for 11 DEAP's dedication to teaching our children the 12 values of their heritage and assuring that our 13 Navajo culture remains vibrant and alive. In a time 14 when our language and traditions are at risk of 15 fading, DEAP stands as a beacon of hope, providing 16 our children with the tools and knowledge they need 17 to keep our culture strong.</p> <p>18 We are profoundly grateful for the 19 opportunity to be part of the DEAP community, and we 20 look forward to the future with hope and excitement 21 for all that lies ahead.</p> <p>22 In summary, DEAP is more than just a 23 school to us. It is a community, a family, and a 24 place where our children are nurtured and empowered 25 to grow in every sense: academic, culturally,</p>
<p style="text-align: right;">139</p> <p>1 helped our children reduce their reliance on 2 medication and feel more supported in their learning 3 environments.</p> <p>4 This emphasis on mental, physical, and 5 emotional and spiritual growth has contributed to a 6 profound shift in our children's view of education 7 and themselves. The excitement we feel as we watch 8 our children thrive at DEAP is indescribable. We 9 are overjoyed by their renewed enthusiasm for 10 learning, particularly as they become more connected 11 to their Diné roots, language, and culture.</p> <p>12 Our children can now introduce themselves 13 in Navajo, identify clan relationships and, proudly 14 share what they have learned about our traditions. 15 The revival of our language and culture practices is 16 a gift that we are deeply grateful for, and it is 17 something we hope will continue to flourish through 18 future generations.</p> <p>19 DEAP has truly fostered a sense of 20 belonging and empowerment in our children, and we 21 believe this is a key factor in our growth.</p> <p>22 DEAP's commitment to its students and 23 families extends beyond academics. Our children are 24 now more civically engaged, respectful of both 25 people and the natural world, and invested in the</p>	<p style="text-align: right;">141</p> <p>1 emotionally, physically, and spiritually. We 2 wholeheartedly support DEAP's mission and are 3 grateful for the ways in which the school has 4 transformed our children's lives.</p> <p>5 We hope that DEAP's impact will continue 6 to resonate for generations to come, and we are 7 honored to be part of this journey.</p> <p>8 Thank you, DEAP, for your commitment to 9 our children's future and for keeping traditions 10 alive and for providing an educational experience 11 that is holistic, inclusive, and transformative. 12 May DEAP continue to flourish and enrich the lives 13 of all who walk through its doors.</p> <p>14 Thank you on behalf of the parents of DEAP 15 charter school. Thank you.</p> <p>16 MS. MELISSA BROWN: All right. And, 17 finally, we have Margie Apache.</p> <p>18 FROM THE FLOOR: (Navajo spoken.) My last 19 name is A-p-a-c-h-e. I'm a parent of five. And 20 DEAP is a wonderful school. And I enrolled my kids 21 when it started in 2015. And my kids are still 22 going to school there. Two have -- one have 23 graduated, and then one is graduating.</p> <p>24 DEAP has a lot of potential, a learning 25 experience especially on hand. The last two weeks,</p>

<p style="text-align: right;">142</p> <p>1 I went -- or for the past couple of years, I'm there 2 to support them, especially a trip or meetings or 3 what they need help with on there. 4 Last year -- a couple of years ago, I 5 wanted to come. I didn't come because I have a job. 6 I used to work with toddlers at day care, and I used 7 to teach them. And the same thing that -- what 8 teaching it has with DEAP School, a lot of things 9 that -- our culture, especially, is being forgotten. 10 Not every Navajo students or national 11 Native American child will learn everything. But 12 DEAP has it. And I'm very proud of what DEAP has at 13 school. And my children really picked up a lot of 14 things that I never was taught. But just 15 (incomprehensible). But my oldest son, he comes 16 back and help with DEAP with a lot of stories that 17 he learned from his -- his side of the father. He'd 18 pick up stories, like the winter stories, summer 19 stories, the star stories, a lot of these things 20 that I didn't know. 21 And I'm very proud that DEAP can teach 22 that. And I also -- we came from a bully public 23 school. And I try convincing it to the principal. 24 But they wouldn't listen to me. My kids were hurt. 25 I didn't know where to turn.</p>	<p style="text-align: right;">144</p> <p>1 not originally from Navajo. I'm a little ways out 2 this way called Alamo, New Mexico. 3 So I hope you guys can help DEAP continue 4 the school, not just for my kids, but for many kids. 5 There are a lot of kids that are enrolled, but only 6 a few can be at that school. Limited. But if it 7 continue, I want DEAP to grow, have more buildings, 8 more things that they need that you guys will all 9 help with them. 10 My mom always said, "Communicate. Talk to 11 each other. Work together. That's the only way 12 things will accomplish. If there's a mistake, learn 13 from your mistake." 14 That's how I was brought up. People makes 15 mistake. But there's way to fix it. Learn from 16 your mistakes. Thank you. 17 THE CHAIR: Okay. (Off-mic.) 18 (Recess taken, 12:33 p.m. to 12:46 p.m.) 19 THE CHAIR: Commissioner Burt. 20 COMMISSIONER BURT: Thanks. Good 21 afternoon, and thank you, everyone, for coming and 22 speaking. I know I actually want to say to the 23 teacher that spoke first. You actually, like, had 24 my heart, because I know teachers -- they're up in 25 front of classes, so confident. Then they have to</p>
<p style="text-align: right;">143</p> <p>1 I'm sorry I'm emotional. But my kids come 2 first. So I went to DEAP School. I didn't know 3 what it was about. So I asked a question that we 4 just started school. We opened the school. So I 5 disenrolled my kids from Crystal, New Mexico. 6 And they're my kids. They really learn a 7 lot of things, especially one on one. A lot of our 8 kids, they come from abuse and people that are in 9 need, people that need help. DEAP is there, because 10 I was a parent that was struggling. That's the 11 reason why I'm saying I want DEAP to continue. 12 I do my best to participate as a parent, 13 my opinion what they need. I'm very proud. My 14 daughter is just graduating this year. She's doing 15 dual credit. She's a learner, fast learner. She's 16 also -- she struggled. 17 But DEAP was there for her. It helped us 18 with what they're saying, mental, emotional healing, 19 traditional, even during COVID. And what -- we were 20 isolated. The only communication, we had with 21 Internet. They're the one that brought food to us. 22 They brought woods to us. They asked if we need 23 anything. Because at that time, we were on 24 lockdown. We couldn't go nowhere. 25 So I'm very proud that DEAP is here. I'm</p>	<p style="text-align: right;">145</p> <p>1 go speak to adults. "No, don't want to do that." 2 It's a misnomer -- teachers are these 3 confident people. Yeah, in front of my students. 4 Sure. 5 Thank you for all of you to come up and 6 speak to us because it really is so meaningful. To 7 get the conversation that's happening inside of 8 community into our ears is wildly important. 9 This school really is -- it's a really 10 special school for me. Looking in as an outsider 11 looking in, it is a really special school. I know 12 for you all being in it, of course, you know. But I 13 do think you're able to translate that to someone 14 who doesn't know very well. 15 And, actually, I was just telling 16 Commissioner Brauer during the break, I grew up in 17 Farmington. And the Navajo culture has also had 18 such a special place to my heart because it was the 19 closest culture that I knew. So it's always been -- 20 it just has a special place for me. 21 And I do know, because of growing up in 22 the Four Corners area, that a school like this is 23 not normal. You know, this is not what my friends 24 who grew up with me experienced in schools next to 25 me; right? Like, this is not what they got. And</p>

<p style="text-align: right;">146</p> <p>1 it's not what their families, you know, were able 2 to -- like, this is special. 3 It's really, really special. And it just 4 really made me think of my friend Jasmine and her 5 dad. And I spent a lot of time with them and him 6 complaining a lot about schools and how things were 7 done and how frustrating it was to be an outsider in 8 your own community, how frustrating that is. 9 So this -- I really do appreciate the work 10 that's happening. And, honestly, it's really -- it 11 is an interesting dynamic of when I hear about, 12 like, what I call the false dichotomies of 13 education, that families often do have to choose 14 this or this. And you've got to give up something; 15 right? 16 You have to either choose your culture or 17 success; right? You have to choose your language 18 or -- right? -- or academics. Or you have -- 19 there's always these concessions families have to 20 make. 21 So I do -- I mean, it's -- the integration 22 you have of the culture into the learning itself is 23 really, really beautiful. And I hope that 24 portion -- like, it seems rooted in what the culture 25 of the school is. I hope that that never changes</p>	<p style="text-align: right;">148</p> <p>1 school to succeed for many years. Like, this 2 community deserves this school to be successful in 3 every way possible. And I also don't want anyone to 4 be able to say, "Oh, well, look at DEAP. They're 5 doing this so well, but look at this"; right? 6 I don't want you all to have to have -- 7 you're like, "No, we've got both of this going on. 8 Everything is good." 9 So I think when I'm looking at your years 10 moving forward, it already seems like you really 11 started, like, in the last two years, coming out of 12 COVID, you're starting to ramp up practices of what 13 does this look like moving forward now. 14 And I'm still -- I'm not totally sold on 15 any kind of strategic plan for academic progress. 16 And I heard some of the things about 17 getting a new curriculum or looking at the 18 assessments in a different way. But I want to -- 19 yeah. If you want to come back up, you're more than 20 welcome to. 21 But I want to hear more about there is a 22 lot of data that says the number one factor in a 23 student's academic success is their teacher. That's 24 it. Like, the number one in the school building, 25 it's their teacher.</p>
<p style="text-align: right;">147</p> <p>1 and just gets better and better and bigger and 2 bigger, and that there's ways even in the future to 3 be able to quantify what that learning looks like. 4 Really, this is trailblazing work; right? 5 There's no data to support -- I'm glad there's a 6 researcher that's looking into it. But that's new 7 research; right? That's not something that you can, 8 like, really go to over here and be, like, "Oh, they 9 did it this way." So that's something we can take 10 and put it on -- you're trailblazing as students, as 11 leaders, as a community, and it's really special and 12 beautiful. Please don't ever lose that. 13 And I am a huge charter school advocate as 14 a school of choice. And I don't think when charter 15 schools were started, they were really thinking of 16 what you're doing here today. But, actually, this 17 is the spirit of what charter schools are is to be 18 able to provide something so transformative and 19 innovative to a community that is something 20 different outside of the traditional school setting. 21 So, all in all, I do believe in the spirit 22 of this school. I love that everyone is so 23 involved, that the community is so involved. And so 24 in that, I do have some questions. 25 And, also, I mean, I -- I just want this</p>	<p style="text-align: right;">149</p> <p>1 So other than -- I mean, I think it's a 2 great idea to look at your curriculum, make sure 3 you're looking at different things. But what does 4 the professional development look like? Because the 5 only thing I saw in there was the first-year 6 mentorship. And I saw that you do PLCs. But I 7 didn't get a good sense of any other professional 8 development that's already happening, and is there 9 anything that you're doing differently moving into 10 this next contract term to really target in on the 11 numeracy/literacy. 12 MS. KYLEE GEORGE: Yeah, absolutely. I 13 can answer that. Of course, if you have anything to 14 add -- but thank you for your question, Commissioner 15 Burt. 16 I think there's several things that we're 17 doing. As you mentioned in the presentation we 18 talked a bit about professional development, 19 particularly looking at mathematics and literacy 20 success for all of our students, but particularly 21 looking at our ELs and our students with IEPs. 22 And so a big part has been working with 23 our teachers -- most of the teachers that we have 24 right now have come to us through alternative 25 licensure programs. So most of us came from a</p>

<p style="text-align: right;">150</p> <p>1 different field of work.</p> <p>2 And so part of that is making sure that</p> <p>3 all of our teachers have strong grounding in</p> <p>4 research-based instructional strategies, you know,</p> <p>5 making sure we all know the Kagan strategies and how</p> <p>6 to implement them, making sure we have a good amount</p> <p>7 of understanding of how to bring reading in across</p> <p>8 the curriculum. That's been a big focus is having</p> <p>9 those reading strategies for all of our classes, not</p> <p>10 just our reading and writing classes.</p> <p>11 And then I think, additionally, we've been</p> <p>12 working with a leadership coach to really work with</p> <p>13 our teachers one on one and provide a leadership</p> <p>14 plan going forward that allows for our teachers to</p> <p>15 be invested in this community.</p> <p>16 You know, the reality for us -- and, like</p> <p>17 you said, students learn from great teachers. And</p> <p>18 recruitment has also been a challenge for us,</p> <p>19 because we are rural, and because we don't have, for</p> <p>20 example, the housing opportunities that necessarily</p> <p>21 the local district has.</p> <p>22 And so we want to make DEAP a place that</p> <p>23 people want to work and that high-quality teachers</p> <p>24 want to come and work.</p> <p>25 And so part of that is providing</p>	<p style="text-align: right;">152</p> <p>1 It's very hard to do this and to be held</p> <p>2 to these standards when you have limited resources.</p> <p>3 So really thinking about strategies around this.</p> <p>4 I'm also happy to report that I put out an</p> <p>5 advertisement for a director of curriculum, and she</p> <p>6 accepted the offer today. We're building our</p> <p>7 capacity in that way.</p> <p>8 But we're continuing to grow. There are</p> <p>9 still things we're forming. We're doing our mission</p> <p>10 well. How are we building systems of accountability</p> <p>11 or assessment that is, you know, rooted in the</p> <p>12 content of who we are as Diné people, but also</p> <p>13 incorporates all those ELA, math, science</p> <p>14 strategies.</p> <p>15 That's where we're heading with the</p> <p>16 micro-credentials. We're excited about that. The</p> <p>17 other piece, too -- I mentioned this -- we're really</p> <p>18 struggling to work with students when they come to</p> <p>19 us, whether it's at sixth or eighth grade, when</p> <p>20 they're coming to us at maybe a third-grade reading</p> <p>21 level. We need to intervene sooner.</p> <p>22 Maybe if we do expand to the younger</p> <p>23 grades, we can start with those people, those young</p> <p>24 people when they're still learning those</p> <p>25 foundational skills, whether it's reading or math.</p>
<p style="text-align: right;">151</p> <p>1 opportunities for leadership, providing</p> <p>2 opportunities for professional development, whether</p> <p>3 that is, you know, the one-off courses here and</p> <p>4 there, or whether that's programs like going to the</p> <p>5 World Indigenous People's Conference on Education.</p> <p>6 It really has helped us to figure out, you know, for</p> <p>7 each of our teachers, what they want and how they</p> <p>8 want to engage with the community, and then working</p> <p>9 to help improve, through coaching and through</p> <p>10 leadership coaching, their ability to work with our</p> <p>11 students.</p> <p>12 MS. KAYLA BEGAY: I also want to add that</p> <p>13 we are continuously improving. And we do have a</p> <p>14 strategic planning session scheduled with our board</p> <p>15 in January. We recognize that we need to look at</p> <p>16 all the options.</p> <p>17 I feel like we're doing our culture and</p> <p>18 our mission really well, but where can we make</p> <p>19 improvements. One idea that is still in formulation</p> <p>20 is what would it look to have all our staff</p> <p>21 TESOL-certified, to have those strategies, to make</p> <p>22 it real.</p> <p>23 We also want to think about the</p> <p>24 sustainability of our staff. Because we are seeing</p> <p>25 teachers leave the profession in droves.</p>	<p style="text-align: right;">153</p> <p>1 If we're able to do that, you know, start</p> <p>2 earlier, I think that can really change our</p> <p>3 trajectory.</p> <p>4 So we're thinking about it in a lot of</p> <p>5 different ways. With that said, there's not a clear</p> <p>6 strategic plan just yet. But the intention is</p> <p>7 there, and the plan is there.</p> <p>8 COMMISSIONER BURT: I actually appreciate</p> <p>9 that. That would support where -- I definitely</p> <p>10 support renewing this school. Right now in our</p> <p>11 motions, we have conditions on the financials,</p> <p>12 which, I mean, it sounds like that one has --</p> <p>13 there's more -- you just need to see it actually</p> <p>14 come to fruition, the changes to make that better.</p> <p>15 For the academic portion, I do think</p> <p>16 having that plan in place -- which I actually think</p> <p>17 could align with your timeline, anyway -- but having</p> <p>18 a plan in place of improving academics be a</p> <p>19 condition as well makes a lot of sense.</p> <p>20 And I do -- and, yeah, once again, the</p> <p>21 mission and the culture of your school, incredible.</p> <p>22 And I hope you don't ever, you know, have to, like,</p> <p>23 pull this down at all in order to lift it up. I</p> <p>24 hope this stays up here where you're at, and this</p> <p>25 raises, you know, to meet it. (Indicates.)</p>

<p style="text-align: right;">154</p> <p>1 One of the things I heard you say is 2 there's been -- you do need funds for things; right? 3 Like, when we talk about professional development, 4 that takes money. When we talk about expand -- like 5 different things. 6 And I know your cap is a lot larger than 7 the space that you have; correct? 8 So in the next five years, one of the 9 things I imagine helping be able to get additional 10 professional development or additional staff and 11 get -- is having a higher enrollment as well. 12 Do you have any kind of -- is that part of 13 the strategic plan that you're going to be coming 14 out, or do you already have some ideas? The board, 15 do you have some ideas to increase enrollment? 16 I do -- I'm, like, why doesn't this school 17 have a wait list out the -- just, why are people not 18 just like pummeling you with trying to get into this 19 school? What's going on? 20 MS. KAYLA BEGAY: Sure. I think there's a 21 couple of different layers to that. We haven't been 22 able to bring the infrastructure to the community. 23 There's a lot of bureaucracy that we have to 24 navigate that thankfully Dr. Nez is helping us with. 25 So we're -- for me, being a teacher and then</p>	<p style="text-align: right;">156</p> <p>1 the way that policy is set up, we have to turn them 2 away. 3 And so if there's a way for, you know, the 4 PEC, the PED, to advocate -- I know we've been 5 asking for that. But, again, it always feels like 6 it comes down to the school. When we're trying to 7 do everything else, you know, and now we want to do 8 this advocacy level, we need everyone to play a role 9 in all of this. 10 But right now, beyond -- if we want to 11 stay small, too, we have to think strategically 12 about funding. So we're -- most recently we've 13 received Impact Aid, and we're really excited about 14 that opportunity. But even working closely with the 15 Navajo Nation, what would it look like for them to 16 fund us? There are some models like Navajo Prep or 17 private schools they provide supports for. So we're 18 in a continuous learning phase, and we welcome the 19 support around that. 20 COMMISSIONER BURT: That makes sense, 21 because I know there is something charming about a 22 teeny tiny school, where everybody knows everything 23 all the time, no matter what you're doing. Very 24 charming. 25 But also I know -- like, to me, when I see</p>
<p style="text-align: right;">155</p> <p>1 becoming an administrator, I don't have the 2 experience of building infrastructure. So I'm 3 learning. 4 I'm also expanding the staff, bringing in 5 a head of school to run its day-to-day curriculum, 6 thinking about a director of operations. All of 7 these things are huge things, and we recognize that 8 we need additional leadership muscle. 9 But I think the other piece, too, is that 10 we -- you know, if you look at the way that 11 indigenous education has been done over years, it's 12 in the small hogan, you know. And so we really feel 13 like being small has made the experience very 14 special. And we have asked students, "Should we 15 expand?" You know, "Should we do this?" 16 And many of them say no. 17 But I also think we have -- our enrollment 18 cap, you know, on paper is big. But our buildings 19 can realistically only handle about 55 students and 20 all of the staff and the families. 21 And so we do have a little bit of a 22 waiting list. We allowed 58, even though we said 23 55. But the other thing, too, is we're right on the 24 State line. And so we do get a lot of interest from 25 Arizona students. And, unfortunately, because of</p>	<p style="text-align: right;">157</p> <p>1 really small enrollments, it does scare me for 2 funding. That's my concern is just making sure you 3 have the money to really ensure all 55 -- 58 -- of 4 your students are really getting everything that 5 they need, which a lot of your students come in and 6 need remediation. That takes additional resources. 7 It takes additional -- you know, that takes 8 additional resources as well. 9 So that's -- it was just something I was 10 thinking about of, like, how can -- like, it's a 11 little balance to have to play between jumping in 12 enrollment and sustainability. 13 MS. KAYLA BEGAY: I also want to add that 14 money doesn't solve everything. A lot of times we 15 get money, and it's very restrictive in what we can 16 do. It's a full-time job for me in spending this 17 money. 18 We don't just need funding. We need real 19 advocates that are willing to create policy with us, 20 who are willing to really create pathways so we can 21 make this improvement in growth. 22 COMMISSIONER BURT: Actually, I will take 23 back everything I said, because I've said that many 24 times. A lot of our education issues are not 25 funding. It's not a funding issue.</p>

<p style="text-align: right;">158</p> <p>1 We actually do have -- we have given a lot 2 of money to schools, actually, compared to a lot of 3 our neighbors. And yet we get the worst results 4 based off the most money. So I actually appreciate 5 that attitude and the demeanor, because a lot of 6 times it is just how are we spending our time and 7 our human resources; right? 8 Okay. One of the things I notice -- and 9 the other thing, like -- with -- it's difficult, 10 because so much of your data is masked, also, 11 because you have so few students, so that did make a 12 lot of stuff more difficult. 13 And I know -- I like to say, like, the low 14 numbers, when it comes to accountability, it cuts 15 both ways; right? Like, I saw a lot of some of the 16 data you did provide in your application. It would 17 say 25 percent, 50 percent, you know, 66 -- which to 18 me, was, like, okay, that means there's maybe four 19 kids in that group, or there's maybe six kids in 20 that group to get that kind of percentage. So maybe 21 it's only two kids or one student that's bringing 22 the percentage down. Like, 50 percent; maybe 23 there's two kids in that student group -- right? -- 24 that kind of thing. 25 I did see that and recognize it. I want</p>	<p style="text-align: right;">160</p> <p>1 certain kind of school in order to choose Option 3, 2 because there is some really creative options 3 available in there. 4 So I think you could have a deeper 5 conversation about that, because I do wonder what it 6 would look like for this school moving forward to 7 really be judged off of your growth year over year 8 for individual students. Those NWEA results and 9 those students making their individual growth 10 targets, if that was the focus of the school, I 11 wonder what it would look like, rather than just the 12 proficiency of your eleventh-graders and your 13 proficiency of your sixth to eighth kind of thing. 14 There are some creative opportunities that 15 we really tried to build in, that we also don't 16 know, like, exactly what those creative options look 17 like. But it is designed to allow for schools to 18 really consider what are we doing, what does success 19 look like in our school, how can we be rigorous and 20 hold ourselves to a high standard in all these 21 different ways? 22 But can it look different? I think so. 23 Because the work that you're doing with -- the 24 learning you're doing of the land itself, like, how 25 does that build into the numeracy/literacy of your</p>
<p style="text-align: right;">159</p> <p>1 to be cautious of making accountability decisions 2 off of such few numbers. But also, at the same 3 time, this is where I say it cuts both ways if you 4 only have two kids in a student group, like -- 5 (indicates). That's also where I go with it. 6 Okay. you have four kids, like -- so it 7 cut both ways for sure. 8 MS. KAYLA BEGAY: We feel the same way. 9 When the Vistas first came out, we were at 10 Traditional. We were at CSI; now we're back at 11 Traditional. It's hard to gauge what's real. 12 Beyond that, we're excited about the CSD and the PEC 13 expanding the options. Option C, or 3, is -- I 14 don't know what that could look like, but it's got a 15 potential. We're going to do 2, because we don't 16 know as much about Option 3. But is there a way to 17 really think about how to make meaning of our data 18 as a small school? 19 COMMISSIONER BURT: Yeah. Actually, Chair 20 Gipson and I, when we were looking at creating 21 Option 3, we were really thinking of the SAM 22 schools, you know, whatever those ever were. But I 23 actually do think one of the things we fought really 24 hard to make sure to do is keep Option 3 kind of 25 flexible and not make it where you have to be this</p>	<p style="text-align: right;">161</p> <p>1 students? 2 I mean, I imagine you're integrating 3 things. I just don't know, and I can't see it, and 4 I don't have data to support -- so I do think 5 there's ways that, like, the unique education you're 6 providing, I wonder if there's a way to quantify it 7 in a way that's a little bit different than what 8 you've been used to. And I wonder if there is a way 9 to be creative about it and see something different. 10 But I do still think -- I know the 11 families I heard here, thank you. Students, for 12 coming and speaking. The families, it's beautiful 13 to take your day, literally your whole day, to come 14 all the way out here and all the way back. And I 15 hope everyone has safe travels. 16 But I know one of the things that I heard 17 is that the families love the whole -- all the 18 identity parts of the education that students are 19 getting. And being able to reignite that in 20 families is beautiful. And I don't know if you can 21 ever quantify that. 22 And I don't think you ever need to, 23 because you're doing it. And it's going to affect 24 the community in bigger ways than numbers on paper. 25 But I also didn't hear any parent say they</p>

<p style="text-align: right;">162</p> <p>1 didn't want numeracy and literacy to be a priority 2 as well. I hear that that's also part of what 3 you're focusing on as well. 4 I just do want every student that 5 graduates at DEAP to have access to not go to 6 remediation in college, to go to college, compete 7 with students well outside your community, to get a 8 higher education, and come back and build the 9 community up; right? 10 You don't have certain services in your 11 community now? It's probably -- they're in your 12 school. They're in your school right now. They're 13 getting there; right? 14 And you got to get it -- you got to have 15 the full circle come back around. 16 So on a -- I don't know if the lack of 17 data gives you a plus, or if it's just we're seeing 18 it -- the numbers are based on, and we're going to 19 see them improve as time goes on. 20 And my hope is that these are the baseline 21 numbers in the next contract term. We see that 22 culture, the language, the integration of the beauty 23 of the culture that you're surrounded by integrated 24 into the academics and you get both-and, not one-or. 25 So I am -- I'm very grateful, very</p>	<p style="text-align: right;">164</p> <p>1 couldn't remember which one it was that had to be 2 delayed and delayed for opening, because of the lack 3 of ability to get a certificate to occupy. So 4 thanks for that. 5 So I'm going to throw something out there. 6 When you're looking at you want to stay small, but 7 there is an opportunity to grow, you're building out 8 a great support team. So the thought that you could 9 open up another site that would be small. So you 10 could still keep that smallness, but it would 11 still -- you know, it's being operated with fidelity 12 because you would be there with that oversight. 13 MS. KAYLA BEGAY: Uh-huh. That's exactly 14 what we're exploring right now. 15 THE CHAIR: Okay. 16 MS. KAYLA BEGAY: And specifically focused 17 on what would a DEAP K through 6 look like? 18 I also think, as James McKenzie mentioned 19 in his research, there are other Navajo communities, 20 not in New Mexico. A lot of them are in Arizona and 21 Utah who want to do something similar. So what can 22 we do to help them in that way? 23 And I think that's where it maybe becomes 24 a little outside of the -- you know, what we're 25 doing here with the PEC, but really thinking about</p>
<p style="text-align: right;">163</p> <p>1 inspired by the community, the amount of people that 2 are involved in the school that are passionate about 3 the school, and the lives it's touching in ways that 4 are going to be far outside data capture, ever. 5 That's apparent. 6 So I just -- I'm looking forward to seeing 7 the increases in the spots where you're low. And 8 that's -- 9 THE CHAIR: So thank you. It's -- adult 10 voices are always important to hear, because there's 11 a story they tell. But the students that come 12 resonates with us so much more, and the families. 13 So appreciate every effort that was made to help 14 fill this room with those stories, because they -- 15 like I said, they really are important. 16 Was it your school, when you first 17 started, that the Commission had to delay opening 18 because you couldn't get the facilities? 19 MS. KAYLA BEGAY: No. I think that might 20 have been Dream Diné. 21 THE CHAIR: Was it Dream Diné? 22 MS. KAYLA BEGAY: Uh-huh. We did overcome 23 a revocation. 24 THE CHAIR: Because you mentioned the 25 challenges with trying to build. And I just</p>	<p style="text-align: right;">165</p> <p>1 education sovereignty and how we partner with our 2 other Navajo communities and the Navajo Nation as a 3 whole. 4 THE CHAIR: Right. So on that note, we 5 did have a conversation when Middle College was up 6 for renewal and the challenges with not being able 7 to take Arizona students. So I know we talked with 8 their legal counsel. And we were talking about, 9 well, would it be possible to get the funding from 10 the Navajo Nation that would flow with the student, 11 just like our funding does, so that they would be 12 able to cross borders, and there wouldn't be that 13 issue. 14 So I think that's something that we could 15 certainly help to facilitate that conversation. 16 MS. KAYLA BEGAY: Okay. That would be -- 17 THE CHAIR: Because I know it's a 18 challenge. In fact, down by me, we opened -- the 19 Commission opened a school before I was on that 20 ended up having to close it because they were taking 21 Texas students. But, unfortunately, they were 22 putting New Mexico addresses on the applications. 23 So that got to be -- you know, that was 24 the unfortunate piece of it. And we don't want 25 someone to have to, you know, even think about that.</p>

<p style="text-align: right;">166</p> <p>1 But you're right. We should be here to 2 help facilitate that if there is that barrier. If 3 it can be broken, well, why not? Because we were 4 also talking during the break, you know, the 5 Legislature has looked outward in terms of out of 6 the U.S. as to different methods and what works. 7 And they're not looking at, right here in 8 New Mexico, what -- what's working that is out of 9 the -- they want to think out of the box. But they 10 really don't. They just want to make the box maybe 11 a little bit bigger. But they really don't want to 12 think out of -- really out of the box with what 13 education looks like.</p> <p>14 And that's why we're -- we're stalled 15 here. So I think it's unfortunate that maybe that's 16 also partly on us that we're not highlighting enough 17 what's happening within our schools to show what, 18 you know, what is different and what -- it works, 19 and it works so well.</p> <p>20 I want to thank you for the deeper dive 21 you did in your application with the explanations on 22 the NWEA that a lot of schools didn't do, because it 23 really does help. But because of the smallness of 24 the school, it is kind of, yeah, is it coming from a 25 traditional public school?</p>	<p style="text-align: right;">168</p> <p>1 that we're very concerned about that's low. And so, 2 you know, every student, every day, gets 30 minutes 3 of intensive math interventions.</p> <p>4 And then, yes, we do continue to do the 5 90-minute blocks. And parts of those, particularly 6 for middle school, middle school is really focused 7 on the remediation.</p> <p>8 As Kayla mentioned, we have -- our current 9 eighth-graders, when they came into us as 10 sixth-graders, most of them hadn't been in school 11 since they were in the third grade. And so there's 12 a lot of, as I mentioned before, rebuilding that had 13 to happen in terms of just foundations.</p> <p>14 And so right now, our current 15 eighth-graders, you know, they are a data area that 16 I'm very interested in, because we are seeing 17 fluctuations in their scores. As we mentioned in 18 the presentation, they did receive the High Dosage 19 Tutoring last year, and it didn't yield the results 20 we were hoping for.</p> <p>21 But I think that our instructional staff 22 learned a lot from that, because part of the issue 23 is that the students didn't really engage with the 24 instructors being online.</p> <p>25 And so now saying, okay, how can we use</p>
<p style="text-align: right;">167</p> <p>1 I know we often point -- I know that kid 2 that caused us to get that number, you know. So 3 it's -- we struggle with that. But you did mention 4 in the application that you did -- you've turned to 5 90 minutes of remediation.</p> <p>6 Is that mandatory? It doesn't happen 7 during the traditional school years.</p> <p>8 MS. KYLEE GEORGE: Yes. So thank you, 9 Commissioner Gipson. That's something that we've 10 kind of played with a little bit to see what works 11 best.</p> <p>12 So we have shifted, as we mentioned, to a 13 block schedule. And part of that has been 14 remediation. And so we have -- both of our EAs for 15 literacy and for mathematics really focus on pulling 16 students to work on remediation and, at times, 17 because there are students who aren't in need of 18 remediation, we've been helping those students to 19 advance.</p> <p>20 So that's part of it. We've also, 21 actually, since the beginning of second quarter, 22 started playing around with a tutorial block that's 23 essentially 30 minutes a day that students are 24 getting essentially intensive math interventions. 25 Because that's an area, of course, in our data is --</p>	<p style="text-align: right;">169</p> <p>1 some of the tools that the High Dosage tutors were 2 using, how can we also access that training and 3 really creating plans around that?</p> <p>4 So students are receiving that 5 remediation, and, of course, also advancement as 6 needed. And then we are exploring ways to increase 7 the access to High Dosage Tutoring both inside the 8 school and through after-school tutoring and things 9 like that.</p> <p>10 THE CHAIR: Thanks. And I want to thank 11 you also for doing transportation. Because we have 12 a lot of schools that they don't do transportation, 13 and, B, that are small and say they can't do 14 transportation.</p> <p>15 Do you get any funding from another source 16 to be able to do your transportation? Or you're 17 just --</p> <p>18 MS. KAYLA BEGAY: We don't do 19 transportation.</p> <p>20 THE CHAIR: You said yes.</p> <p>21 MS. KAYLA BEGAY: I'm not sure why it said 22 that. Sorry about that.</p> <p>23 THE CHAIR: Yeah. The application does 24 say yes.</p> <p>25 MS. KAYLA BEGAY: Oh, okay.</p>

<p style="text-align: right;">170</p> <p>1 THE CHAIR: You might have just pulled the 2 wrong drop-down box. Okay.</p> <p>3 MS. KAYLA BEGAY: I will say that most of 4 our students live local within a five-mile radius, 5 they do walk. But we were able to get a lot of 6 private donations during COVID. And so we were able 7 to give some of those families who have a little bit 8 of a longer commute gas cards to be able to 9 transport students back and forth. That's also 10 something the parent committee has been thinking 11 through. How do we support other parents to make 12 sure this is feasible?</p> <p>13 It's something we'd like to do. We have 14 been lucky to purchase two student activity vehicles 15 through the Innovation Zone fund. So that has been 16 really transformative in increasing the dual credit 17 program and the work-based learning and all the 18 other student initiatives that we have.</p> <p>19 THE CHAIR: Great. That's -- I mean, 20 that's really important.</p> <p>21 Can't remember. I'll just move on.</p> <p>22 Anyone else? Commissioner Brauer.</p> <p>23 COMMISSIONER BRAUER: Thank you, 24 Madam Chair. DEAP team, it's good to see you all. 25 Thank you all to the staff and the leaders that</p>	<p style="text-align: right;">172</p> <p>1 have, that was one of the first places I went to the 2 first day that I stepped foot here.</p> <p>3 And so I just think about -- I'll just 4 share just a little bit, and then I'll get into just 5 one thought that I have. But being part of the 6 group and playing a very ancillary role to what 7 Kayla was doing with Prestene just to get two 8 buildings, two modulars, onto that space, to get the 9 land secured for the school, was a miracle. That 10 was a miracle. It was so hard.</p> <p>11 Like, we had to -- I remember, like, some 12 of the things you don't even think about is that 13 because that road was a logging road at one point, 14 they couldn't just put normal, like, three-foot-deep 15 pipes in the ground. It was, like, 12 feet or 16 something crazy, that you had put electric that far 17 down, water pipes that far down. So everything was 18 a moment of perseverance.</p> <p>19 And so I just think about all that had to 20 happen at that time.</p> <p>21 Commissioners, I would be remiss not to 22 say to you, this was before me and before our -- the 23 "Lion of the PEC," Chair Gipson, you were just -- I 24 only learned this vicariously through you, Kayla, 25 and others. But the Commission, at the time in</p>
<p style="text-align: right;">171</p> <p>1 spoke today. It's really awesome to see every time. 2 Kayla and Kylee and team, you fill this room every 3 time, regardless of what the situation was. You 4 mentioned a not-so-nice situation in 2017. It was 5 the same way.</p> <p>6 I also wanted to share with the 7 Commission, especially I wanted to put on the 8 record, I do have a connection to this school. It's 9 not going to preclude me to not vote. But I was 10 part of the NACA Inspired Schools Network when DEAP 11 started their planning year.</p> <p>12 So after they were approved, I came in in 13 2015 and worked with the team for a few years. I 14 haven't seen them probably in five years. I think 15 it's -- why I even say that. But I will say also 16 when I came to -- I have a little bit of an echo. 17 Do you guys hear that, or is it just me?</p> <p>18 When I came here in 2001 as a teacher, I 19 taught in Smith Lake, just south of Crownpoint. I 20 went to Wingate. And then I went to Standing Rock. 21 And then the first place where I had dinner in 22 New Mexico was at Red Lake at the old Navajo 23 Elementary School.</p> <p>24 So I just think about just the connection 25 to -- as much as a biligáana from Maryland could</p>	<p style="text-align: right;">173</p> <p>1 2014, when you were approved to open, there were 2 questions around Navajo being a religion being 3 taught in school and how that's not right.</p> <p>4 And there were Commissioners -- if you 5 believe it -- in 2014 -- who were, like, "I don't 6 know if I can vote for this school because they're 7 teaching Navajo, and that's religion."</p> <p>8 Those are facts. Yeah.</p> <p>9 And so when I think about where we are 10 now, and where the school is and what you're doing 11 for young people, I can't help but think about those 12 moments of, like -- of decisions that were made that 13 were hard that didn't have to be that hard that you 14 all were able to keep that perseverance, the "P" in 15 DEAP, clear.</p> <p>16 You all are one of the most radicalized 17 schools that I've seen. It's weird to say that it's 18 radical, because, as the doctor said earlier, like, 19 this is indigenous-centered education. This is 20 what -- this is as the -- as the world ought to be 21 like for all kids.</p> <p>22 And I think that -- I think I just commend 23 you all. And to see some of the young people who I 24 had a chance to see, as they were growing up through 25 my time with you all, it's just great to see how</p>

<p style="text-align: right;">174</p> <p>1 they've graduated and how they're coming back and 2 they're being part of your school in that way. 3 And I just think this is a remarkable, 4 remarkable story. 5 Love the idea about the dual credits. I 6 think that's so great that you're doing that, that 7 you're supporting students to gain educational 8 opportunities, not after graduation, but during 9 their schooling, and in a place that's -- if I'm -- 10 if I'm being conservative, 50 miles away from, you 11 know, from UNM-Gallup or any other school. Diné 12 College is not too -- it's a little bit closer, but 13 not next door. 14 So all those things take a lot of energy. 15 So I think that's just awesome. 16 The -- I won't beat this to death. But I 17 do think about the one thing -- Chair Gipson, you 18 brought it up already -- but the bi-state compact or 19 whatever you want to talk about that. That was 20 happening before you even wrote the application. We 21 had several different renditions of, like, 22 leadership from the PED at that time to come out and 23 have conversations. And we still haven't yet 24 figured that out. But I hope that we're able to do 25 something within this cycle before you implement</p>	<p style="text-align: right;">176</p> <p>1 both-and school. It's both-and. You do both. 2 And I hope that -- I'm looking forward to 3 the next steps and what you all are doing. In terms 4 of the data, I'm going to just jump in just a little 5 bit. 6 I know that there's room to grow in terms 7 of academic data. I have no doubt about it, that 8 you can do it, because you've done it in the past. 9 You were a B school or greater when we had the 10 report card system. And that was in your first and 11 second years of existence. 12 I think that -- I want the local school 13 district -- I don't want them to outperform any way. 14 This is my competitive part. It might not be a 15 healthy part of mine. But I compete -- I feel like 16 I have a competitive edge there, in that -- in that 17 it matters, but it doesn't matter at the same time. 18 But I want to see this school exceed what 19 others are doing. Because what you're doing is so 20 profoundly important for our young people. And I 21 know where it comes from, and I know the ripples 22 that it's going to have long-term for student 23 leadership, community leadership, and for the -- and 24 for their own ongoing success as leaders in your 25 community.</p>
<p style="text-align: right;">175</p> <p>1 your full sovereignty and probably create a new path 2 for -- to authorization through the Navajo Nation. 3 But I think that's something that we ought 4 to figure out. We have enough schools now. We have 5 enough schools in McKinley County and San Juan 6 County to figure out, if we can do this for 7 (incomprehensible), if we can do this for CCSD, then 8 there's no reason we can't do it for other LEAs, 9 other charter schools in that area. We just have to 10 come together with the PED and figure that out. 11 The last thing I'll just share, the -- I 12 know where your hearts are. I know what you care 13 about most. And I think you do that on a daily 14 basis. And I think that does include academics. 15 And I also think about our friend, Josh Krause, 16 which he works for NACA Inspired Schools. He's a 17 curriculum genius. But a lot of times in education, 18 especially in indigenous education, I feel like -- 19 this is my opinion. 20 But, like, I feel like there's a focus in 21 on academic excellence or cultural relevance. And a 22 lot of times, you have to figure out, what camp are 23 you in? Do you care more about academics? Do you 24 care more about cultural responsive pedagogies or 25 culturally sustained pedagogies? And it's a</p>	<p style="text-align: right;">177</p> <p>1 I just -- I yearn for that. I yearn for 2 that, to see the school outcompeting. And not as in 3 spite, but as -- from a true, deep place of, like, 4 what that means for young people. 5 So congratulations. I'm going to -- I'm 6 definitely going to support a five-year renewal. 7 I'll entertain some conditions as well for us to 8 think through as a Commission to make sure that 9 we're being good partners with you, and that we're 10 having our reciprocal relationship and making sure 11 we can take down some barriers, too, that are real. 12 The bi-state compact part is a real 13 barrier. I think transportation is a real barrier, 14 thinking through how do we -- and, again, it's hard 15 to even say. 16 I know, Commissioner Carrillo, we talk a 17 lot about, "We want to make -- we want to force them 18 to work with schools." 19 The vitriol that this school has felt from 20 the local school district, you can't even put into 21 words how -- how mean-spirited it is. And I'm being 22 nice in saying it that way. And knowing that 23 there's a school that's barely -- I'm sure the same 24 thing is true with Navajo Middle now. It was only 25 half-used. It was only half-used since it was</p>

<p style="text-align: right;">178</p> <p>1 built. And here we are. There's an absolute 2 refusal to have a school that is doing stuff 3 profoundly good to even pay them to use the 4 building. I know that ship has sailed. 5 There's never going to be an option for 6 that from your point of view now. But that angers 7 me so much when we think about what could have been. 8 And I want to make sure that we can support you all 9 with the resources, and, as you shared, Ms. Begay, 10 the policies and the advocacy that we can do from 11 our side to make sure we can support you in that 12 way. 13 Maybe there is a chance of having, you 14 know, other DEAP-inspired schools open. I also 15 think that there is an opportunity for you all to 16 share your learning through your friends and 17 partners that you have, but also thinking about -- 18 like I remember what -- like, a foundation or a 19 nonprofit, similar to KCLC's Indigenous Montessori 20 Institute that sits beside -- that's an immersion 21 school in Cochiti Pueblo. I wonder what that would 22 look like. 23 That's a dream that I have, like -- like, 24 of thinking about what you all do and how special it 25 is and how you could support other Native</p>	<p style="text-align: right;">180</p> <p>1 families are five miles away. But something that we 2 are making a priority -- and I know that also the 3 New Mexico School Boards Association is making a 4 priority -- is transportation. 5 And not as much as I would love to force a 6 district to be a partner where they clearly -- I 7 won't disparage them as much as I want to. But we 8 just want the State to pay what they need to pay, 9 districts and schools and all charter schools, what 10 they need to have for transportation. And don't 11 make it come out of Operational. That's not fair. 12 So that's going to be on their legislative 13 agenda, and we're going to be part of that. And 14 you can come speak to that also, especially being in 15 such a rural area. 16 Let's see. I'll leave that big one for 17 last. 18 Have you applied yet for the grant -- 19 we're not calling it a grant. What are we calling 20 it? 21 THE CHAIR: Its PEC Special Projects, an 22 e-mail that went out from me. 23 VICE CHAIR CARRILLO: It's probably in 24 some of your e-mails. It's end of October. And I 25 believe that Chair Gipson, at the end of this week,</p>
<p style="text-align: right;">179</p> <p>1 communities both on the Navajo Nation, but 2 elsewhere, too, to think about what does it look 3 like to open up a school in their community that's 4 centered, an indigenous-centered methodology. 5 Anyhow, thank you. Congratulations. 6 Thanks again to everyone else for coming here today. 7 THE CHAIR: Commissioner Carrillo. 8 VICE CHAIR CARRILLO: Good afternoon. As 9 I said to some of the students earlier, just thank 10 you so much for being here. And students and 11 parents, thank you so much for making such a long 12 trip here. 13 So first, I have a question just based on 14 (audio distortion) of the northwestern part of the 15 state. Where are you in relation to, like, Gallup, 16 Shiprock, the border. 17 MS. KAYLA BEGAY: Sure. We're 48 miles 18 north of Gallup. We're about 121 miles from 19 Farmington. And we're situated right on the state 20 line. We -- half of our cornfield is literally in 21 Arizona. 22 VICE CHAIR CARRILLO: No kidding. Okay. 23 I tried to look it up here. It didn't give me a 24 good idea. Thank you. That just helps a lot. 25 While -- I'm glad that most of your</p>	<p style="text-align: right;">181</p> <p>1 is going to send this out again. We don't like the 2 fact that so often money that comes out of your 3 2 percent reverts back to the State. 4 So we have nipped it in the bud and said, 5 "Okay, we have \$10,000 in special project funds if 6 you will." 7 That's money on the table for you right at 8 this minute. You just have to ask for it, apply for 9 it. It won't be something like other grants you 10 apply for; it becomes more work implementing (audio 11 distortion). It's \$10,000 on something related to 12 your performance framework, lifting certain things 13 up. 14 It can be on the financial side. It can 15 be on the professional development side, on the math 16 tutor side. It's completely discretionary for you. 17 And we just want a report back to how did you do it 18 and do what. 19 We want to continue with this, because PED 20 and the State should not be taking any of your 21 2 percent. So we'll follow up on that. 22 A couple of the students spoke about the 23 workforce study and learning program. Can you tell 24 me more about that? 25 MS. KAYLA BEGAY: The work-based learning</p>

<p style="text-align: right;">182</p> <p>1 program? So it's a new program we just launched 2 this year through the Innovation Zone award. We 3 looked at other models, like ACE Leadership, 4 Alamogordo. And essentially what it is is you're 5 giving students paid internships so they can learn 6 skills. For many students, they are doing it at 7 DEAP because we are so rural.</p> <p>8 However, we started to develop 9 relationships with other partners in the community, 10 including the Navajo Tribal Utility Authority, the 11 local hospital, the Navajo Nation Museum. In this 12 next quarter, students will start doing internships 13 at those sites where they're going to learn some 14 skills, and they're going to get paid for it.</p> <p>15 It's been a really transformative program 16 where students are getting leadership skills, 17 workforce skills, and then they're contributing, you 18 know, to their own households.</p> <p>19 That's what the program has been about so 20 far. It's just our first year.</p> <p>21 We're also able to expand that. DEAP has 22 been savvy about bringing in resources that are 23 meaningful. We just recently got an agriculture 24 fund from the Native American Agriculture Fund. 25 We're going to bring in five more agriculture</p>	<p style="text-align: right;">184</p> <p>1 But this was -- I was thinking about 2 Walatowa when I was looking at what this does, which 3 is just so inaccurate. And I was -- and I was 4 considering -- I'll tell you, honestly, I was 5 considering a three-year renewal with conditions. 6 But I'm five years all the way. I'm so impressed 7 with your school based on everything I've learned 8 today. And I have kind of an idea.</p> <p>9 So a couple of the schools, just the one 10 that was here before you was Taos Integrated school 11 for the Arts. So it's an arts-embedded school; 12 right?</p> <p>13 Is there a way to have your 14 culture-embedded school, so that -- like, they're 15 using art as a means to teach all the different core 16 classes, and they're doing really well in their 17 academics. And I'm wondering if maybe part of what 18 can happen is -- and I know -- there's so much that 19 you're doing. It's just -- whether it's arts, the 20 work you're doing, land-based education and 21 everything else.</p> <p>22 Can culture somehow work its way in to all 23 of the core classes so that -- I'm sure there's a 24 million things you're doing that are all 25 math-related, if we just pull the math out of what's</p>
<p style="text-align: right;">183</p> <p>1 interns, so really looking at how are we connecting 2 our students to the industry right now.</p> <p>3 VICE CHAIR CARRILLO: Outstanding. That's 4 outstanding. Thank you.</p> <p>5 The -- here we go. So when I first -- 6 this is why I'm so glad we have, in renewals, you 7 coming here and presenting. Because for me, I'm 8 learning so much about your school, about other 9 schools that we've had, like, whether it's Dream 10 Diné or Six Directions or all these other schools, 11 the challenges they face that they shouldn't face. 12 It's challenges that we impose on a lot of these 13 schools.</p> <p>14 So this is reminding me. I think one of 15 the first native schools that I was part of renewing 16 was Walatowa, saying to Arrow -- I remember saying 17 to Arrow, after they presented him with this 18 question-answer thing, that on paper, I would never 19 in a million years approve your school for renewal, 20 based on the results that you're getting.</p> <p>21 And, academically speaking, (audio 22 distortion) for me; right? And I've learned so much 23 about culture from the different schools that are 24 part of our portfolio of State charter schools, and 25 I'm just so grateful to have that in my life.</p>	<p style="text-align: right;">185</p> <p>1 happening; right?</p> <p>2 I mean, if you're planting this amount, 3 just, it's going to yield this amount. If we take 4 it to market, it's going to sell for this amount. 5 What's our net result?</p> <p>6 There's math everywhere that we can find. 7 There's art everywhere. There's English language 8 proficiency everywhere. And I'm wondering how maybe 9 we can rethink that. Because it doesn't have -- 10 just as Commissioner Brauer said, it's not an 11 either/or. And I think so often, in this building 12 and across the street at the Legislature, it's 13 always either/or. And that is so unfair to you, all 14 of our native schools, and just all our kids in 15 general, trying to put everybody in a box where 16 you've got to learn this way, because that's the 17 only thing we understand from 50 years ago. But 18 just something to think about maybe.</p> <p>19 I just wrote down and put a big star next 20 to it. Culture-embedded in the same way we have 21 schools that are arts-embedded. And what happens is 22 the arts-embedded schools is they thrive because 23 kids want to go to school. It's fun. It's talking 24 to their creative selves; right? 25 And I would just love to see maybe that</p>

186	<p>1 happen in some of the different schools that we 2 have. Just an idea. I've learned so much from you, 3 and I've learned so much -- I took some notes. And 4 Ms. Tsosie, in talking -- she said the school is 5 transformative and enriching. And just there's 6 kinship, an environment that nurtures. 7 And Rickelle Yazzie saying her son had a 8 complete turnaround in school from where he was kind 9 of headed at that public school, and how he's 10 blossoming in your school. 11 And I just am very -- I even spoke to 12 Mr. McKenzie and thanked him for presenting today, 13 just adding for me so much education personally 14 about what you're doing and how -- and your success. 15 Don't get too big. You know how 16 restaurants, when they expand, it's always the third 17 unit that kills the whole thing? I'm super 18 impressed, and I don't really have -- Kylee, you 19 answered a lot of questions I had around 20 professional development, what you're doing around 21 math, things like that. I know you know what your 22 weaknesses are. Thank you for your dedication to 23 your community and to your kids. 24 THE CHAIR: Any other hands up? 25 (No response.)</p>	188	<p>1 THE CHAIR: There's a motion by 2 Commissioner Gipson and a second by Commissioner 3 Brauer. 4 Any -- 5 SECRETARY BECK: Chair Gipson. 6 THE CHAIR: Yes. 7 SECRETARY BECK: Vice Chair Carrillo. 8 VICE CHAIR CARRILLO: Yes. 9 SECRETARY BECK: Commissioner Ingham. 10 COMMISSIONER INGHAM: Yes. 11 SECRETARY BECK: Commissioner Brauer. 12 COMMISSIONER BRAUER: Yes. 13 SECRETARY BECK: Commissioner Manis. 14 (No response.) 15 SECRETARY BECK: Commissioner Taylor. 16 COMMISSIONER TAYLOR: Yes. 17 SECRETARY BECK: Commissioner Burt. 18 COMMISSIONER BURT: Yes. 19 SECRETARY BECK: Secretary Beck, yes. 20 There are seven votes for, zero votes against. The 21 motion passes. Congratulations. 22 MS. KAYLA BEGAY: Thank you so much. 23 We know everybody's hungry, but our 24 students prepared some gifts for you, so they're 25 going to present those.</p>
187	<p>1 THE CHAIR: I move that the Public 2 Education Commission approve the renewal application 3 for DEAP for a five-year term with the following 4 conditions: 5 A. That the school demonstrates that it 6 is improving its fiscal processes -- sorry -- fiscal 7 processes with a goal towards reducing audit 8 findings and repeat audit findings. 9 B. That the school's Record of 10 Performance demonstrates improved student academic 11 growth in all academic areas. 12 And, C. That the school identifies a 13 robust strategic educational plan to improve student 14 outcomes and appropriate staff professional 15 development related to content instruction. 16 The specific immediate actions needed 17 above will be outlined in the school's negotiated 18 contract documents. 19 The first Annual Report will confirm 20 completion of the items listed above, or, if the 21 concern is not corrected, will identify the 22 uncorrected unsatisfactory performance on each item 23 that will be subject to further Public Education 24 Commission action. 25 COMMISSIONER BRAUER: Second.</p>	189	<p>1 THE CHAIR: Commissioners, the other 2 school is here with their kindergarten. 3 (Recess taken, 1:42 p.m. to 2:15 p.m.) 4 THE CHAIR: The first time you speak, if 5 you will just introduce yourself, spell your last 6 name, your role at the school, and then we're good 7 for the rest of the time. And whatever 8 introductions you want to do, fine. 9 And the green light has to be on on 10 that -- the green light has to be on. Press it 11 hard. There you go. You don't have to leave your 12 finger on it. 13 MS. STEPHANIE BEHNING: Hello, everyone. 14 Thank you so much. My name is Stephanie Behning. I 15 am the -- oh, too close. 16 My name is Stephanie Behning. And I'm 17 the -- and my last name is spelled B-e-h-n-i-n-g. 18 Okay. We will start over there. 19 So I would like to welcome everyone to the 20 beginning of our presentation, which is our -- is 21 based on our mission-specific goal, our 22 demonstration of mastery. 23 And this demonstration of mastery you are 24 going to watch today is focused on math. And it's 25 performed by one of our kindergarten classes. And</p>

<p style="text-align: right;">190</p> <p>1 it is titled "The Ice Cream Shop." 2 (Presentation conducted.) 3 (Video played.) 4 MS. STEPHANIE BEHNING: Thank you, 5 Kindergarten. That was amazing. 6 THE CHAIR: Many of the schools are 7 capturing kindergarteners to bring with them; so -- 8 now we know what the secret sauce is, and we need to 9 bring kindergarteners with us. 10 MS. STEPHANIE BEHNING: And now, before we 11 move on, we would like to present you with some of 12 our school lunch. And what's sitting in front of 13 you is posole with red chile locally sourced from 14 Rancho de Santa Fe through the New Mexico Grown 15 grant. 16 UNIDENTIFIED SPEAKER: Are we back to a 17 regular schedule? 18 (Off-mic discussion.) 19 THE CHAIR: No, we're going to go back 20 to -- yeah. Yeah. So we'll go back to our -- the 21 agenda we've been following. 22 So the Charter School Division will give 23 their report and recommendation. And if there is 24 anyone here for tribal input, we would then hear 25 them. You will have your opportunity to do your</p>	<p style="text-align: right;">192</p> <p>1 critical thinking, and creativity. 2 Teaching and learning are research-based, 3 challenging, data-driven, and relevant to unique 4 student needs and interests. 5 The school serves pre-K through 8. 6 Last year's 120th-day enrollment count was 7 654 students. 8 The school provides food and 9 transportation. 10 The head administrator, Ms. Stephanie 11 Behning, is in her second year as the head 12 administrator, although she's been at the school for 13 four years. 14 I was not part of the renewal visit; 15 although, I've been to the school. The renewal site 16 visit lead was Cheryl Rowe, accompanied by Lucy 17 Valenzuela, and Kristen LaVolpa, with Martica Davis 18 and Ken Norris participating online. 19 The Charter Schools Division recommends 20 renewal for Turquoise Trail for five years without 21 conditions. 22 And I will go on to explain the 23 justification for that recommendation. 24 And we might have made a slight edit to 25 the recommendation based on some recent information,</p>
<p style="text-align: right;">191</p> <p>1 presentation. And then we'll do public comment for 2 anyone that's signed up. And then it turns to our 3 questions; okay? 4 DIRECTOR CORINA CHAVEZ: All right. Good 5 afternoon, Chair Gipson, Commissioners, and 6 Turquoise Trail community. Thank you for being here 7 today. 8 My name is Corina Chavez. I'm the 9 director of the Charter Schools Division, and I'm 10 here to provide the PED's evaluation for 11 Turquoise Trail. 12 As you all may know, Turquoise Trail is a 13 charter school that converted from a traditional 14 public school to become a charter school in 1994. 15 It's one of the oldest charter schools that exists 16 in the state. And this was after the 1993 charter 17 school law before PEC were authorizers. 18 Santa Fe Public Schools was their 19 authorizer from 1994 until 2015, when 20 Turquoise Trail renewed with the Public Education 21 Commission. This is their third renewal application 22 with the Public Education Commission. 23 Turquoise Trail serves a diverse community 24 of students and families in a safe and supportive 25 environment fostering communication, collaboration,</p>	<p style="text-align: right;">193</p> <p>1 so I'll start out with academics. 2 The school performs -- currently performs 3 lower than the district and the State in math and 4 reading; however, the application described several 5 adult actions implemented to address the academic 6 stagnation and offering bilingual education and 7 making core curriculum changes and enhancements, 8 reorganizing the schedule by content area experts, 9 providing math and MLSS coaching. 10 The school recently adopted a new ELA and 11 math curricula. So they're using Amplify, Bridges, 12 and Eureka Math to align vertically across the grade 13 levels and with the goal of assuring cohesiveness, 14 improving comprehension, and boosting academics 15 outcomes. 16 The school offers tutoring in reading from 17 Reading Quest and Math Emergency tutoring. 18 Faculty meet weekly in PLCs to discuss 19 student needs, collaborate on curriculum, and 20 analyze short-cycle assessments. They use Istation 21 and MAP as their formative assessments to inform 22 instruction. 23 The school shared that they are committed 24 to providing a foundation at the pre-K level to 25 foster future success.</p>

<p style="text-align: right;">194</p> <p>1 Data shared from the '23-'24 iMSSA 2 assessment shows growth from the beginning to the 3 end of the year for all grade levels in math and 4 reading, except for fifth. However, the most recent 5 Vistas results show that the school is maintaining a 6 designation as Traditional in 2023 -- 2022-'23, and 7 the score was 41.8. And in '23-'24, it went up 8 slightly to 42.5. 9 However, the school -- the school's growth 10 is rated below the State in terms of subgroup and 11 overall students, as well as the proficiencies are 12 below both the district and State averages. 13 In terms of the financial and 14 organizational performance of the school, in fiscal 15 year '23, the audit reflects that there were three 16 audit findings, three new audit findings. One was a 17 material weakness. One was a significant 18 deficiency. 19 And on another indicator, the charter 20 school did not receive the business manager change 21 notification in a timely manner. So that is why the 22 school was given a Does Not Meet and a Working To 23 Meet respectively for those two indicators. 24 Because the school has adopted a clear 25 reconciliation process and has worked with auditors</p>	<p style="text-align: right;">196</p> <p>1 completed the readiness assessment, and provided 2 input into the school's programs. 3 Staff has completed half of the Black 4 Education Act anti-racism training and plans to 5 complete the rest soon. By now, maybe that's 6 already been done. 7 School leadership is taking active 8 measures to address inequities, bullying and racism 9 at the school by inviting guest speakers, by bid 10 inviting professional development for all the staff, 11 and conveying the message of kindness and tolerance 12 throughout the school body. 13 They offer community events that honor 14 diversity and welcome all families and stakeholders. 15 The school's leadership team has offered 16 professional development on culturally and 17 linguistically responsive teaching and learning. 18 Implementation has been a bit inconsistent because 19 of teacher turnover, but they plan to revisit the 20 training for the new and returning teachers. 21 In terms of the mission-specific goals the 22 school has met the standards. Every other year 23 during the charter term, they have either met or 24 exceeded their mission-specific goals. And we saw a 25 really excellent example today. Thank you for --</p>
<p style="text-align: right;">195</p> <p>1 to clean up their processes, and because the board 2 has maintained a board of finance for the duration 3 of the contract, the CSD rated the school as 4 Demonstrating Substantial Progress. 5 That said, I think that there's still a 6 lot of room to grow with the school's financial 7 management of the school. And just next week, we 8 are sitting down with the school and the finance 9 committee to talk about what are some of the 10 processes that they've put in place and how can we 11 continue to see improvement -- how can we see 12 improvement in the financial performance. 13 In terms of the governance performance, 14 the school has a very engaged governing board. All 15 training hours have been met throughout the charter 16 term. There were two Working To Meet ratings during 17 the charter term due to untimely notification. This 18 section is also rated as Demonstrating Substantial 19 Progress. 20 In terms of equity and identity, the 21 school has made tremendous strides in terms of 22 establishing and maintaining an equity council. 23 This year, the equity council consists of twelve 24 members representing a diverse section of the 25 school's population. They meet regularly, have</p>	<p style="text-align: right;">197</p> <p>1 for that. We -- it warmed all our hearts, and 2 especially, as a former kindergarten teacher, 3 brought a lot of joy to the day. 4 In terms of the other indicators in the 5 renewal Part B, the school rated as Demonstrating 6 Substantial Progress, and there were no Failing To 7 Demonstrate. 8 The school's educational program has 9 suffered from some levels of disruption from COVID, 10 as have all of the schools under renewal, and high 11 teacher turnover. However, over the course of the 12 charter term, they have worked towards restoring all 13 the elements of the educational program. 14 For example, the school is promoting more 15 hands-on and project-based learning. Student 16 demonstrations of mastery are an example of this. 17 And teachers are encouraged to incorporate more 18 project-based learning in their unit plans. In 19 addition, the head administrator has made an effort 20 to foster date-driven instruction, which is a 21 practice that is growing every year at the school. 22 After-school enrichment has been a 23 challenge. But they recently partnered with the 24 Boys and Girls Club to facilitate aftercare. 25 The school's educational program is</p>

<p style="text-align: right;">198</p> <p>1 expanding as they have recently added the Spanish 2 bilingual component to their curriculum.</p> <p>3 Arts integration has been very successful, 4 as evidenced by the delightful student artwork 5 throughout the campus and what was brought to the 6 PED today.</p> <p>7 Other performance indicators, the school 8 provided a detailed explanation of adult actions 9 that are taking -- that they are taking to remedy 10 issues on the performance framework. There's a lot 11 of green over the charter term, but a few yellows 12 and reds.</p> <p>13 For example, to address the letter they 14 received from the Language and Culture Division 15 concerning English Language Learner identification, 16 the school has hired a dedicated EL and a bilingual 17 director. This new position is ensuring the 18 school's compliance for improving the quality of 19 supports to English Learners.</p> <p>20 The EL and bilingual director will be 21 working closely with Nova and records coordinator to 22 ensure that all EL data is correctly entered into 23 the system. And to improve attendance and 24 retention, the school is working to improve 25 communication with families.</p>	<p style="text-align: right;">200</p> <p>1 Great. Thank you, Lucy. Could you go to -- let's 2 see -- the next slide and then the following slide.</p> <p>3 Yes. Thank you.</p> <p>4 So we'll start here. So Turquoise Trail, 5 as was just said, is one of the oldest charters in 6 New Mexico. And one of the things that has really 7 stuck with Turquoise Trail is the student-centered 8 approach to learning.</p> <p>9 Before I arrived at Turquoise Trail, I did 10 a lot of research about the school, because it's 11 very important to me to be a part of a school that I 12 believe and wish to support. So the arts-centered 13 approach is also -- has also been at the core and 14 the foundation of the school.</p> <p>15 And so what we have done in the last few 16 years is to really bring that foundational approach 17 of the arts integration back into the school, and 18 the bilingual component as well, to ensure that we 19 are -- one of our core values is tradition. And we 20 very much believe in supporting the tradition of the 21 school and supporting our families and the 22 generations of families that continue to come to 23 school at Turquoise Trail. And you'll hear more 24 about that a little bit later in the presentation. 25 Next slide, please.</p>
<p style="text-align: right;">199</p> <p>1 Lastly, the school has hired a testing 2 coordinator to address State assessment 3 requirements.</p> <p>4 So, in conclusion, like the other schools 5 that have come before you today, Commissioners, this 6 charter school has room for improvement, especially 7 as it pertains to academic proficiencies and growth.</p> <p>8 However, we feel -- the CSD -- recommends 9 that the school needs to exist, just the love that 10 you see here today for the school, the creation of 11 joy of learning. They feed their students food from 12 a kitchen that they have at the school. They 13 provide transportation. They lean into student 14 culture when they can, and they engage families. So 15 we recommend five years.</p> <p>16 THE CHAIR: Thank you. So are we aware of 17 anyone for tribal input?</p> <p>18 MS. MELISSA BROWN: We are not aware of 19 anybody for tribal input. Is there anybody on Zoom 20 who is here to provide official tribal government 21 input? Please raise your digital hand.</p> <p>22 (No response.)</p> <p>23 THE CHAIR: Okay. Thanks. Whenever 24 you're ready.</p> <p>25 MS. STEPHANIE BEHNING: Okay. All right.</p>	<p style="text-align: right;">201</p> <p>1 So you saw our demonstration of mastery 2 performance. There will be some more information at 3 the end of this presentation about how the 4 demonstration of mastery connects with our core 5 curriculum and how the arts integration connects 6 with our core curriculum as well.</p> <p>7 What you see in this photo, I'll briefly 8 describe. Under the demonstration of mastery is 9 some kindergarten students actually making a 10 stop-motion animation video. And it's based on -- 11 it's based on writing, and it's based on reading.</p> <p>12 And so we really look to incorporate all 13 of the different modalities into the demonstration 14 of mastery.</p> <p>15 As far as student outcomes go, the focus 16 on arts integration has been very important to us, 17 because what we have found is that our students 18 thrive in hands-on experiences and not so much in -- 19 from traditional paper-pencil test-taking. But we 20 want them to thrive in that area as well, because as 21 we know, we need data. We need to see how our 22 students are doing.</p> <p>23 And we are also able to obtain data from 24 our demonstration of mastery and through arts 25 integration.</p>

<p style="text-align: right;">202</p> <p>1 So what we've looked at as far as student 2 outcomes is when I arrived at Turquoise Trail, there 3 was not a cohesive curriculum across grade levels. 4 It was very much every grade level might have been 5 doing a different thing. And it was presented to 6 me, like, a child could do a volcano every single 7 year. Doesn't seem very productive. Volcanos are 8 fun, of course, but not every single year. 9 So what does that look like? Well, that 10 is ensuring that we have very, very strong 11 curriculum. Research shows that if you do not have 12 a strong curriculum, you're not going to be 13 successful. 14 And if you follow curriculum, really, 15 almost any curriculum, with fidelity, you are going 16 to be successful. But you have to follow that 17 curriculum, and as an administration, you have to 18 support your teachers in implementing that 19 curriculum, and so the teachers can support our 20 students and our families as well. 21 So as part of Turquoise Trail, at first, 22 when I was a principal and now as a head 23 administrator, that's been a very important part of 24 our process, to increase our student success and 25 student outcomes, because the academic stagnation</p>	<p style="text-align: right;">204</p> <p>1 collaborating as well. And I'm going to talk about 2 that when I talk about educational programming next. 3 So as far as our educational programming 4 goes, we needed to make our school a bilingual 5 school. This was a goal of ours. But we need 6 teachers. So we didn't have a teacher for every 7 single class. So we needed to be creative about how 8 we did it. 9 Now, there's something called a "team 10 staffing approach" to -- to staffing teachers. And 11 what we do is now we have content expert teachers 12 who teach our students. 13 I've been a part of this model at a very 14 successful school in the past, where students 15 actually rotate. They go to humanities; they go to 16 STEM; and then they go to their Spanish class. So 17 each teacher is able to really focus on their 18 content and dig deeply into it. And so every single 19 child has access to a great teacher who's able to 20 focus on the content, which, when you look at the 21 one-teacher, one-classroom model, it fosters many 22 inequities. And that has also been proven in 23 research. 24 And to expect our teachers to be able to 25 successfully teach every single subject is really</p>
<p style="text-align: right;">203</p> <p>1 has been severe, and we recognize that. 2 We also, though, want to recognize the 3 growth that our students show, because we do want to 4 ensure that our teachers are supported in this 5 process and feel motivated to teach our kids and to 6 see the growth as well. 7 So we are really looking for, as you saw 8 today, the joy in everything we do to make sure we 9 maintain that positivity throughout our school. 10 And so as far as educational support goes 11 and across the state, we have seen decline in math 12 everywhere. And math is connected to reading. So 13 when you read, when you dig in deep into the data, 14 which we do as an administrative team, and with our 15 teachers, and we read the questions, we get in 16 there. We do that work. 17 And so we brought in Reading Quest to 18 tutor our students. And then we came up with 19 something called The Math Emergency. And so we've 20 had a math tutor at our school and are bringing a 21 second math tutor in January to model similar things 22 that Reading Quest has done as far as identifying 23 students who need the most support in math. And so 24 they're getting support both in math and reading. 25 And then our content expert teachers are</p>	<p style="text-align: right;">205</p> <p>1 unrealistic. And so moving towards this model, we 2 have already seen -- seen growth. We've seen 3 increased collaboration amongst teachers. 4 It's not, "Just go in your classroom and 5 shut your door and teach." 6 Teachers meet weekly in their PLC 7 meetings. And we have built more of a community 8 with our teachers throughout the school. And 9 they're able to collaborate, then, across grade 10 levels and talk to each other about what's happening 11 and scaffold better because they have the connection 12 through -- because we'll have a math meeting, and we 13 can have all the math teachers in the room together, 14 and they can share what is going on with the kids. 15 And it is very, very impactful. 16 Next slide, please. 17 I'd like to speak about our pre-K program. 18 We have five pre-K classes at Turquoise Trail. We 19 serve students as young as three years old. And our 20 pre-K program is very important and foundational, 21 because it starts our students with pre-reading, 22 pre-math activities from a very young age, so then 23 they're ready when they go to kindergarten. 24 And so basically what it looks like is 25 our -- it's very much play-based, which a lot</p>

<p style="text-align: right;">206</p> <p>1 teachers call also "work time." So students have 2 their work time and make plans on what they're going 3 to play. So it's not just, like, "Okay, everyone go 4 play." It's actually very intentional about what 5 they're going to be doing. And they make plans, and 6 they play their plan. And they communicate with 7 their teachers if they're going to change their 8 plan. 9 They start their hands-on experiences and 10 introductions to basically foundations for a 11 demonstration of mastery as well. And we have a 12 very inquiry-based approach to our pre-K program. 13 Next slide, please. 14 As far as governance and financial 15 compliance, we really focus on collaboration and 16 transparency. As we are striving to eliminate any 17 future audit findings and evaluate how to improve 18 our processes in the future, we meet with our 19 finance committee and our business manager 20 frequently. And so we're able to really communicate 21 where we went wrong in the past and then ways to 22 improve, because there are some deficiencies, as was 23 mentioned in the report. 24 As far as our governance council goes, we 25 have spent this last year -- at our annual meeting,</p>	<p style="text-align: right;">208</p> <p>1 It's actually a beautiful thing to have 2 all data live and all at once so you can see it. I 3 think it's a great thing. But we also need to 4 become as familiar with it, so we can be successful. 5 Waivers being submitted on time; that's 6 been a big one. And then hiring staff with 7 appropriate credentials so we don't have to submit 8 waivers; I mean, that would be the goal. 9 And so we're really working on that. And 10 it has helped that we are looking at this content 11 expert model so we can find teachers that have this 12 experience. 13 And we have very strong -- a strong group 14 of teachers at our school this year. So next slide, 15 please. 16 And, finally, our school lunch. 17 So for the last few years that I've been 18 at Turquoise Trail, school lunch has been a little, 19 you know, off and on. Last year, we had a very 20 rough time with one of our vendors. And people were 21 very unhappy with the lunch; students, families, our 22 staff, teachers, the head administrator. And so we 23 knew we needed to make a change, and we wanted to 24 bring things in-house. 25 But, as you all know, bringing something</p>
<p style="text-align: right;">207</p> <p>1 the administrative team and the council collaborated 2 together to look at the data that we had in front of 3 us and to really dig deeply into it to establish 4 what our goals should be. 5 And so, as a team, that's where we 6 established The Math Emergency, because that was an 7 area of high need, and then attendance as well. But 8 it has been really, really great to collaborate with 9 council members. So they understand the "why" 10 behind things are happening, and we also understand 11 the "why" behind where they're coming from through 12 policy as well. 13 Okay. So this is a big one. 14 We want to stop all reporting errors. And 15 so, basically -- and it was mentioned in the report 16 as well. We really need people dedicated to this at 17 our school. 18 So we have a dedicated Nova and records 19 coordinator that work closely with our bilingual and 20 EL director. And so we can understand exactly what 21 we need to do. 22 And we are asking questions and figuring 23 it out through asking as many questions as possible, 24 because, as you know, the Nova on-boarding has been 25 somewhat of a struggle.</p>	<p style="text-align: right;">209</p> <p>1 in-house is a scary thing to do. But because we 2 have such a strong team and strong teachers, we felt 3 confident that we could do this. 4 So Chef Patty is our kitchen manager. And 5 she makes our school lunch very enjoyable and works 6 very closely collaborating with her team. 7 One of the things that she, Patty, does 8 focus on is the variety and the cultural component 9 behind the food that we serve. So we're not just 10 serving a variety of foods, but she's also thinking 11 about where the food comes from originally and is 12 able to communicate that with our students. 13 And so we see students now eating a 14 variety of foods happily, even Brussels sprouts. 15 It's a real thing. And our admin staff, in an 16 effort to support our cafeteria more, rotates 17 throughout lunchtimes. And we do lunch duty as an 18 administrative staff. 19 I have Thursdays. And last Thursday, I 20 was talking to some students about broccoli, because 21 we were eating teriyaki chicken, and we had -- one 22 student was chewing on the broccoli saying, "I 23 really don't like broccoli that well." 24 And another student looked at her and 25 said, "But you're eating the broccoli right now."</p>

<p style="text-align: right;">210</p> <p>1 And another student said they had never 2 cared for broccoli until they ate one of our school 3 lunches. 4 So we really want to expose our students 5 to a variety of foods, make sure they're fed. 6 Because unless you're -- when you're hungry, you 7 can't learn hungry. And so it is so important to 8 our school community that our kids are fed well. 9 And feedback that I have received from families is 10 that some students don't -- "You don't need to pack 11 me a lunch anymore. I'm just going to go to school 12 and eat the food. I don't even know what's on the 13 menu today, but I'm ready to eat it." 14 And that is actually something I've never 15 heard of. 16 So we're very, very proud of our school -- 17 our school lunch program this year. 18 And I would like to end this presentation 19 with a video that focuses on our 20 demonstration-of-mastery process. So, hopefully, 21 technology will be our friend. 22 (Video played.) 23 MS. MELISSA BROWN: Cindy, I was letting 24 the Commission know we have one minute 18 seconds 25 left, and Commissioner Carrillo was asking us to</p>	<p style="text-align: right;">212</p> <p>1 sounds like. Never mind. It's a chime, like a 2 bell. 3 Quana King is the first of our -- also, 4 please remember we need you to spell your last name 5 for the court reporter who is on Zoom. So -- and 6 then we'll start the timer once you've spelled your 7 name. 8 And I'm trying to find Quana. Sorry. 9 Here you are. That's the sound of the chime. 10 All right. So, Quana, you have the 11 ability to speak, and when you're done spelling your 12 name, we'll put the timer on. 13 FROM THE PUBLIC: Howdy. Actually, the 14 only reason I put my name before is just for me and 15 another teammate. 16 MS. MELISSA BROWN: Eighteen people, then. 17 All right. Thank you. 18 Next we have Katarina Miller. 19 FROM THE PUBLIC: Hi. Can everyone hear 20 me? 21 MS. MELISSA BROWN: Yes, we can her you. 22 FROM THE PUBLIC: My name is Katarina 23 Miller. My last name is spelled M-i-l-l-e-r. So 24 Turquoise Trail has an amazing support system and 25 provides amazing foundations for students</p>
<p style="text-align: right;">211</p> <p>1 continue with the video. 2 MS. STEPHANIE BEHNING: We weren't 3 planning on playing the entire video, but we did 4 want to play a little bit more, because there's some 5 good stuff. 6 (Video continues.) 7 MS. STEPHANIE BEHNING: Thank you. There 8 is more, if you would like to view it later. But we 9 know it is long. So that's where we agreed that we 10 would cut it off. 11 THE CHAIR: Okay. Thanks. We're now on 12 to public comment. There are 19 -- 19. 13 MS. MELISSA BROWN: There are 19 people 14 signed up. You have two minutes and two minutes 15 only. There will be an alarm that chimes; okay? If 16 you're a child, I will be more lenient. If you're 17 an adult, I'm turning off the mic -- no, I'm not 18 turning off the mic. I'm just saying please try to 19 keep it to two minutes; okay? 20 So you'll be coming up here. We'll start 21 with the people actually on Zoom first. 22 So, again, people on Zoom, you will hear a 23 chime when the two minutes is up, and we'll ask you, 24 at that time, when you hear the chime -- I'm going 25 to play the sound so you guys can know what it</p>	<p style="text-align: right;">213</p> <p>1 everywhere. 2 It allowed me to thrive at my high school, 3 ATC, and even allowed me to get into a university in 4 Cambridge, England, which is where I am now. An 5 amazing environment for everybody to the point where 6 I have gone back many times to do volunteer work and 7 just to see the school. 8 And it's really nice. And I really 9 enjoyed it there, and I think they will allow 10 students to do whatever they want to do afterwards. 11 They can go anywhere, anyplace, and be anything. 12 MS. MELISSA BROWN: Okay. Thank you very 13 much. 14 All right. So the next person is Shalene 15 Cruz. I have a question for Shalene Cruz, because 16 you said Sterling Simons (ph) was with you. But I 17 have a Sterling Simons (ph) here in the room. So 18 I'm not sure if we have two Sterlings or -- he's 19 with her now. Okay. 20 So we'll have Shalene Cruz, followed by 21 Sterling Simons (ph), as soon as I can find their -- 22 okay, Shalene, I've given you permission to talk. 23 FROM THE PUBLIC: Hello. Can you hear us? 24 MS. MELISSA BROWN: We can. 25 FROM THE PUBLIC: My name is Shalene Cruz.</p>

<p style="text-align: right;">214</p> <p>1 I have Sterling Simmons here in my class with me. 2 Shalene is S-h-a-l-e-n-e. Cruz is C-r-u-z. 3 I've been teaching now at Turquoise Trail 4 for about four years as a humanities teacher, and I 5 have now taken on the role as the PTA president. I 6 didn't originally set out to be a teacher. 7 And I originally graduated in 2019 with an 8 English master's, and I was teaching as an adjunct 9 professor at first. And then I kept seeing that 10 there was a gap in student performance and 11 expectation. 12 So I kind of asked myself if I could catch 13 students before they came into my college classroom. 14 And I ended up looking for an elementary 15 school/middle school somewhere that you could apply 16 my knowledge and kind of fix that gap in my own way 17 as best as I could. 18 And so that brought me to Turquoise Trail. 19 I was looking for a school that would be accepting 20 of me as an individual and also as a creative. 21 And I also kind of found my home here, 22 because our school really focuses on giving every 23 single student a chance, and, as someone who kind of 24 had a troubled education, as I was coming up on my 25 own, that really spoke to me a lot.</p>	<p style="text-align: right;">216</p> <p>1 THE CHAIR: Thank you very much. Okay. 2 So next I have a question, again, for the people in 3 Zoom. I have a Gregory Baker, but I don't see a 4 Gregory Baker. So if there's -- Gregory, if you're 5 using somebody else's -- oh, you're Shalene. I will 6 let you talk again. All right. Go ahead. 7 FROM THE PUBLIC: I was just going to say 8 that Gregory Baker was added also for attendance 9 purposes, not to actually speak. 10 MS. MELISSA BROWN: Okay. Thank you. I 11 clearly need to do a better job in my directions. 12 All right. Jennifer Lindover (ph) -- I'm 13 doing the best I can with your name. Sorry. 14 Struggling -- all right. Jennifer. 15 FROM THE PUBLIC: I had just put my name 16 in the chat to let everybody know that I was 17 attending virtually. 18 MS. MELISSA BROWN: Okay. Thank you. 19 How about Tala Miller? Did you also put 20 your name down just to let us know you were here? 21 Lucy, I'm not promoting them. Okay. 22 FROM THE PUBLIC: I also did as well. But 23 I don't mind speaking for, like, a minute or so. 24 MS. MELISSA BROWN: That's great. Please 25 do so.</p>
<p style="text-align: right;">215</p> <p>1 And we work really hard to make an effort 2 to find a way in to support every single student 3 that comes through our doors. 4 And so I think that that personal 5 investment into the school is really dear to me and 6 will keep me invested for years to come. 7 I really enjoy being part of the community 8 in multiple ways, and I'm super thankful that I have 9 a place to do so. 10 MS. MELISSA BROWN: Next, can we have 11 Sterling, please? 12 FROM THE PUBLIC: My name is Sterling 13 Simmons. It is spelled S-t-e-r-l-i-n-g, my first 14 name. And then last name S-i-m-m-o-n-s. 15 I came to this school, and I have been 16 here since pre-K. I really like the school because 17 of all the support the teachers give us. And I feel 18 like they're building more of a friend relationship 19 than, like, a teacher relationship. 20 And they give us a lot of support through 21 many things, whether it's schoolwork or things that 22 we're having trouble with. And I feel like this is 23 a good school's environment, and I really enjoy it. 24 Yeah. Okay. 25 Cool. Thank you.</p>	<p style="text-align: right;">217</p> <p>1 FROM THE PUBLIC: So hi. I'm Tala. First 2 name is T-a-l-a, and last name is Miller, 3 M-i-l-l-e-r. 4 MS. MELISSA BROWN: And you love your 5 school; right? 6 FROM THE PUBLIC: Definitely. Everybody 7 here that I see on the screen is -- are super 8 awesome people that dedicate a lot of time to their 9 class, and it's awesome to be around. 10 I see everybody from, like, the pre-K to 11 the middle school. It's just a lot of love there. 12 And, yeah, it's a cool place to work. 13 MS. MELISSA BROWN: Thank you very much. 14 How about Lucy Brockman? Did you want to 15 make public comment? 16 We'll come back to you, Lucy. If you want 17 to raise your digital hand and let me know. 18 We'll move to the room now. I'm feeling a 19 lot more comfortable time-wise. And we'll start 20 with a name we're all familiar with, which is Matt 21 Pahl. 22 MR. MATT PAHL: Madam Chair, members of 23 the Commission, my name is Matt Pahl. M-a-t-t. 24 Last name is P-a-h-l. 25 I'm both here in attendance, and I would</p>

218	<p>1 like to speak. I want to -- there's a lot of</p> <p>2 comments here. I just want to make two of them.</p> <p>3 When I joined the Turquoise Trail board</p> <p>4 four years ago, I've encountered a school that is</p> <p>5 community-focused and student-centered. And the</p> <p>6 community speaks for itself; it's in the room here</p> <p>7 today.</p> <p>8 But I do want to note something about the</p> <p>9 community of Santa Fe.</p> <p>10 It's a small town that has a lot of</p> <p>11 divisions within it. You know, it's socioeconomic</p> <p>12 divisions; it's any number of them.</p> <p>13 All of Santa Fe feels comfortable at</p> <p>14 Turquoise Trail. And it's not always easy to find</p> <p>15 in this town. And I think it's knowable. I think</p> <p>16 you see it in the audience, and I think you see it</p> <p>17 in the people who are showing up to speak for the</p> <p>18 school today.</p> <p>19 So just want to note that, and then also</p> <p>20 note the work that the board had done.</p> <p>21 I really appreciated the Charter School</p> <p>22 Division's synopsis of identifying academic</p> <p>23 stagnation, and that some adult decisions are</p> <p>24 leading the way to make changes in that.</p> <p>25 It's something this board takes very</p>	220	<p>1 I went to Turquoise Trail through sixth grade.</p> <p>2 When I first got there, I was not treated</p> <p>3 as a classmate or a student; I was more treated as</p> <p>4 family or as an equal.</p> <p>5 Also, when I got there, most of the</p> <p>6 teachers didn't act like the grades did not matter</p> <p>7 or that nothing -- or that -- as long as the</p> <p>8 students passed, they were happy. They wanted to</p> <p>9 make sure you were doing well and that you weren't</p> <p>10 struggling or had any things that you were -- that</p> <p>11 you weren't able to talk about because you were</p> <p>12 scared.</p> <p>13 In fifth grade, I especially liked it</p> <p>14 because I had a very special teacher who really</p> <p>15 loved to make sure students were doing good in her</p> <p>16 class, and, if they weren't, she would try to see</p> <p>17 what's wrong or if there was any way she could help.</p> <p>18 And her name was Shalene.</p> <p>19 After fifth grade, I was kind of</p> <p>20 intimidated by sixth grade, as I thought it would be</p> <p>21 just like movies portray it, with bullies taking</p> <p>22 lunch money and food fights every other week. But</p> <p>23 when I got on campus, everyone treated me as an</p> <p>24 equal. No one cared if I was struggling in any</p> <p>25 classes. They just cared that I would be able to be</p>
219	<p>1 seriously. It starts with the president -- and you</p> <p>2 can see it in every member of our board -- that it's</p> <p>3 something that makes for robust discussion. It</p> <p>4 makes for robust discussion in our management of our</p> <p>5 director, as well as the policies that we really</p> <p>6 consider are how we lead the school.</p> <p>7 And so I -- I just note those things</p> <p>8 because it's something that, as someone who has</p> <p>9 watched boards across the state manage schools,</p> <p>10 whether they're traditional public schools or</p> <p>11 charter school boards, this is how we want adults to</p> <p>12 be acting in the face of the data they're seeing.</p> <p>13 And it's something that's impressive, and it's</p> <p>14 something that I believe will make sure the school</p> <p>15 ends up in the place that they hope for all of our</p> <p>16 students moving forward.</p> <p>17 So thank you.</p> <p>18 MS. MELISSA BROWN: Thank you very much.</p> <p>19 Now, our next person's last name is Miller. Simone,</p> <p>20 maybe? Or a "G" name? You? Okay. Great. Can't</p> <p>21 tell if it's an "S" or a "G."</p> <p>22 FROM THE FLOOR: Hello. My name is</p> <p>23 Giuseppe Miller. That is first name,</p> <p>24 G-i-u-s-e-p-p-e. Last name, M-i-l-l-e-r. I'm</p> <p>25 currently an eighth-grader. I currently go to ATC.</p>	221	<p>1 happy.</p> <p>2 Then sixth grade, I learned that all the</p> <p>3 teachers, not just some of them, decided that all</p> <p>4 students needed to do well. And so they start --</p> <p>5 and so I figured out the teacher style. It wasn't</p> <p>6 just, "Oh, learn a problem and do this." It is</p> <p>7 learning how to understand and figure out and work</p> <p>8 out a problem. Although sometimes problems aren't</p> <p>9 just as easy as A plus B equals C, and you're</p> <p>10 completely done. The teachers made sure you had to</p> <p>11 talk about your problems.</p> <p>12 In conclusion, ATC may be completely</p> <p>13 different from Turquoise Trail. There is also a lot</p> <p>14 of similarities. And just as long as you're</p> <p>15 yourself, you will do absolutely fine. Thank you</p> <p>16 for your time.</p> <p>17 MS. MELISSA BROWN: Thank you, Giuseppe.</p> <p>18 Apologize. Now that you tell me your name, it looks</p> <p>19 completely obvious.</p> <p>20 Josephine Adams.</p> <p>21 FROM THE FLOOR: Hello. I'm Josephine</p> <p>22 Adams. J-o-s-e-p-h-i-n-e. Adams, A-d-a-m-s. I am</p> <p>23 the art and STEAM teacher. I am a working artist</p> <p>24 here in Santa Fe. I've lived here for 35 years, and</p> <p>25 I've driven by Turquoise Trail for 30 of those</p>

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1 years.

2 I have my master's in fine arts, and I

3 have taught at three other schools here in Santa Fe

4 and have been at Turquoise Trail for the last two

5 years.

6 And I feel like I am home. I love it

7 there. I love the children. I love the family. I

8 love my own coworkers, my -- the staff and the

9 administrators. And I think it's a really special

10 place.

11 I love that it's an art integration

12 school. And, like you've heard from everyone, art

13 is truly the foundation of learning. And you can

14 see that when you come there and watch all the

15 children.

16 I think that the thing that's unique here

17 and that I see every single day, that all my

18 co-teachers, every single day, try to bring their

19 best self to work and that they really care about

20 the families and the children. And I think that's

21 kind of a trickle-down effect from the staff and the

22 administration.

23 I think we get that because there's a

24 strong sense of community here at Turquoise Trail

25 and you feel that when you walk in the doors. You

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1 feel the support and the love and that people are

2 truly here working because they care about this

3 community and they care about the education of all

4 the children that come here every single day.

5 So I personally feel really honored that I

6 get to work at Turquoise Trail every day and work

7 with these incredible children. Some of them are in

8 the room, and their families, and my coworkers, the

9 staff, and the administrators. Thank you.

10 MS. MELISSA BROWN: Thank you. Next we

11 have Leo Webb.

12 FROM THE FLOOR: Hello. My name is Leo

13 webb. And how to spell my name, W-e and two B's.

14 The reason why I love my school and -- well, there's

15 a lot of reasons. But one reason, our Coyote

16 parties. Well, if we do good in all of our four

17 classes, we get a Coyote card.

18 And the reason two, reading and Spanish.

19 Reading, we're reading Coraline, which is a movie

20 and a book. And in Spanish, we're just doing

21 Spanish, like always.

22 Three, I feel safe in the school.

23 Four, I love to play on my trumpet in

24 mariachi and band.

25 Five, I love the mountains once I go

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1 outside for recess. And we should keep care of our

2 mountains.

3 Thank you very much.

4 Does anyone have any questions?

5 MS. MELISSA BROWN: Leo, the Commissioners

6 have to wait until you guys are done. But they

7 might have questions after that.

8 Hailey Marquez.

9 FROM THE FLOOR: Hi. My name is Hailey

10 Marquez. M-a-r-q-u-e-z.

11 Hi. My name is Hailey, and I like

12 Turquoise Trail because I have met some of my

13 favorite teachers and made new friends. We get to

14 make cool and really fun projects. And when I don't

15 understand something, my teachers always help me.

16 And that's why I like Turquoise Trail, because they

17 always make you feel very welcome.

18 And -- I'm so nervous.

19 So trust me when I say Turquoise Trail is

20 the best school ever.

21 MS. MELISSA BROWN: Hailey, remember, they

22 might ask you questions later.

23 Next, we have Beatriz Sanchez Carrillo.

24 Oh, an adult.

25 FROM THE FLOOR: Hello. My name is

225

1 Beatriz Sanchez Carrillo. And it's B-e-a-t-r-i-z

2 S-a-n-c-h-e-z C-a-r-r-i-l-l-o. And I work in the

3 health office at Turquoise Trail Charter School. I

4 take responsibility to take care of all our students

5 and staff to the best of my ability.

6 As a grandmother of three students at

7 Turquoise Trail, I am honored to work at the school.

8 I'm proud to say that our students are not just a

9 number. It's more personalized, where our children

10 have more opportunities to grow by getting

11 individualized attention and support needed to

12 succeed.

13 All our children in our school have the

14 opportunity of inclusion no matter what special

15 needs or beliefs they have.

16 Turquoise Trail is unique. We have the

17 best knowledgeable staff. Thank you.

18 MS. MELISSA BROWN: Okay. Next we have

19 Viviana Ortega.

20 FROM THE FLOOR: Hello. My name is

21 Viviana Ortega. It's V-i-v-i-a-n-a. Ortega,

22 O-r-t-e-g-a.

23 All-righty. My name is Viviana Ortega,

24 and I am honored to speak on behalf the Turquoise

25 Trail Charter School. Turquoise Trail Charter

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1 School has been a part of my life for over twelve
 2 years.
 3 I first walked through the doors of
 4 Turquoise Trail as a kindergartener. And I
 5 graduated from here in sixth grade in 2012.
 6 Both of my sisters also promoted from
 7 Turquoise Trail Charter School, making the school
 8 not just part of my family, but a part of my
 9 family's educational story.
 10 Four years ago, I returned to
 11 Turquoise Trail, this time as a staff member,
 12 working as a front office receptionist.
 13 Coming back to work at the elementary
 14 school I used to attend was so strange. I was
 15 finally able to go in the teachers' lounge and use
 16 the soda machine in there. But what truly inspired
 17 me was witnessing the dedication and love that goes
 18 into the day-to-day operations at this school.
 19 I'm now the external affairs coordinator.
 20 I've coached the school's basketball team for the
 21 past three seasons. And at Turquoise Trail, every
 22 teacher, staff member, and administrator puts their
 23 heart into their work, ensuring not just academic
 24 success, but the overall well-being of every
 25 student.

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1 Thank you.
 2 MS. MELISSA BROWN: Thank you. Now, I
 3 think our next person is Mikkee Rivera.
 4 FROM THE FLOOR: Good afternoon. My name
 5 is Mikkee Rivera. R-i-v-e-r-a.
 6 I'm in my second year as a theater arts
 7 teacher at Turquoise Trail. And the very first
 8 thing I noticed about the school when I met for my
 9 interview was the joyous energy exhibited by the
 10 students.
 11 It was the first time I'd been at a school
 12 where it seemed everybody wanted to be there.
 13 I learned pretty quickly after I was hired
 14 that this was due to the tireless work our school
 15 does to make sure that we are teaching curriculum
 16 within the context of where these children are,
 17 encouraging them to be themselves, not dictate what
 18 learning is supposed to look like.
 19 I have gotten to see firsthand how this
 20 approach builds confidence in the students to
 21 advocate for themselves and communicate their
 22 emotional and educational needs, as well as the job
 23 it does to foster a caring nature that manifests
 24 itself through the support for their fellow
 25 classmates.

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1 I had never been a teacher before
 2 Turquoise Trail, but I had been a student. And
 3 based on that experience, combined with the little
 4 experience I've had in my short time as an educator,
 5 I realize it's a unique quality that makes
 6 Turquoise Trail so important, not only to the
 7 students who attend, but also as an example of what
 8 education can look like when the core of who the
 9 students is held at the center of what we do.
 10 Thank you.
 11 MS. MELISSA BROWN: Thank you. Our next
 12 person, I can let you down. Natahlie Contrero or
 13 Contreras. I let you down here. Sorry about that.
 14 FROM THE FLOOR: Hi. There I go. My name
 15 is Natahlie Contreras. N-a-t-a-h-l-i-e. And for my
 16 last name, C-o-n-t-r-e-r-a-s.
 17 I have been in the Turquoise Trail
 18 community ever since I've been in kindergarten.
 19 Over the years since I have joined Turquoise Trail,
 20 I have enjoyed what my community does to make this
 21 charter so appreciable. The staff and teachers at
 22 my charter have been very affectionate, thoughtful,
 23 and compassionate, not only to the students, but to
 24 all the staff. The staff altruistic feelings have
 25 made my school very much bright and significant.

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1 As I attend, my community makes this
 2 school -- oh, sorry.
 3 As I attend, my community makes this
 4 school have cherishable, memorable memories. (Audio
 5 distortion) festivals, field trips every year, which
 6 makes a great experience. The community has also
 7 has -- my community has also made wonderful clubs
 8 for those who may like music, dancing, or even
 9 sports, as they make astounding opportunities for
 10 those who enjoy these things.
 11 All these things I have said today are
 12 what makes this school so remarkable. As I say
 13 these words now, my community will make this charter
 14 a school that will go on to be greater than it is
 15 now. And together, we build a better tomorrow for
 16 our charter and this community.
 17 Thank you for your time as I appreciate
 18 the opportunity to speak with you all today.
 19 MS. MELISSA BROWN: Thank you, Nathalie.
 20 Good job. Next we have Charles Rothschild.
 21 FROM THE FLOOR: Thank you. My name is
 22 Charles Rothschild.
 23 And I -- it's R-o-t-h-s-c-h-i-l-d.
 24 And I came to Turquoise Trail in 2000
 25 after my band broke up in Australia. And -- and I

<p style="text-align: right;">230</p> <p>1 feel like I've continued learning with you guys ever 2 since. And I am so appreciative of the chance to 3 share something from the very first year that I 4 worked there. And that, I feel, is something that 5 has been continuously reflected in the people who 6 work here the entire time.</p> <p>7 In fact, there was a message that was 8 conveyed from the very first graduating class of 9 sixth-graders at the time before it was a middle 10 school that was created. It was a school song. And 11 the -- what Giuseppe was saying earlier about the 12 sense of being treated as an equal, I think has been 13 kind of set down by the kids ever since the 14 beginning.</p> <p>15 You've heard it from them today. So you 16 guys, a bunch of us have that in the -- in your 17 hymnals. So just -- we'll sing a little bit of it 18 for you right now. It's great. It's Woody Guthrie. 19 And, you know, it's not under copyright, so it's 20 okay for Zoom.</p> <p>21 But it's just this -- and if you know it, 22 and if you're on Zoom, sing along with the kids 23 here. If we had all the entire place full of kids, 24 they would all be singing it, too. So let's do our 25 best to make it sound like that, too.</p>	<p style="text-align: right;">232</p> <p>1 experience of a private school, the financial burden 2 of enrolling two children made that untenable.</p> <p>3 As products of public schools ourselves, 4 we wondered if there might be an alternative that 5 offered something more.</p> <p>6 That's when we discovered Turquoise Trail 7 Charter School. From the very first interaction we 8 had with the school, we knew we had found the place 9 to call home for the next eight or nine years. Our 10 daughter, who turns five, began her journey in the 11 early childhood program.</p> <p>12 She previously attended a daycare, which 13 she didn't enjoy and wasn't engaged or excited to 14 learn. That changed when she met Miss Julie and 15 joined her class. Under Miss Julie's guidance, our 16 child found a nurturing teacher, but also began to 17 develop a love for learning and formed a curious 18 mind.</p> <p>19 Our son has continued to thrive as a 20 first-grader. His growth is not only a testament to 21 the quality of teachers and teachings, but also the 22 vibrant community Turquoise Trail has cultivated 23 among students, teachers, and parents. 24 Turquoise Trail has connected us with the incredible 25 network of teachers, staff, fellow parents, and</p>
<p style="text-align: right;">231</p> <p>1 (Music played.) 2 Thank you very much. I hope I didn't go 3 over the two minutes.</p> <p>4 MS. MELISSA BROWN: You did, but it's 5 okay.</p> <p>6 All right. Many apologies to our last 7 person, who's got to follow that, and also because 8 I'm going to come up with two pronunciations of your 9 last name as well. Justin Schrowin (ph) or Schrower 10 (ph)?</p> <p>11 FROM THE FLOOR: Obviously, I'm not going 12 to take quite as long as he did. I'll be half as 13 long.</p> <p>14 Hi. My name is Justin Schroer. 15 J-u-s-t-i-n S-c-h-r-o-e-r. I'm the proud parent of 16 two young children who attend Turquoise Trail 17 Charter School, my son, a first grader, and my 18 daughter is a pre-kindergarten student.</p> <p>19 I'm here to express my full support and 20 renewal of the Turquoise Trail school charter. Two 21 or three years ago, my wife and I began the daunting 22 process of where to send our kids to school. With 23 so many options, we were overwhelmed.</p> <p>24 Like many parents, we wanted the best for 25 our kids. While we dreamed of a personalized</p>	<p style="text-align: right;">233</p> <p>1 community members. These connections have enriched 2 our family's life, and, most importantly, provided 3 our children with an engaging and challenging 4 educational experience we never thought was 5 possible.</p> <p>6 The administration has been transparent, 7 supportive, and proactive in making us feel 8 confident and safe about sending our kids to school 9 each day.</p> <p>10 We are deeply invested in the ongoing 11 success of Turquoise Trail over the coming years. 12 As our children continue their education, we look 13 forward to contributing a positive -- positively to 14 the school's community.</p> <p>15 It is our hope that we leave our school -- 16 that when we leave the school, the school remains as 17 strong and successful as it was when we arrived.</p> <p>18 Thank you for the consideration of our 19 perspective as you deliberate the renewal of 20 Turquoise Trail's charter. We wholeheartedly 21 believe this school is an invaluable asset to our 22 family and the broader community.</p> <p>23 Thank you.</p> <p>24 MS. MELISSA BROWN: And that concludes 25 public comment.</p>

<p style="text-align: right;">234</p> <p>1 THE CHAIR: Commissioner Beck. 2 SECRETARY BECK: Yes. What a great way to 3 end the day, for sure. Wonderful. Very joyous. 4 It's obvious that you have a wonderful community. 5 Things look like they're a lot of fun there, no 6 doubt. 7 I really appreciate your changeover in 8 your academic strategy to that the teacher 9 content-focused situation. I don't know if you're 10 aware -- you probably are -- but -- and two of my 11 grandkids go there by the way -- Altura Prep has 12 that same program. And if you look out of our 13 60 schools -- 58 right now -- Altura Prep is number 14 one with a 90.1 on their Vistas scores. 15 It's a really wonderful program. I'm sure 16 you've connected up with Missy and Lisa, because 17 they've been running that for a while. And it's 18 proven really successful. 19 And also I think they were number one in 20 the state or two in the state for U.S. News and 21 World Report. They are one of the top -- so that 22 decision that you're making, I think, is going to 23 reap major benefits that I expect will be really 24 fruitful in the future. 25 I was a 12-year -- 13-year teacher at a</p>	<p style="text-align: right;">236</p> <p>1 professional development sessions sometimes are 2 okay, but don't really work. You need to get more 3 personal. 4 SECRETARY BECK: Right. 5 MS. STEPHANIE BEHNING: So my second year 6 at Turquoise Trail, we started our grade-level team 7 meetings, our PLCs. So we have an agenda, but we 8 also have time for more open and casual 9 conversations, which is best. 10 SECRETARY BECK: It's structured grade 11 level. So your science teacher, your first and 12 second or third grade science teacher will be with a 13 math teacher, will be with the -- and you're going 14 to be discussing your curriculum and your student 15 work. 16 MS. STEPHANIE BEHNING: Student -- you 17 know, how to support students, the curriculum, how 18 the grade-level -- how things are working just in 19 general. Data. Digging into data. That's where we 20 have time to do that. 21 And so we meet once a week. And -- and it 22 has been -- there's been a huge shift in 23 collaboration, because the one thing I noticed is 24 people weren't connected in that way. And so it has 25 really changed the culture of the school.</p>
<p style="text-align: right;">235</p> <p>1 traditional high school. So I'm not all that 2 familiar with elementary school, except for my four 3 kids and son and grandkids. I'm a little familiar 4 with it from that side. 5 Do you have a mentorship program for newer 6 teachers? I'm hearing the sense that there are a 7 lot of the Level 1 and 2 teachers out in the world 8 there. I remember my first three years was just a 9 fog. I don't even remember anything about it, 10 really. It was so foggy and trying to figure things 11 out. 12 Do you have a decent mentorship program? 13 MS. STEPHANIE BEHNING: We absolutely do, 14 yes. Our principal, Mary Ellen Dannenberg, has 15 strategically placed mentors with newer teachers to 16 make sure they have support. We also have team 17 leads as well. And so everyone is very much 18 supported and has someone to go to. So you're not 19 just floundering your first year; so... 20 SECRETARY BECK: Okay. And then 21 professional development or PLCs or -- how is that 22 structured, real quickly? 23 MS. STEPHANIE BEHNING: It's been 24 interesting. Throughout my years -- this is my 25 tenth year as an administrator. And big, you know,</p>	<p style="text-align: right;">237</p> <p>1 SECRETARY BECK: Good. Changed the 2 culture of the school from the faculty standpoint? 3 Or from the entire school community standpoint? 4 MS. STEPHANIE BEHNING: I think the whole 5 community standpoint. 6 SECRETARY BECK: It usually does, it 7 usually does. That's wonderful. That's great. 8 Pretty much, that's -- I obviously saw the 9 real problematic retention rate from two years ago. 10 And I know you addressed that when you were 11 discussing that. You feel pretty comfortable that 12 the teachers are comfortable with that and you're 13 good? Okay. 14 MS. STEPHANIE BEHNING: Yes. Yes. Yeah. 15 SECRETARY BECK: That was my only other 16 concern. So I'm obviously going to be in favor of 17 the five-year renewal for sure. You guys are doing 18 an awesome job. 19 Again, the thing that obviously concerned 20 me was the situation with the academics. I think 21 that has to be a part of the renewal, from my 22 standpoint, so that we can monitor it and support 23 you in any way that we can. We're here. And we 24 know you're going to succeed. 25 As I said, I think the change you made is</p>

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1 brilliant, and, to your point with the research, has
2 proven to be successful. So I think that's great.
3 And just keep grinding it and working and it's going
4 to work. Thank you.

5 MS. STEPHANIE BEHNING: Thank you.

6 THE CHAIR: So thank you. And I -- you
7 know, there's no doubt that I support renewal.
8 There's no question there. I mean, I do have -- I
9 think, share similar concerns about -- I have high
10 hopes that the academic plan is going to work. But
11 I think there's -- you know, there's express
12 challenges there that I think some additional
13 reporting back that we can get through contract
14 negotiations is important for us.

15 But I have -- and I just really only have
16 two questions.

17 You mentioned in your application that you
18 thought some of the middle school -- I guess it was
19 the iMSSA scores -- could have been affected by the
20 fact that you've got new kids in.

21 MS. STEPHANIE BEHNING: Uh-huh.

22 THE CHAIR: So about how many do you
23 usually get in the seventh grade?

24 MS. STEPHANIE BEHNING: I would say there
25 could be around up to 20. So it does impact -- we

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1 have a lot of -- we have a drop-off in seventh
2 grade, where --

3 THE CHAIR: Right.

4 MS. STEPHANIE BEHNING: So families want
5 to send their kids to a seventh- through
6 twelfth-grade school, which I can understand, so
7 they're in the high school. And so we have seen
8 struggles there.

9 And -- but this year, we are starting to
10 see -- we're just in the midst of our MOY testing
11 right now. And we're already seeing -- seeing some
12 growth. And so what's been interesting about that
13 is we've really looked at the data with our
14 middle-school teachers and dove in, really been
15 picking it apart in a way that hasn't been done in
16 the past. And so I do think that will make a
17 difference.

18 And then working on those foundational
19 skills, having that math tutor, having
20 middle-schoolers who are going to Reading Quest so
21 they can actually read the questions they're being
22 asked on the math test. And so -- and those things
23 will -- will really help.

24 But students coming in missing
25 foundational skills is a huge -- has a huge impact.

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1 THE CHAIR: And I did notice your
2 recurring enrollment rate is just now teetering at
3 the (incomprehensible) goal, that it seems to, over
4 the last three years, been going down.

5 Is that the -- mostly the drop-off to
6 the -- to the traditional middle school?

7 MS. STEPHANIE BEHNING: It is. It's
8 mostly the middle-school drop-off.

9 THE CHAIR: Yeah. There's -- there's
10 nothing you can do about it, you know. It happens
11 across the board with most of our schools, that, you
12 know, once you start getting into the traditional
13 middle and the traditional high school, it fits
14 better for some. And that's what choice is all
15 about.

16 MS. STEPHANIE BEHNING: Right.

17 THE CHAIR: What's best for a family.

18 So my last question: About how many
19 kiddos come over from preschool to the K program?

20 MS. STEPHANIE BEHNING: Oh. I would say
21 most -- most of them -- almost all of them.

22 THE CHAIR: Your K program is large enough
23 that you can lottery in, plus take the -- whatever
24 else?

25 MS. STEPHANIE BEHNING: Yes. Uh-huh.

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1 THE CHAIR: Okay.

2 MS. STEPHANIE BEHNING: So we are
3 almost -- we're almost full. I mean, we have
4 approximately -- we have three kindergarten classes.
5 So it's around 60-some students. And then those
6 four-year-olds make their way, then, over to
7 kindergarten, and they're able to find a spot there.
8 And then we'll have a few spots for incoming
9 kindergarteners from outside in the community.

10 THE CHAIR: So how many -- do you lottery
11 them all in?

12 MS. STEPHANIE BEHNING: They're all
13 lotteried in, yes, from pre-K on up.

14 THE CHAIR: I'm just trying to figure out
15 how all the pre-K program kids get in. If they're
16 lottery in, how many outside applicants do you
17 normally get?

18 MS. STEPHANIE BEHNING: I would have to --

19 MS. MARY ELLEN DANNENBERG: I'm sorry.
20 I'm --

21 THE CHAIR: If you're going to speak, you
22 just need to introduce yourself.

23 MS. MARY ELLEN DANNENBERG: Mary Ellen
24 Dannenberg. D-a-n-n-e-n-b-e-r-g. I also do early
25 childhood.

<p style="text-align: right;">242</p> <p>1 Since our pre-K program is threes and 2 fours. We have about 44 four-year-olds. We have 3 about 64 slots in kindergarten. So 20 come in 4 lottery in kindergarten. We move the four-year-olds 5 up. Does that make sense? 6 THE CHAIR: That's all I have. 7 Commissioner Carrillo. 8 VICE CHAIR CARRILLO: Thank you so much 9 for being here and for feeding me. They know how 10 important lunch is to me. I was wanting to push to 11 2:30 so I could go get something, but this was 12 delicious. And the kids, of course, with their ice 13 cream shop and everything was really touching. 14 And it's wonderful to have this -- it's 15 been so far, these two days, just very joyous and 16 positive in terms of renewals. You know, sometimes 17 it's not that way. Sometimes something takes four 18 hours because there's a lot of struggle. And 19 clearly not here. 20 So I will start by saying for me, it's a 21 given that I will support a five-year renewal. 22 So I -- you know, Ms. Behning and I have 23 spoken a lot at conferences or otherwise, and we 24 stay in touch. When somebody reaches out to me, 25 also respecting confidentiality, if there's</p>	<p style="text-align: right;">244</p> <p>1 too; right? 2 The -- let's see. Curious about -- okay. 3 I'll ask this question. What's happened with NEA 4 and your having a union? I know -- is there 5 anything happening? What's going on? It just 6 fizzled out. 7 MS. STEPHANIE BEHNING: It's completely 8 silent right now. It got real quiet. 9 VICE CHAIR CARRILLO: Well, it's, like, 10 that's why you have peace at your school. I don't 11 mind knocking NEA publicly. I just think that -- 12 because I'm so pro-teacher. And sometimes I think 13 that -- I don't know. They're not pro-kid enough. 14 I'm glad that just kind of fizzled. 15 Because I think that you can solve -- 16 you're a charter -- right? -- is the autonomy that 17 you have, all of you together, to solve your 18 challenges without somebody at a State office coming 19 in and saying what you need to do that doesn't 20 understand your community. 21 So I'm really happy to know that's kind of 22 going by the wayside. 23 Have you applied for our special projects 24 grant? 25 MS. STEPHANIE BEHNING: I plan on it.</p>
<p style="text-align: right;">243</p> <p>1 something Ms. Behning needs to know, I'll let her 2 know. Because I want you to succeed, because I want 3 the school to succeed and -- so the Math Emergency 4 tutoring, I think that's outstanding, recognizing 5 where there are challenges, recognizing where there 6 are shortcomings. 7 And I know that when Chris left and you 8 came in, things weren't maybe as they were purported 9 to be, or -- I don't know. Yeah. So very happy for 10 what you've done and what you've created. I wish 11 him well in North Carolina, but, you know, whatever. 12 Very happy with what you've done. 13 Agree with Commissioner Beck completely. 14 It's even -- it's kind of wild that teaching at the 15 elementary level, and it's not content-focused. 16 There's still -- I'm looking at one of my son's 17 amazing teachers. And -- Teri. And -- but just 18 that one teacher can do all the sub -- that just -- 19 it doesn't make sense. Like, why this wasn't 20 thought of earlier is not being realistic; right? 21 So in Altura, it knocks it out of the 22 park. I don't know if you've been down there or 23 talked to them, I would suggest it. They knock it 24 out of the park. They also have happy kids and 25 happy staff; right? Kind of what you guys have,</p>	<p style="text-align: right;">245</p> <p>1 VICE CHAIR CARRILLO: Great. Because it's 2 amazing how few schools out of our 58 so far have. 3 MS. STEPHANIE BEHNING: I actually moved 4 it up to the top of my inbox last night. 5 VICE CHAIR CARRILLO: Don't turn down free 6 money. In terms of what you're doing, where you 7 have the challenges in your performance framework, 8 that's what that's for; you know, more math 9 intervention if you need that, whatever it might be. 10 So that's fantastic. 11 The -- on the board side, Ms. Triolo, 12 what's the deal with still doing this on Zoom and 13 not being in person? Because the AG's intent was 14 that everybody be in person after COVID, not be on 15 Zoom. And there's a lot of schools taking advantage 16 of -- even though they might be around the corner 17 from each other, still being on Zoom. 18 The reason I raise this issue is my 19 experience in attending meetings and talking to 20 people, people are not as nice on Zoom, and it's 21 very hard to speak in a certain fashion to somebody 22 when they're sitting next to you. 23 It's very hard to not acknowledge a parent 24 appropriately if they're at the dais or however you 25 set things up.</p>

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1 So what is your plan to eventually
2 eliminate meetings on Zoom, which I hope you'll do,
3 and have everything in person?

4 MS. SAMMI TRIOLO: So first, I'm going to
5 say my name is Sammi Triolo. I'm the governance
6 council chair. My first name is S-a-m-m-i. Last
7 name is T-r-i-o-l-o.

8 And you bring up a great point. We
9 actually went back to in-person two meetings ago.
10 So we are doing it in person. And we absolutely
11 concur with what you've just said. We were already
12 seeing a difference; right? And we're excited to be
13 back. The group is excited to be back.

14 We are hybrid, because we do have members
15 who aren't able to make it, given it has been. But
16 the intention is to really make sure that we have
17 the majority in person. But we've gone back to
18 in-person. We've had two meetings now? Yeah.
19 Business meetings.

20 VICE CHAIR CARRILLO: Super happy to hear
21 that. And you may end up with more parental
22 involvement, too. I'm thrilled to hear ever that.
23 I brought that up with Mr. Pahl before, if he's
24 still here -- he might have already gone -- my
25 frustration with that, not only with your school,

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1 do with, like, that there's a lack of bullying and
2 other things that may go on in other schools?

3 FROM THE FLOOR: (Indicates.)

4 VICE CHAIR CARRILLO: Okay. You all can
5 see his reaction; right? Kids feel safe whether
6 they're fed. Well, there's all different things
7 that go into the learning.

8 Do you like the lunches at your school?

9 FROM THE FLOOR: Yes, I do.

10 VICE CHAIR CARRILLO: I do, too. This was
11 exceptional today. I love that you and Ms. Behning
12 made that transition.

13 Do you guys have a greenhouse?

14 MS. STEPHANIE BEHNING: We have a garden,
15 yes. And so it's all in progress right now. So
16 they've been working -- I mean, we're really
17 exploring -- want to make sure the agricultural
18 component of our school is alive as well. Because
19 we have a lot of families that that's part of their
20 lives; so...

21 VICE CHAIR CARRILLO: There is someone I
22 know that's done a lot of greenhouses for a lot of
23 schools throughout the state now. Sometimes the
24 toughest thing about that is the parents who really
25 want to do it, they age out. It's got to be

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1 but with many schools.

2 Chair Gipson and I were talking about the
3 AG, that he needs to be more clear that the intent
4 of the Zoom was COVID. It's over. Let's all get
5 back to being with each other and treating each
6 other respectfully.

7 I have a question -- because this came up
8 with a couple of parents. And also is young Leo
9 Webb still here?

10 Well, I have a question for you, Mr. Leo
11 Webb. So if you wouldn't mind coming up here.

12 First off, thank you for how articulate
13 you are and your courage in coming to speak to us.
14 People think we're an intimidating group. I don't
15 think so.

16 But if you're out there, I could see maybe
17 you feel that way.

18 So you mentioned that you feel safe. And
19 another parent mentioned that. So what about this
20 school makes you feel safe?

21 FROM THE FLOOR: Well, it's 'cause of all
22 of our protection. And there's, like, a police
23 station, like -- like, a few miles -- like, all the
24 way back.

25 VICE CHAIR CARRILLO: Does it also have to

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1 something that becomes a part of everything you're
2 going to do on an ideal basis.

3 I'll just shoot you the information if you
4 ever want to give this person a call. At the
5 schools he's done, several in New Mexico and a
6 couple in Santa Fe, there's just been great success
7 with that, and the agricultural learning.

8 So I really don't have a lot of questions.
9 I'm just really -- every time I come to this school,
10 I feel the joy. I feel safe.

11 And so thank you for what you're doing.
12 I'm not going to diminish the fact that I'm going to
13 support the conditions, because I want to see --
14 sometimes I'll just say, "Okay, these are the
15 scores. What are you going to do about it?"

16 But everybody else has already said that,
17 and you've already said what you're going to do
18 about it.

19 I want it to be a part of the condition
20 for the five-year, because I know you, as a
21 community, are able to just lift these scores to
22 where you want to be, which is above State and
23 district levels. Because that's where we want all
24 our State charters to be.

25 Thank you for your commitment. There's a

<p style="text-align: right;">250</p> <p>1 number of teachers and board members. Thank you for 2 what you do and the community you've created. And 3 Josie didn't say that. She's a State champion 4 volleyball coach. She took our students to the Pit 5 for God's sake. To the Pit for the finals. So, 6 Josie, thanks for everything you do over the years. 7 THE CHAIR: Commissioner Burt. 8 COMMISSIONER BURT: Thank you. Hi, 9 everyone. I'm always happy to see the 10 Turquoise Trail folks. 11 And, yeah, like Commissioner Carrillo just 12 said, it is -- the energy of the school is palpable 13 when you're there, which is always a good sign. 14 Walking into a school and feeling some kind of way 15 is a good thing. And Turquoise Trail has that, and 16 I am -- I think that's great. 17 One of the questions I had for you, 18 Stephanie, was did you guys start doing the content 19 teacher switch? Did that start this school year? 20 Or did you already do that last school year? 21 MS. STEPHANIE BEHNING: It just started 22 last school year, our first year. 23 COMMISSIONER BURT: Okay. Last school 24 year. So were you -- one of the things that I -- 25 and I may have just been reading the graphs wrong.</p>	<p style="text-align: right;">252</p> <p>1 some kind of way. But that was one question I had 2 was what did the growth look like. And, I mean, 3 ideally in the future, we get more and more growth 4 data and what that looks like. 5 But -- and I actually think that would 6 help the school, too, for us to be able to see 7 growth and not just proficiency. 8 But because the data that we do have is 9 just proficiency. And, I mean, I'll support the 10 condition, just because it's lower than that State 11 and district averages. And it does sound like you 12 have a plan in place. You just need to have the 13 time to execute it. 14 I don't know. For the Commission, if -- 15 it does seem -- I mean, we've asked for schools to 16 identify the robust strategic educational plan to 17 improve as part of a condition. I've felt 18 supportive of that when schools have not given 19 really a great plan. I actually feel like this 20 application has been pretty robust -- has provided a 21 robust strategic educational plan already. 22 So I don't know if there's a benefit to 23 having this as a separate condition. But I would 24 say just that "record of performance to improve 25 student academic growth in all areas" is important.</p>
<p style="text-align: right;">251</p> <p>1 I don't think I was that bad. But it looked like -- 2 when I was reading through everything, it looked 3 like I was mostly getting proficiency data. I don't 4 even think I saw, like, any growth data at all. And 5 I know you all would have that internally. 6 Is your growth data, like, pretty much 7 aligned with what you're seeing with proficiency as 8 well? Like, you're not seeing that individual 9 growth in the way that you would like as well? Or 10 is it just these proficiency rates that -- 11 MS. STEPHANIE BEHNING: We are seeing 12 individual growth. We are. 13 COMMISSIONER BURT: You are seeing the 14 individual growth? 15 MS. STEPHANIE BEHNING: We are. 16 COMMISSIONER BURT: That's at the 17 assessments you're using? I can't remember which 18 one. 19 MS. STEPHANIE BEHNING: We are using 20 iMSSA. 21 COMMISSIONER BURT: So you are seeing the 22 individual growth from the end-of-year, 23 beginning-of-year kind of stuff? Okay. 24 That's what I was wondering, because 25 that's actually -- I think the proficiency looks</p>	<p style="text-align: right;">253</p> <p>1 But I'm open to the purpose of asking them 2 to do an educational plan again. So I'm just open 3 to that. I mean, honestly, this school is -- the 4 reputation precedes you. I appreciate the -- the 5 fire. You know, like, coming on board, seeing 6 things, and being, like, "No, we're going to change 7 that." "No, that's not working. We're going to 8 change it." Like, "That's not working. We're going 9 to change it." 10 I do think schools like Turquoise Trail 11 that have a really long good history, it can be easy 12 to fall into the status quo and just kind of ride 13 the good reputation. Maybe people don't see under 14 the hood as much. They don't know exactly what's 15 going on there. It's actually really easy to kind 16 of allow mediocrity to continue and people think 17 everything is going great. 18 So I do appreciate the fact that, you 19 know, the staff obviously, you know, is able to 20 see -- it looks like the school's more data-oriented 21 than ever. I appreciated seeing that the weekly 22 data check-ins with all the teachers are happening. 23 So, I mean, it sounds like you guys at 24 least know -- to me, it sounds like you've mostly 25 identified where the issues are coming from. I saw</p>

<p style="text-align: right;">254</p> <p>1 that in one of them. Like, you're still -- you 2 know, still wavering on exactly what's going on with 3 those middle-schoolers, like, exactly what is the 4 root cause of what's going on there. 5 So, you know, I'm sure you don't want to 6 leave it there. It's, like, "Yeah, we don't know." 7 So I'm sure you'll figure that out. 8 But it makes sense that you have done the 9 work to start identifying those root causes, start 10 making those changes, and, hopefully, we see the 11 progress in the years to come and that the 12 reputation of Turquoise Trail matches the data and 13 the outcomes that you're promising, that the school 14 kind of promises to the community. 15 So, like I said, I'm open to what the 16 other Commissioners think. I'm okay either way. It 17 seems redundant to do that educational plan as a 18 condition. But if someone has a good reason for it 19 to be in there, I'm open to it, too. 20 I wish I didn't have to miss all the 21 in-person fun stuff. Of course, I missed, like, all 22 the great -- the people, the presentations, and the 23 food, of course, you know. So I apologize for 24 having to be online. 25 But, yeah, I'm very grateful to see this</p>	<p style="text-align: right;">256</p> <p>1 it anyway. 2 The -- I saw that you have this -- I don't 3 know the back story for it, the attrition of 4 teachers that one year. And I've seen sometimes a 5 bunch of teachers leaving at one time is indicative 6 of some pretty serious problems. 7 I see this in staff credentialing that 8 Does Not Meet twice in a row and Working To Meet. 9 And I don't understand. What's happening with that? 10 And, just, for my edification. I'm sure there's a 11 good reason. 12 MS. STEPHANIE BEHNING: There's been a 13 couple of things. I think -- I think the one has 14 been bringing teachers in who need waivers and 15 waivers not submitted appropriately or on time in 16 the past. 17 And then also we saw -- we went from Tyler 18 to PowerSchool. That revealed errors in coding as 19 well. 20 And so one -- so working to bring in, you 21 know, teachers where there aren't any has been 22 challenging, and making sure that our school is 23 appealing for teachers and that we can support 24 teachers appropriately so we can bring in teachers 25 who are -- have the accreditation that they need.</p>
<p style="text-align: right;">255</p> <p>1 school continue, obviously, incredibly supportive of 2 it, and excited for what this next iteration of the 3 school looks like coming in the next contract term. 4 MS. STEPHANIE BEHNING: Me, too. Thank 5 you. 6 THE CHAIR: Commissioner Beck. 7 SECRETARY BECK: Yeah. I agree with 8 Commissioner Burt. I don't think there's any 9 necessity for that second part of that condition, 10 because you know how you answered with the 11 professional learning communities and the 12 professional development? You know, you have -- you 13 have everything nailed down. 14 Now it's a question of -- of the data 15 coming in the way we expect it to. And if it 16 doesn't, then we go to an alternate plan and figure 17 it out. 18 But I think you -- I think your 19 educational plan is solid as a rock, all the way to 20 the -- as I said PLCs and stuff like that. I'm good 21 with that. I'm good with just A. 22 THE CHAIR: Commissioner Ingham. 23 COMMISSIONER INGHAM: I was kind of 24 expecting somebody else to ask this question. And 25 so it must be a dumb question, but I'm going to ask</p>	<p style="text-align: right;">257</p> <p>1 But, really, on the administration's part, 2 it's a lot of -- it was the waiver issue, I believe, 3 that they were not submitted appropriately. And 4 there was confusion in the way that they needed to 5 be submitted and where they needed to be submitted, 6 which is why now we have someone dedicated to Nova 7 and records, and we're all communicating. And our 8 principal is highly involved with the waivers now, 9 where that wasn't happening before. 10 COMMISSIONER INGHAM: Thank you. Got it. 11 It's solved. 12 MS. STEPHANIE BEHNING: I sure hope so. 13 Because I don't want to see that anymore. It had a 14 lot to do with also asking the right questions, I 15 think, and making sure that we got the answers that 16 we needed. So -- because there was a lack of 17 understanding. 18 And then coming into this position, I see 19 the collaboration that I need to have with my team, 20 with the principal, with the executive manager, with 21 the Nova coordinator, to make sure that all -- we're 22 all on the same page, and those waivers are being 23 submitted appropriately. So, yeah. 24 THE CHAIR: Commissioner Carrillo. 25 VICE CHAIR CARRILLO: Another quick</p>

258	<p>1 question about your lease with Santa Fe Public 2 Schools. And so -- I mean, because I was part of 3 that when that was all happening when I was with 4 Santa Fe Public Schools. But I don't know where 5 things have been left, if there needs to be 6 leasehold improvements, how good of a partner they 7 are. What -- you know, it's a beautiful facility. 8 I remember spending \$16 million or whatever on it. 9 MS. SAMMI TRIOLO: We have every intention 10 of continuing. We have maintained the building and 11 the facilities and making sure the facility does 12 continue to be a beautiful building. And there have 13 been quite a few improvements that we have had to 14 make. 15 So that's part of the agreement. That's 16 part of the stipulation of the lease agreement 17 itself is that we're responsible for that. 18 VICE CHAIR CARRILLO: Do you have a 19 foundation? 20 MS. SAMMI TRIOLO: We have. 21 VICE CHAIR CARRILLO: Because they could 22 sure use the money. 23 MS. SAMMI TRIOLO: There have been in the 24 past, and nothing we were able to meet. And we 25 don't what the possibilities are.</p>	260	<p>1 restate this. 2 It is with great pride that I move that 3 the Public Education Commission approve the 4 application for Turquoise Trail Charter School for a 5 five-year term with the following condition: That 6 the school's record of performance demonstrate 7 improved student academic growth in all academic 8 areas. 9 The specific immediate action needed above 10 will be outlined in the school's negotiated contract 11 documents. The first annual report will confirm 12 completion of the items listed above, or if the 13 concern is not corrected, will identify the 14 uncorrected unsatisfactory performance on each item 15 that will be the subject of further PEC action. 16 SECRETARY BECK: Second. 17 THE CHAIR: Motion by Commissioner 18 Carrillo and a second by Commissioner Beck. 19 Commissioner Beck. 20 SECRETARY BECK: Commissioner Burt. 21 COMMISSIONER BURT: Yes. 22 SECRETARY BECK: Commissioner Taylor. 23 (No response.) 24 SECRETARY BECK: Commissioner Manis. 25 COMMISSIONER MANIS: Yes.</p>
259	<p>1 SECRETARY BECK: Something to have in the 2 hopper, you know, okay. Just curious about that. 3 So I'm ready if you're ready. 4 Okay. And I'm going to do it without 5 conditions. 6 So it is with great pride that I move that 7 the Public Education Commission approve the 8 application for Turquoise Trail Charter School for a 9 five-year term without conditions. 10 THE CHAIR: What? 11 VICE CHAIR CARRILLO: I've heard other 12 people say they prefer to have no -- so that's why 13 I -- I did say that. But then I listened to 14 Ms. Burt, and I listened to Mr. Beck, and, you know 15 changed my mind. 16 SECRETARY BECK: My intent was -- there 17 were two conditions involved. The second one, 18 they've already basically satisfied. But because of 19 their current academic situation with where they are 20 right now, I thought that the first condition -- 21 VICE CHAIR CARRILLO: So Condition A. Let 22 me restate the motion. A; right? 23 SECRETARY BECK: Just A. 24 VICE CHAIR CARRILLO: So under where it 25 says Page 6? Okay. Got it. Okay. Then I'll</p>	261	<p>1 SECRETARY BECK: He said yes. 2 Commissioner Brauer. 3 COMMISSIONER BRAUER: Yes. 4 SECRETARY BECK: Commissioner Ingham. 5 COMMISSIONER INGHAM: Yes. 6 SECRETARY BECK: Vice Chair Carrillo. 7 VICE CHAIR CARRILLO: Yes. 8 SECRETARY BECK: Commissioner Gipson. 9 THE CHAIR: Yes. 10 SECRETARY BECK: Secretary Beck, yes. 11 There are seven votes for, zero votes against. The 12 motion passes. Congratulations. 13 (Proceedings in recess at 4:27 p.m.) 14 15 16 17 18 19 20 21 22 23 24 25</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
13 virtually and in the State of New Mexico, County of
14 Santa Fe, in the matter therein stated.

15 In testimony whereof, I have hereunto set my
16 hand on December 22, 2024.
17
18
19

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24 License Expires: December 31, 2025

25 Job No.: 9245N (CC)

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BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
CHARTER SCHOOL RENEWAL HEARINGS
DAY THREE

December 11, 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

Bean & Associates, Inc.

Professional Court Reporting Service

201 Third Street, NW, Suite 1630

Albuquerque, New Mexico 87102

JOB NO.: 9246N (CC)

2	<p>1 APPEARANCES</p> <p>2 COMMISSIONERS:</p> <p>3 PATRICIA GIPSON, Chair</p> <p>4 STEVEN J. CARRILLO, Vice Chair</p> <p>5 TIMOTHY BECK, Secretary</p> <p>6 ALAN BRAUER, Member</p> <p>7 REBEKKA BURT, Member</p> <p>8 SHARON CLAHCHISCHILLIAGE, Member</p> <p>9 STEWART INGHAM, Member</p> <p>10 K.T. MANIS, Member</p> <p>11</p> <p>12 PED STAFF:</p> <p>13</p> <p>14 CORINA CHAVEZ Director</p> <p>15 Charter School/Options for</p> <p>16 Parents and Families Division</p> <p>17</p> <p>18 BRIGETTE RUSSELL Deputy Director</p> <p>19 Charter School/Options for</p> <p>20 Parents and Families Division</p> <p>21</p> <p>22 LUCY VALENZUELA Technical Assistance and</p> <p>23 Training Specialist</p> <p>24 Charter School/Options for Parents</p> <p>25 and Families Division</p> <p>MISSY BROWN Technical Assistance and Support</p> <p>and Training Administrator</p> <p>Charter School/Options for</p> <p>Parents and Families Division</p> <p>NICOLA DAVIS Technical Assistance and</p> <p>Training Coordinator</p> <p>Charter School/Options for</p> <p>Parents and Families Division</p> <p>CONSUELO CONSTANTINE Liaison to PEC</p> <p>COUNSEL TO THE PEC:</p> <p>JULIA HOSFORD BARNES, ESQ.</p> <p>Barnes Mediation and Law, PC</p> <p>200 W. DeVargas Street, Suite 7</p> <p>Santa Fe, New Mexico 87501</p>	4
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<p style="text-align: right;">6</p> <p>1 SECRETARY BECK: Chair Gipson. 2 THE CHAIR: Here. 3 SECRETARY BECK: Vice Chair Carrillo. 4 VICE CHAIR CARRILLO: Here. 5 SECRETARY BECK: Commissioner Brauer. 6 COMMISSIONER BRAUER: Present. 7 SECRETARY BECK: Commissioner Manis. 8 (No response.) 9 SECRETARY BECK: Commissioner Armijo. 10 (No response.) 11 SECRETARY BECK: Commissioner Taylor. 12 (No response.) 13 SECRETARY BECK: Commissioner Burt. 14 COMMISSIONER BURT: Here. 15 SECRETARY BECK: Commissioner Ingham. 16 COMMISSIONER INGHAM: Here. 17 SECRETARY BECK: Secretary Beck, here. 18 We have one, two, three -- we have seven. 19 Oh, I'm sorry. 20 Commissioner Clahchischilliage. 21 COMMISSIONER CLAHCHISCHILLIAGE: Okay. 22 I'm here. 23 SECRETARY BECK: We have seven. So there 24 is a quorum. 25 THE CHAIR: And before we begin, I'll just</p>	<p style="text-align: right;">8</p> <p>1 years without conditions. 2 The recommendation is based on the record 3 of the school's performance over the course of the 4 contract term, the renewal application, which 5 highlights adult actions and programs in the service 6 of student progress, and verification of those 7 programs and adult actions during our renewal site 8 visit and annual visit. 9 Over the course of the charter term, The 10 ASK Academy has far outperformed the district and 11 state in reading and math. The school has earned a 12 designation of Spotlight for all years that 13 NM Vistas has assigned ratings and has been awarded 14 additional distinctions of excellence in English 15 language arts, math, and science. 16 Even with their excellent academic record, 17 the school leadership and staff continuously look 18 for ways to improve. 19 For example, when the school experienced a 20 dip in math proficiencies, they quickly responded by 21 changing their math program to include more 22 hands-on, off-line math learning and problem 23 solving, employed new math teachers and an 24 (inaudible) math coach, and they are actively 25 working to create more engaging, high-quality</p>
<p style="text-align: right;">7</p> <p>1 ask if anyone feels they need to recuse themself. 2 (No response.) 3 THE CHAIR: Okay. 4 MS. CHERYL ROWE: Good morning, Chair 5 Gipson and Commissioners. My name is Cheryl Rowe, 6 R-o-w-e, Authorizing Practices Administrator for the 7 Charter Schools Division. 8 I'm here to provide the PED evaluation for 9 The ASK Academy. 10 CSD conducted our renewal visit to The ASK 11 Academy on October 9th, 2024. Dr. Brigitte Russell, 12 Lucy Valenzuela, Kelli Renken, and I visited the 13 school in person. And Martica Davis, Ken Norris, 14 and Director Corina Chavez joined remotely. 15 The ASK Academy opened in 2010 with the 16 Public Education Commission as their authorizer. 17 This is their third renewal application with the 18 PEC. 19 The ASK Academy emphasizes STEM through 20 project-based learning, 21st century technology, 21 research programs, relationship building, and a 22 partnership program engaging scholars in the 23 learning process. 24 The Charter School Division recommends 25 that The ASK Academy be renewed for a term of five</p>	<p style="text-align: right;">9</p> <p>1 materials for math instruction. 2 The school provides abundant support for 3 scholars by offering tutoring daily on Fridays, as 4 well as during the rest of week for students who 5 cannot attend Friday tutoring. Peer-to-peer 6 tutoring has also been particularly successful and 7 popular among students. 8 The school has had solid financial and 9 organizational performance over the term. 10 In the first year of the charter term, The 11 ASK Academy had a Working To Meet and Does Not Meet 12 on their financial performance framework indicators. 13 However, the school promptly turned this around, and 14 ever since then, they have earned Meets the Standard 15 on all financial indicators. 16 In terms of governing board performance 17 they have met nearly all standards, with the 18 exception of some Working To Meet ratings in the 19 school year 2022-'23, which, again, they quickly 20 turned around. 21 The overall fiscal and organizational 22 performance reflects healthy, conscientious 23 management over the course of the term. 24 The school's ratings on Part B of the 25 renewal application are as follows:</p>

<p style="text-align: right;">10</p> <p>1 They Met the Standards in student 2 outcomes, mission-specific goals, and the 3 educational program. 4 They Demonstrate Substantial Progress in 5 financial compliance and governance 6 responsibilities; although both were very close to 7 meeting the standards. 8 They also Demonstrated Substantial 9 Progress in equity and identity and other 10 performance framework indicators. 11 An area of particular growth is in terms 12 of equity and identity. ASK is being intentional 13 about equity by implementing culturally and 14 linguistically responsive teaching and learning and 15 tying it to project-based learning. The school has 16 an active equity council which has led to 17 improvements in English Learner support and 18 programming. 19 In addition, the school recently adopted a 20 social-emotional learning program titled "Making 21 Caring Common" from the Harvard Graduate School of 22 Education. 23 The parent support committee has also 24 participated in meaningful conversations with the 25 equity council, school leadership, and project</p>	<p style="text-align: right;">12</p> <p>1 action and happy, engaged students. On account of 2 the abundant support and the school's fundamental 3 connections program, students report that they feel 4 valued, supported, and respected at ASK. 5 I want to add that the school had a 6 disruptive stink bomb evacuation the day of our 7 visit, which led to an early dismissal for students. 8 The incident was handled very well by leadership and 9 staff, and I was surprised and impressed to see that 10 so many students wanted to stay at school and speak 11 to us in the focus group instead of going home. 12 And they didn't stay to complain about the 13 school. They were very enthusiastic and positive. 14 I thought this was a real testament to the 15 committed, happy scholars at ASK. 16 Thank you. 17 THE CHAIR: So assuming there's no one 18 here for tribal? 19 MS. MELISSA BROWN: If there is somebody 20 on Zoom for tribal consultation, please raise your 21 digital hand. 22 Nobody raised their hand. 23 THE CHAIR: Okay. 24 MS. MELISSA BROWN: Quincy, you're making 25 public comment -- are you making specific public</p>
<p style="text-align: right;">11</p> <p>1 managers, giving all stakeholders a voice in serving 2 the needs of students. 3 Two exceptional features of the school are 4 their growth mindset and their focus on real-world 5 application of learning. 6 The school effectively creates a 7 professional atmosphere, referring to students as 8 "scholars," teachers as "project managers," and the 9 head administrator as the "CEO," which has the 10 effect of students taking themselves seriously as 11 scholars and rising to meet greater challenges at 12 ASK. 13 The school's career pathways offers 14 scholars clear guidance and steps towards college 15 and career goals, especially in bio-med and 16 engineering fields. 17 Along with their STEM focus, they have 18 bolstered efforts to serve students holistically, 19 with social-emotional learning, project-based 20 learning, and culturally and linguistically 21 responsive learning, and have put more emphasis on 22 improving reading proficiency so scholars can 23 advance further in any subject area they tackle. 24 During classroom observations, CSD 25 witnessed very dynamic project-based learning in</p>	<p style="text-align: right;">13</p> <p>1 comment? You're not representing a tribe or a 2 Native nation. Thanks. 3 THE CHAIR: Okay. So welcome once again. 4 And whenever you're ready to start. 5 FROM THE FLOOR: Thank you, Madam Chair. 6 Good morning to the members of the PEC. My name is 7 Edward Garcia, G-a-r-c-i-a, and I am the chief 8 executive officer at The ASK Academy. 9 At this time, can I introduce my 10 colleagues as well who will be a part of our 11 presentation today? 12 FROM THE FLOOR: Good morning. My name is 13 Janisse Vazquez. That's V-a-z-q-u-e-z. And I am 14 the professional learning coordinator. 15 FROM THE FLOOR: And I am Patrick Kelly, 16 K-e-l-l-y, and I am the chief financial officer. 17 FROM THE FLOOR: Good morning. I'm Jeanne 18 Forrester, and I am the chair of the ASK governing 19 council. F-o-r-r-e-s-t-e-r. 20 MR. EDWARD GARCIA: Thank you. 21 So as mentioned by Ms. Rowe, The ASK 22 Academy is a sixth-to-twelfth-grade academy located 23 in Rio Rancho, New Mexico. ASK is an acronym for 24 "attitude, skills, and knowledge." 25 Our mission is shaping forward-thinking</p>

<p style="text-align: right;">14</p> <p>1 graduates to thrive in a dynamic global environment. 2 Our current enrollment at the academy is 3 556 scholars. When we break that down between 4 middle school and high school, there are 313 5 scholars in our middle school and 243 in our high 6 school. 7 Our class size, on average, is about 25. 8 When we bring that down a little bit more 9 specifically, we see about between 15 to 20 scholars 10 per high school class. And that's due to the way 11 our pathways are set up, and I'll give you more 12 information about that shortly. 13 And in our middle school classes, it's 14 about 20 to 25, which really helps support our 15 scholars with individual efforts one-on-one. 16 We offer two pathways at the academy: 17 biomedical sciences and engineering. 18 Our sixth- through eighth-grade scholars 19 take both of those pathways in sixth, seventh, and 20 eighth grade to help them identify which pathway 21 they would like to select from ninth through twelfth 22 grade. Upon entering as freshman, they will pick 23 either the bio-med or the engineering pathway going 24 forward. 25 We have a video we would like to show you</p>	<p style="text-align: right;">16</p> <p>1 earlier, allows us the opportunity to build the 2 important relationships needed between scholars and 3 project managers to help -- to help them better 4 understand and grasp the content. The smaller class 5 size also allows for easier circulation and that 6 one-on-one even during the class period. 7 At The ASK Academy, our passing score is a 8 70 percentile to earn credit at the high school or 9 to pass the course in middle school. We do have a 10 requirement of 28 graduation credits, which is four 11 more than the State requirement. 12 We are project-based-learning focused. 13 When we introduce curriculum, we -- we use a 14 project-based method to give our scholars a more 15 hands-on approach to the curriculum. 16 Also, when we look at our curriculum in 17 meeting State standards, it is future-focused. It's 18 really trying to take those standards and see how 19 that works in the real world or in what their 20 pathway desire might be. 21 To do these great things, it's important 22 that we train our project managers on effective 23 implementation. We spend 102 hours yearly training 24 project managers in professional development. We 25 start with a week full of professional development</p>
<p style="text-align: right;">15</p> <p>1 to give you a sense and feel of the community at 2 ASK. 3 (Video is played.) 4 MR. EDWARD GARCIA: So what makes ASK 5 different? 6 When we look at how we treat and engage 7 our scholars, as mentioned earlier we treat them as 8 professionals, getting them ready for their future 9 careers. 10 We have a scholar uniforms policy. We 11 refer to students as scholars as mentioned earlier, 12 teachers as project managers, and classrooms as 13 learning spaces. 14 We operate on a four-day schedule, 154-day 15 calendar. This schedule is significant for us 16 because it allows for additional benefits to 17 continually support our scholars. For example, 18 every Friday, we are -- we offer scholar tutoring. 19 This is an opportunity to get extra help and 20 assistance with their project managers one-on-one. 21 We also offer weekly support through our 22 fundamental connections classes and career pathways 23 courses, as well as near-peer tutoring, 24 scholar-to-scholar tutoring, during the week. 25 Our small class size, as I mentioned</p>	<p style="text-align: right;">17</p> <p>1 in July to start the school year. 2 And then we do two hours weekly on our 3 Fridays from 10:00 to 12:00. That's the strength of 4 the four-day schedule. Once again, not only are we 5 there to support our scholars in any extra help, but 6 to continue to support our managers to develop the 7 best practices needed to implement the PBLI 8 concepts, as well as the best teaching practices. 9 The academy offers AP Honors courses. All 10 of these courses are open enrollment for any scholar 11 that would like to take. We also offer dual 12 enrollment and early college high school credit 13 opportunities for our scholars. 14 All of this hard work has paid off when it 15 comes to looking at how we've been recognized across 16 the state as well as the nation. 17 The College Board and AP Honor, we earned 18 the recognition from the College Board and the AP 19 Honor Roll by getting on the AP Honor Roll in the 20 2022-'23 school year and '23-'24 academic year. 21 We were also recognized in the U.S. News & 22 World Report as the No. 2 middle school in the great 23 state of New Mexico, and the No. 4 high school in 24 New Mexico, which puts us in the top 3 percent of 25 high schools in the nation.</p>

<p style="text-align: right;">18</p> <p>1 As mentioned earlier, we're proud to hold 2 the Spotlight ranking with Vistas in the most recent 3 Vistas scoring and in all previous Vistas scorings. 4 We've had U.S. Presidential Scholars come through 5 the academy and graduate, and we also have a Cognia 6 accreditation as well.</p> <p>7 As our scholars go through their days, six 8 through twelve, our middle schoolers have the 9 opportunity to take both engineering and biomedical 10 sciences. And then, as I mentioned earlier, when 11 they become high school students, they pick a 12 pathway.</p> <p>13 When we look at the courses that are 14 offered in engineering, we offer flight and space, 15 automation and robotics, computers and technology, 16 computer science.</p> <p>17 We are also partnered with Project Lead 18 The Way, PLTW, Introduction to Engineering and 19 Design, Principles of Engineering, Scientific 20 Technology, PLTW's Aerospace Engineering, and, 21 finally, PLTW's Digital Electronics.</p> <p>22 When we look at our biomedical sciences, 23 we offer a Survey of Biomedical Sciences And Green 24 Architecture, Medical Detectives, PLTW's Principles 25 of Bio Med, PLTW Human Body Systems, PLTW Medical</p>	<p style="text-align: right;">20</p> <p>1 which has been absolutely dominant in competition 2 lately. That's -- that's the victory model right 3 there. We -- they just returned from Dallas and 4 finished ninth out of 100 schools.</p> <p>5 So -- and it was a high school 6 competition. So we're -- we're really proud of this 7 team. They are doing fantastic. And they will be 8 very excited to share this with you, here, too.</p> <p>9 There they are. Thank you, Ms. Vazquez. (Robotics Team presentation.)</p> <p>10 MR. EDWARD GARCIA: And then we have one 11 other link, where we'll be able to go live to our 12 high school seniors to discuss allied health 13 occupations. This is an opportunity for our high 14 schoolers to work in fields and intern in fields of 15 their interest in the biomedical field. This is all 16 a part of our future planning for the scholars. 17 Let's hope this link works a little better.</p> <p>18 (Seniors' presentation.)</p> <p>19 MR. EDWARD GARCIA: Thank you very much. 20 And thank you for working through the technology 21 with us. Thank you, Ms. Nuanes.</p> <p>22 At this time, I'm going to share the 23 microphone with Ms. Vazquez, who can give you a more 24 in-depth look at our project-based program as well 25</p>
<p style="text-align: right;">19</p> <p>1 Intervention, and HOSA, our allied health 2 occupations.</p> <p>3 One of the strengths of the academy is 4 this list of courses I've read you are our elective 5 classes; so they're all the fun ones. And these are 6 the electives that our scholars sign up for.</p> <p>7 What we're asked to do now is we're going 8 to go to our first presentation and take you live -- 9 boy, I hope it works -- take you live to The ASK 10 Academy, where we have three middle school scholars 11 there, excited to share with you their experience.</p> <p>12 No, that's okay. Share with you their 13 experience with our middle school robotics team, one 14 of our extracurriculars.</p> <p>15 MR. EDWARD GARCIA: We're communicating 16 with -- we're going to let you in here. 17 (Technology pause in proceedings.)</p> <p>18 MR. EDWARD GARCIA: As mentioned by 19 Ms. Rowe from our visit and the stink bomb to this, 20 we've been on a run here.</p> <p>21 MS. JANISSE VAZQUEZ: To be fair, I 22 thought I was going to be in charge of the 23 technology. So I do apologize.</p> <p>24 MR. EDWARD GARCIA: This group of scholars 25 is going to be from our middle school robotics team,</p>	<p style="text-align: right;">21</p> <p>1 as our professional development and equity. 2 MS. JANISSE VAZQUEZ: Good morning. You 3 probably recall a very traditional classroom setting 4 when you went to school; right? A lot of 5 sit-and-get. That's what we call it.</p> <p>6 And the great thing about The ASK Academy 7 is that we try to avoid that. That's one of the 8 great things that makes us different. That's why 9 project-based learning, bringing these real-world 10 projects to life, really does help our scholars 11 understand what skills they're going to need in the 12 future.</p> <p>13 We know that just learning math concepts, 14 just learning science standards isn't what our 15 scholars are going to need when they're hired; 16 right? They need communication skills. They need 17 problem-solving skills. And so we're able to create 18 these really well-rounded scholars by the time they 19 leave ASK.</p> <p>20 And we know when we talk to professionals 21 in the field, because they're often at our school 22 viewing these amazing projects, that's one of the 23 pieces that they find missing when they're trying to 24 hire in present times. 25 And so it's really exciting. And then</p>

<p style="text-align: right;">22</p> <p>1 think about being up and active and doing and asking 2 questions and reflecting. That's what project-based 3 learning is all about. 4 Now we're going to hear from our colleague 5 and how much she appreciates project-based learning. 6 (Video plays.) 7 MS. JANISSE VAZQUEZ: Now, can you imagine 8 that leading a group -- right? -- through 9 project-based learning can be challenging. And 10 that's where our professional development really 11 meets the needs of those managers. 12 We really do our best to make sure that 13 we're not bringing in new topics, the latest fads 14 when it comes to doing professional development or 15 training with our staff, because we know that 16 doesn't work well. 17 We ask the staff, "What do you need? What 18 is working? What is not working?" And then we 19 address those challenges. 20 As Mr. Garcia mentioned, the great thing 21 is we can do that weekly, on Fridays from 10:00 to 22 12:00, with our staff. And so one of the challenges 23 in the last couple of years they've mentioned is the 24 development of rubrics. 25 Rubrics are essential for scholars to</p>	<p style="text-align: right;">24</p> <p>1 were doing a really great job. 2 But then comes to, you know, assessments 3 outside of the program, and we found, sadly, that 4 they had not learned the skills. They had not 5 learned the concepts. And so we have now removed 6 that program from the equation. 7 But then we've also had some challenges 8 within our hiring. There's not, you know, an 9 abundance of math managers out there. So that's 10 been a challenge for us. 11 But I think this year we've built a really 12 great team. We finally have a lot of great folks on 13 board to help us. And we're focusing on hands-on -- 14 right? -- more direct instruction. We're bringing 15 PBL back into the math classroom, where we are 16 asking scholars to show us that they understand the 17 concepts. It's not just worksheets. It's not just 18 a digital program. 19 And we've also -- this year, have 20 contracted with a math coach specifically to work 21 with that team so that we can work on scaffolding in 22 math, and so to help our scholars make those gains. 23 And we really do feel with that and some of the 24 other changes we've made, we're going to start to 25 see those gains again.</p>
<p style="text-align: right;">23</p> <p>1 understand what they need to do within a project, do 2 well. And so that's been something we focused on as 3 well. 4 We don't do the Flavor of the Month; 5 right? We know that that's not good. And so I 6 think that that -- we also provide PD in a 7 project-based way, and it's really successful. 8 Now, we do want to address the drop in our 9 math proficiency. You can see the scores in front 10 of you. And we do think it's a significant drop. 11 And as was mentioned before, we are doing so many 12 things to be sure to move, you know, ourselves up. 13 So if you recall, the year 2020 was a 14 challenge for all schools, and we had to move 15 digitally. And so as we're trying to teach our 16 scholars math virtually, what we did was we adopted 17 an online program called Alex. It had a good 18 reputation. It's used by UNM and CNM in their 19 introductory classes. But what we found is that we 20 became over-reliant on a digital program. 21 And knowing how intelligent our scholars 22 are, they found alternate ways to find the answers 23 to then show in the program that they were making 24 gains. And so they would pass their assessments; 25 they would pass their practice. And we thought we</p>	<p style="text-align: right;">25</p> <p>1 One other thing that we've been addressing 2 quite a bit for the last few years is the equity for 3 our scholars. We know that PED has brought it to 4 our attention that some of our scholars are needing 5 something different from us and from our managers. 6 And so our equity council, which is very 7 active -- I'm happy to say that I am the lead of our 8 equity council -- we have made a lot of changes that 9 have already made a huge difference within our 10 scholar population and the way that we teach. 11 But one of the things that PED stressed 12 and the scholars were stressing is that sometimes 13 our scholars are not kind to each other; okay? And 14 so that's why we partnered with the Harvard Graduate 15 School of Education with this program called Making 16 Caring Common. 17 And so weekly, scholars are using this 18 curriculum to not only connect with one another, but 19 to make additional connections with their project 20 managers. 21 And the great thing about the program is 22 as they create a community within those classes, as 23 we get to the last phase of it, then we can really 24 start to focus on social change, which is something 25 that we need at ASK.</p>

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1 And then you can see on there a lot of the
2 changes and things that our equity council has
3 brought back. Our focus this year is making a
4 better space for our indigenous populations. And
5 that's what our advisements will be based on for
6 this year.

7 And then, of course, the Black Education
8 Act, not only are we doing the required courses, we
9 are going above and beyond. We've done an
10 additional training with a professor from UNM who
11 has come out and trained with us.

12 And then two of our members of our equity
13 council have actually gone to Dr. Hollie's CLRI
14 training provided by PED. And we hope to work with
15 him next year to work directly with our school.

16 So thank you for your time. At this
17 point, I'm going to pass it on to our CFO, Mr. Pat
18 Kelly.

19 MR. PATRICK KELLY: Good morning. Just to
20 talk a little bit about the significant changes that
21 have gone on on the financial aspect of The ASK
22 Academy.

23 I'm sitting here. The school, before me,
24 contracted for their business management services.
25 The COO that had been with the school from day one

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1 retired in early 2023. And so the structure changed
2 from a COO and created a new position as a CFO to
3 where it absorbs some of the duties, the financial
4 duties of that position. And then some of the
5 compliance pieces filtered over to the CEO position.

6 Having an in-house business manager, I
7 believe, has been a benefit to the school. We are
8 able to have these real-time conversations of when
9 math is needed. We're not -- there's not a delay
10 in, "Hey, can we bring in a math coach?"

11 It's a real-time decision that we have in
12 our weekly meetings.

13 One major change that we've done is
14 I've -- my philosophy is to disseminate budget
15 control to the people that are the end users of that
16 budget. So in regards -- like Ms. Vazquez, she's in
17 charge of the instructional materials budget. I'm
18 not an expert on what those materials need to be,
19 but she is. So I just make sure she purchases
20 things in compliance with getting a P.O. and those
21 things. But I give the power to those kind of
22 departments.

23 Same thing with the CTE and the robotics
24 teams. Like, this is a perfect example of how they
25 did a state competition and qualified for a national

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1 competition, and the national competition was in a
2 month. So how do we change our CTE -- our State CTE
3 budget in a short period of time to be able to adapt
4 to what these kids are doing? So I think that's a
5 big benefit.

6 You know, we've got a strategic planning
7 initiative at our school to build sustainable
8 infrastructure that lasts beyond the people that are
9 in this room now.

10 We have a living five-year budget model
11 that, you know, even if a teacher comes to me and
12 says, "I'm going to apply for my level three
13 license," I'm plugging that in to see how that
14 affects our future, you know, how does that impact
15 us down the road.

16 And then one thing which was incredibly
17 nice is I inherited a very clean financial school,
18 like, clean audits. The Vigil Group did a great
19 job.

20 So as I came into this position, I was,
21 like, well, how do I not screw this up; right? But
22 also how do I take this to another level? How do I
23 grow this position?

24 And one of the main things that I brought
25 was kind of digitizing the financial office, like,

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1 you know, going away from the paper and filing and
2 all that stuff to kind of grow it to a digitizing
3 model.

4 And so one thing I've done in that is
5 we've completely -- approvals and transactions are
6 all digital. They're all in our financial system.
7 It gives more transparency to our staff, to our
8 board. It's -- it's making me replaceable, which is
9 a good thing, I think.

10 But it -- it just shows, you know, that we
11 can move things quicker. It gives more, you know,
12 strength to the financial system and the
13 sustainability of it.

14 But one thing I want to do with that is
15 maintain the audit results and the transparency that
16 we get from those.

17 And how I do that is, you know, we just
18 continue to -- sorry -- to have the whole staff buy
19 into this, which has been a great thing.

20 Can we jump to the next slide? Sorry.
21 Yeah.

22 With our audits, my goal has always been
23 to -- even though we're having clean audits, I know
24 we're not -- every transaction is in compliance. So
25 how are we tracking those transactions that may --

30	<p>1 you know, we didn't deposit within 24 hours and they 2 just didn't get pulled in the audit and those kind 3 of things.</p> <p>4 So we're gathering our data and analyzing 5 it, saying, "Is this a perfect storm of our 6 back-up's back-up calling in sick that day?"</p> <p>7 "Or is it just -- is there a flaw in our 8 policies?"</p> <p>9 So we've been able to kind of grow that 10 way financially.</p> <p>11 Then the last thing is just kind of our 12 cash balance has continued to grow over the term of 13 the charter, which is a surprising thing when I've 14 looked at it, because I've got the impression from 15 staff that we're spending more money than we ever 16 have, we're meeting the needs better than we ever 17 have. But yet we're saving money.</p> <p>18 So as I look at that and I kind of say how 19 are we doing that, you know, these strategic 20 planning meetings, we're efficiently and effectively 21 using our operational dollars. But we're also using 22 federal dollars more effectively. We're 23 supplementing some of those programs.</p> <p>24 We had a backlog of federal funds because 25 we had so much COVID money. We're able to use our</p>	32	<p>1 addition, we have a position for a career educator.</p> <p>2 And we have worked to formalize our 3 policies and procedures, including the 4 responsibilities and roles of our officers. We're 5 really committed to being in -- to staying in our 6 lane for our specific role of fiduciary 7 responsibility and of recruiting and hiring and, 8 then supervising and supporting our CEO.</p> <p>9 But we also work at being in relationship 10 with the school. So we've created positions and 11 responsibilities that every director is engaged, and 12 we are truly a working board.</p> <p>13 We have liaison positions, so we're 14 connected to the equity council, the foundation, to 15 the academic work, and to our parent group.</p> <p>16 So with that, and with our work, even on 17 our agendas for our monthly meetings, we bring in 18 project managers and scholars to make presentations. 19 We rotate between middle school and high school so 20 that we get to see what project-based learning looks 21 like and hear from scholars and project managers 22 themselves to keep us informed for what we do.</p> <p>23 We're committed to transparency and 24 clarity in all of our actions. And while there is 25 always work to be done, we get to do a lot of</p>
31	<p>1 federal funds now to grow things. It's kind of an 2 exciting time to be here, because I feel like we're 3 meeting the needs of our community better than we 4 have before, but we're continuing to grow that 5 balance, which is ultimately hoping to get us to a 6 goal of expanding our campus, building a gymnasium, 7 you know, a cafeteria, you know, completing the 8 whole campus.</p> <p>9 So it's an exciting time to be here. I am 10 fortunate to have joined this team, and I'm excited 11 in five years to kind of report on how we've grown, 12 how these initiatives financially have impacted our 13 school.</p> <p>14 So thank you.</p> <p>15 And I'll turn it over to Dr. Forrester for 16 the governing council.</p> <p>17 DR. JEANNE FORRESTER: Thank you. And 18 just briefly, in the 15 years that the school has 19 been in existence, the governing council has been 20 committed to creating more sustainability and growth 21 in the way that it operates. And I'm happy to tell 22 you we're fully operational. All our seats are 23 filled.</p> <p>24 Our directors represent the two areas that 25 our career paths are established for. And, in</p>	33	<p>1 celebrating.</p> <p>2 Thank you.</p> <p>3 MR. EDWARD GARCIA: Thank you, 4 Dr. Forrester.</p> <p>5 So as our presentation draws to a close. 6 We have one more video to show you. And it kind of 7 takes us back to where the academy started 15 years 8 ago. Being an original hire of the academy as a 9 part-time New Mexico history teacher, somehow I 10 managed to work myself to the privilege of sitting 11 here before you today. It all started with 12 relationships. And I still think that is the 13 lifeblood of our success, relationships, getting to 14 know our staff, our colleagues, and, most 15 importantly, our scholars.</p> <p>16 And we'll finish with Ms. Vollmar and her 17 video.</p> <p>18 (Video is played.)</p> <p>19 MR. EDWARD GARCIA: Thank you for your 20 time this morning. It was an honor and privilege to 21 be here and to share with you all the successes of 22 The ASK Academy, and thank you for your 23 consideration.</p> <p>24 THE CHAIR: Thank you. Comments? How 25 many people do we have?</p>

<p style="text-align: right;">34</p> <p>1 MS. MELISSA BROWN: We have ten people for 2 public comment, three online and seven in the room. 3 So we will start with the people in -- 4 online with Quincy Clark. 5 Please remember to spell your last name 6 for our court reporter and try to keep your comments 7 limited to two minutes. 8 FROM THE PUBLIC: Yes. My name is Quincy, 9 last name, Clark. C-I-a-r-k. I'm in favor. I'm a 10 parent of two students at The ASK Academy, one 11 senior, one tenth-grader. 12 My -- I want to start by saying I have two 13 different types of students. My daughter is a 14 Scholar Government president, HOSA president, 15 National Honor Society president at The ASK Academy. 16 She's also a 4.2 grade point average, currently as 17 of today. 18 The other side of that, I have a student 19 that is dual-sensory. He's hearing-impaired and 20 visually-impaired. He also has a 4.0 grade point 21 average as of today. 22 I have -- I have my daughter. She -- she 23 pushes to strive and pushes herself. My son, on the 24 other hand, he needs pushing. He needs some 25 motivation. And he's gotten it at The ASK Academy.</p>	<p style="text-align: right;">36</p> <p>1 forgot to ask -- oops. I didn't mean to promote you 2 to the panel. Sorry. I forgot to ask, if you all 3 online could turn on your cameras, that would be 4 lovely to be able to see. 5 Next we have Kristina Calder. 6 FROM THE PUBLIC: Hello. My name is 7 Kristina Calder. My son is a scholar at The ASK 8 Academy. This is his third year. My back history 9 with him is prior, we were home learning, 10 homeschooling, and so I was very hesitant to put him 11 into a more public schooling. However, he was very 12 wanting, adamant on wanting to do that. 13 So we chose The ASK Academy. And I have 14 been completely happy. And he is just going to 15 town, thriving. He very much has become confident 16 in himself. 17 The project managers, I believe, have 18 allowed him to change, adjust, add. He loves to add 19 to projects. And they have allowed him to do that. 20 They've listened to his comments and his 21 suggestions, and they take those very much to heart. 22 So he feels confident in his knowledge and confident 23 in himself to speak up. 24 On the other side, I am a very active 25 member of the parent support committee, and I</p>
<p style="text-align: right;">35</p> <p>1 The ASK Academy has worked hard to adjust 2 to his disabilities. Like I said, he's dual -- 3 dual; blind and legally deaf. And they made 4 accommodations. And I don't believe my son would be 5 where he's at today if it wasn't for the school and 6 the leadership roles that they have with the class 7 managers and the students that he's around. They 8 motivate him quite well. 9 My daughter and my son have both been at 10 the middle school, and from sixth grade currently 11 through high school. My daughter will graduate this 12 year. She's already bugging me for financing for 13 college. She's getting ready all the paperwork, and 14 she hasn't even graduated yet. 15 I'm so excited for her. And I'm hoping in 16 the next two years, my son will be in the same 17 position. 18 Like I said, I've got to push him. My 19 daughter eats it up every day. And it makes me 20 proud that the school has pushed my kids and helped 21 my kids. 22 And that's the comments I have for today 23 for The ASK Academy. They wouldn't be where they're 24 at without them. Thank you. 25 MS. MELISSA BROWN: Thank you so much. I</p>	<p style="text-align: right;">37</p> <p>1 appreciate the school. We have access to the 2 administration. If we have comments or concerns or 3 ideas, they're very open to listening to us, working 4 with us. 5 100 percent, the school is open to parents 6 to come and visualize what's happening in the 7 classrooms. We're very active. So I'm definitely 8 in favor of the renewal. And I appreciate The ASK, 9 not only for my son, but for myself as well. 10 Thank you. 11 MS. MELISSA BROWN: Thank you very much. 12 Next we have Heidi Laughlin. 13 FROM THE PUBLIC: Good morning. My name 14 is Heidi Laughlin. Last name is L-a-u-g-h-l-i-n. 15 I am the proud parent of two ASK Academy 16 scholars currently in the seventh and eighth grade. 17 Both of my girls have attended ASK for their entire 18 middle school journey, and at least one of them, if 19 not both, plans to stay at ASK for high school. 20 I'm here today to express my full support 21 for The ASK Academy charter renewal. The ASK 22 Academy's project-based learning approach has not 23 only helped my children grow academically, but also 24 encouraged critical thinking and problem-solving 25 skills.</p>

<p style="text-align: right;">38</p> <p>1 For example, in their Medical Detectives 2 course, my daughter has explored illnesses, 3 diseases, recovery plans, and cures by transforming 4 their classroom into a lifelike clinic, where 5 parents acted as patients while the scholars 6 listened to their symptoms and diagnosed them. 7 In New Mexico History, scholars brought 8 New Mexico's history and culture to life by creating 9 a living map of the Land of Enchantment. The 10 scholars researched and built 91 landmarks that 11 everyone could experience by taking a walking tour 12 of the state. 13 In Green Architecture, my learners -- my 14 daughters investigated and outlined a building plan 15 to build an earth ship using renewable resources to 16 design an eco-friendly and sustainable home, 17 learning about energy conservation and reducing 18 their environmental footprint. 19 In algebra, my daughter led a team to 20 design a more accessible entryway for one of the 21 buildings. This project integrated math, scaling, 22 and lessons on the Americans with Disability Act. 23 In addition to these academic projects, my 24 children also participate in The ASK Academy 25 Creative Writing Club, the Junior National Honor</p>	<p style="text-align: right;">40</p> <p>1 they're also easy to access as well. 2 One of the professors recently reached out 3 to me about something regarding one of my scholars 4 and took the time to walk me through, "Hey, 5 Ms. Bango, this is how you get into the Google 6 Classroom. This is how you do this," step by step. 7 And he gave me some very personalized feedback for 8 my scholar, which was huge -- honestly, was a huge 9 insight for me, and I really appreciated that. 10 One of the other things that, as a parent 11 support committee member, is that we can appreciate 12 how the actual academic team and the leadership team 13 is also very accessible to any feedback we have. 14 They are willing to hear us out. They're great 15 about communication. 16 So, overall, I think it's just -- like, 17 again, hearing the relationships of the school are 18 really something to take on, because relationships 19 is something that, as professionals, we all know are 20 really important to build. 21 Thank you. 22 MS. MELISSA BROWN: Next is one of your 23 children, I presume. Logan Bango. 24 FROM THE FLOOR: Hello, everybody. Can 25 you hear me fine?</p>
<p style="text-align: right;">39</p> <p>1 Society. And they've attended school dances, movie 2 nights, the annual Fall Festival. These activities 3 demonstrate how this charter creates unique 4 opportunities beyond the classroom, encouraging 5 personal growth and development for every student. 6 The positive impact of The ASK Academy 7 stretches beyond individual students. It benefits 8 families in the wider community. I strongly urge 9 you to approve the renewal of this exceptional 10 school's charter so that even more students can 11 experience the same transformative education my 12 children have. 13 Thank you for your time and consideration. 14 MS. MELISSA BROWN: Thank you, Heidi. 15 Next, we have, in the room, Giselle Bango. 16 If you'll come up here, please. 17 FROM THE FLOOR: That's a tough person to 18 follow. Geez. Okay. 19 So my name is Giselle Bango. My last name 20 is B-a-n-g-o. I am here as a parent of two scholars 21 and also as one of the PSC members. And part of 22 what I love about ASK is the relationships. I think 23 you're going to hear that as a theme over and over. 24 The staff is very accessible. Whenever 25 anything comes up, they'll reach out to you. And</p>	<p style="text-align: right;">41</p> <p>1 My name is Logan Bango, B-a-n-g-o. 2 And I like The ASK Academy, because as 3 someone with ADHD, the teachers will help make sure 4 that I do my stuff. And I have a very bad habit of 5 procrastinating, so they make sure I get stuff done, 6 and they'll push me, like Mr. Clark had said. 7 I have a lot of like -- I have a lot, I 8 guess, of not wanting to do stuff. So they want to 9 make sure I do it and will actually -- force me to 10 help me study and make sure I do my work. 11 I feel that they actually care about us 12 compared to other schools, where it feels like all 13 the teachers are just robots. These people will 14 actually talk to us, provide supports. And they'll 15 actually come up to us and see what we need help 16 with. 17 For example I had an essay. And my 18 teacher helped me do it last week during Friday 19 support, and he gave me some revision advice for it. 20 It just feels like they actually care about us and 21 don't just shrug it off like we're just some other 22 students they've been teaching for years. They 23 actually will talk to us and what we need help with 24 and will actually listen to us compared to other 25 teachers.</p>

<p style="text-align: right;">42</p> <p>1 That's what I had to say. Thank you, 2 guys. 3 SECRETARY BECK: He's not alone in 4 procrastination. 5 MS. MELISSA BROWN: Chase Bango. 6 FROM THE FLOOR: Hello. My name is Chase 7 Bango. B-a-n-g-o. What I really like about The ASK 8 Academy is the community that has been built. I 9 know most of the eighth-graders and some of the 10 seventh-graders, even though I don't go to -- I 11 don't have any classes with the seventh-graders. 12 And there are a lot of eighth-graders I don't have 13 classes with. So I'm friends with most of them -- 14 well, "friends" is -- I know a lot of them, like, 15 personally. 16 So I can just talk to anyone, basically. 17 And that's, like, for a lot of people. 18 There's only -- I don't -- only a few people I can't 19 name if I see them. But it's, like, I really like 20 the size of the school, because it makes it so that 21 you don't feel crowded when walking through the 22 halls. 23 And I also really like how the teachers 24 encourage this community, because they have us -- 25 they usually let us have, like, free seating or seat</p>	<p style="text-align: right;">44</p> <p>1 S-k-i-l-l-m-a-n. I'm here in strong support of ASK 2 Academy. I have two stepchildren who are scholars 3 there. 4 I think the most striking thing is when 5 you step on The ASK Academy campus, it's the 6 culture. And you can see it in the way the students 7 interact with one another. You can see it in the 8 way the teachers and administrators interact with 9 one another, as well as the students. 10 And how does this impact the kids? Well, 11 these two scholars that I support, they have 12 different kinds of struggles. As Signe just told 13 you, she has dyslexia. And Theis is very gifted but 14 has attention struggles. 15 And both of them struggled very mightily 16 at previous schools and are really thriving at ASK. 17 And I attribute a lot of that to the culture, 18 because the culture empowers the teachers to make 19 the minor adjustments, as well as the significant 20 adjustments, by being able to communicate with one 21 another and communicate with the administration. 22 The second point I'd like to make is that 23 I've been working at a small biotech that we've been 24 growing for the last 24 years in -- here in 25 Santa Fe, and hiring people with just these kinds of</p>
<p style="text-align: right;">43</p> <p>1 by our friends for the assigned seating. And this, 2 like, encourages the community to be built with our 3 friends and other people that we don't know, 4 because, well, we have to talk to them because we're 5 usually doing projects, because it's a project-based 6 learning school. So that's why I really like The 7 ASK Academy. 8 That's all I have to say. Thank you. 9 MS. MELISSA BROWN: Okay. Taking a stab 10 here. But the consensus is Siné [ph] Madison? 11 Okay. Sorry. Got it wrong. 12 FROM THE FLOOR: My name is Signe Madsen, 13 M-a-d-s-e-n. 14 I'm in seventh grade, and I really like 15 the school because all the project managers are 16 really nice and they let me turn in late. 17 And they help me with my dyslexia, because 18 they know what I need for dyslexia, and they let me 19 use the tools that I need. But in other schools, 20 they just put me in a SAT learning program, which 21 didn't help me at all. 22 MS. MELISSA BROWN: Thank you very much. 23 Jeff Skillman. 24 FROM THE FLOOR: Good morning, 25 Commissioners. My name is Jeff Skillman,</p>	<p style="text-align: right;">45</p> <p>1 backgrounds, working at the interface of biomedical 2 and engineering. 3 And the more we can educate people in 4 these kinds of skills in New Mexico, the better off 5 we are, both as an economy and as a culture. Thank 6 you. 7 MS. MELISSA BROWN: Thank you very much. 8 Robin Almanzar. Don't know how to put the 9 accents on your last name. 10 FROM THE FLOOR: Good morning, 11 Commissioners. My name is Robin Almanzar. 12 A-l-m-a-n-z-a-r. I have a proud scholar of The ASK 13 Academy. She was one of the first ones when they 14 started -- they opened up their sixth grade. She 15 comes from a Catholic school. So I wanted to 16 continue her education. That was very important to 17 me. 18 So I did some research and told my 19 daughter about this school. And she also researched 20 it with me. And I actually took her out of the 21 sixth grade from St. Thomas, and she went to the ASK 22 Academy. 23 And we are very proud of the education and 24 so excited that she has learned so much, because, 25 like I said, that was one of the main reasons. A</p>

<p style="text-align: right;">46</p> <p>1 lot of times when you come from a private school, we 2 feel like you have to pay for that education. So we 3 were so excited to find a charter school that gave 4 that education without us having to pay that high 5 price. 6 It's close to us. It's convenient. And 7 my daughter has excelled tremendously. She is an 8 A-plus student. She's on the honor roll also. She 9 is in the TSA. She -- one of the things I really 10 love is that when she comes home, she shares that 11 she is so comfortable with the project managers. 12 She can talk to them on any level if 13 anything comes up, and they will find answers for 14 her. When there are programs that come out, like 15 there was a program about the Treasury Department, 16 and they could -- they want them to apply for stuff. 17 They help them. It was, like, an internship. And 18 it was for all the schools in Sandoval County, for 19 seniors and juniors. 20 My daughter was encouraged by the 21 principal to apply. She wrote a phenomenal essay, 22 and she got picked. She is learning so much, even 23 just from that program. 24 And they have only picked one senior and 25 one junior from all those schools. So I feel like</p>	<p style="text-align: right;">48</p> <p>1 The courses are engaging and require critical 2 thinking. The project managers are highly capable 3 and caring. The small class size allows for more 4 personalized education and communication. And the 5 style of learning is active and engaging. 6 Last year, as a high school freshman, 7 Cameron wanted to attend our local district high 8 school, Sue Cleveland. Although he had more 9 elective and extracurricular options, I watched as 10 he lost interest in school and struggled to maintain 11 grades, even though the work was not difficult for 12 him. 13 At the first week back at ASK, Cameron 14 came hope excited about the discussions he was 15 having at school. The ASK Academy is a place where 16 Cameron and other bright students can be themselves. 17 It is a place where it's cool to be smart. And it 18 is cool to be smart. 19 But that's the culture. 20 Cameron also enjoys sports such as tennis 21 and basketball and excels as a violinist. 22 ASK is interested in each scholar as a 23 person, as you've heard other people talk about, and 24 they've been helpful and accommodating in his 25 efforts in these other activities.</p>
<p style="text-align: right;">47</p> <p>1 they have really helped her and given her a pathway. 2 And I am totally in favor of the school. She would 3 not be where she is today if we didn't continue that 4 education. And they are helping her get that. 5 Thank you. 6 MS. MELISSA BROWN: Thank you very much. 7 Finally, we have Tamara Jones. 8 FROM THE FLOOR: It's Tamara Jones. 9 I think you're kind of getting a picture, 10 so this may be redundant. Oh. J-o-n-e-s. Tamara 11 Jones. 12 So you may have heard this. You're 13 getting a picture overall. But if you don't mind, 14 I'll read the thoughts I had written down. 15 So I'm here today. Mr. Garcia had invited 16 me to share our experience at The ASK Academy. I'm 17 the mother of a tenth-grade scholar. And we live in 18 Rio Rancho. 19 Cameron, my son, is 15 years old and has 20 chosen engineering as his career pathway. He is 21 particularly interested in aerospace engineering. 22 Cameron has had a gifted IEP since 23 elementary school and has required extra supports 24 and enrichment to meet his educational needs. We 25 feel very fortunate to have found The ASK Academy.</p>	<p style="text-align: right;">49</p> <p>1 Lastly, I just want to emphasize that one 2 size does not fit all. Young people's backgrounds, 3 minds, and personalities are diverse. Our 4 experience at public high school was not one that we 5 would have continued. 6 I'm grateful for The ASK Academy. When 7 students are supported with diverse educational 8 opportunities, it allows them to develop into the 9 best version of themselves, both now and in the 10 future. 11 I'm happy to speak with you here today, 12 albeit briefly, in support of my son's exceptional 13 school. Thank you for your time. 14 MS. MELISSA BROWN: That concludes Public 15 Comment. 16 SECRETARY BECK: Great presentation. 17 Great thoughts. I just got to put it on the record 18 that Mr. Kelly was my assistant coach 20 years ago 19 this year when we won our first state championship. 20 And he also played basketball for UNM, by the way. 21 Just FYI. 22 Great stuff. Really super stuff. 23 I -- I kind of think of Commissioner Burt 24 and Commissioner Carrillo in terms of the expedited 25 renewal. I certainly hear Commissioner Burt. This</p>

<p style="text-align: right;">50</p> <p>1 is -- it's great. And it helps us all. But I also 2 hear Mr. Carrillo where we love having you guys come 3 up and tell us your stories. 4 I'm torn. I'm the diplomat. I'm torn on 5 that. 6 I've referred to Mr. Skillman and 7 Ms. Jones about it's highly evident that you have a 8 great culture going on there, the first school I've 9 heard of that doesn't say "teachers" and "students." 10 And nobody even slips on that, you know. It is 11 scholars and project managers. That's wonderful. I 12 love that. 13 The other thing I like is that you are 14 head-on addressing your math issues. You know, 15 there are schools that have problems but don't have 16 a solid plan to be able to attack those problems. 17 You obviously recognized where your weakness 18 occurred, and you are doing the right thing by 19 attacking that head-on. So I think that's 20 wonderful. 21 The other little piece that I think is 22 great, too, is you said in your professional 23 development, you work really hard on rubrics. 24 You know, I was a teacher for 13 years at 25 Sandia High School, AP U.S. Government and Politics</p>	<p style="text-align: right;">52</p> <p>1 and engineering, stuff like that. Do you track your 2 students in any way after they graduate to see their 3 outcomes after high school? 4 MR. EDWARD GARCIA: We are in the process 5 of developing, through an alumni association, a more 6 consistent method for tracking. It is something 7 that we definitely need to do more of to get a 8 better understanding of exactly what fields they're 9 going into. 10 SECRETARY BECK: I'd be curious about 11 that. Because it seems like you got a real 12 successful track, and I'd be interested to see how 13 many docs you have and how many engineers and things 14 like that. That would be pretty interesting to 15 hear. 16 I'm glad you're an ex-history teacher. My 17 question is what do you do for civics? How do you 18 teach civics amongst all these other STEM classes? 19 MR. EDWARD GARCIA: We obviously meet the 20 New Mexico State standards by teaching New Mexico 21 History, U.S. History, and then Government and Econ. 22 We offer the AP electives. 23 But thanks to the project-based learning 24 approach, especially when I was teaching, I 25 remember, as Ms. Vazquez had discussed, that</p>
<p style="text-align: right;">51</p> <p>1 and all that. And for the 13 years, I never really 2 figured out how to do a good rubric, you know? I'd 3 fake -- honestly, in my mind, I'm thinking "I'm 4 faking this, I'm really faking this." And I would 5 love to have had professional development on a 6 good-quality rubric and how you do it. 7 So I know that helps your scholars. I 8 know that helps your project managers, you know. So 9 that's great. 10 A few little questions here. 11 No. 1: What's your -- if it's a four-day 12 schedule, what's your start time and end time? I'm 13 just curious. 14 MR. EDWARD GARCIA: First period begins at 15 8:00 and dismissal is at 4:00 p.m. It's an 16 eight-hour day, four days a week. 17 SECRETARY BECK: Does that impact 18 athletics, by any chance? 19 MR. EDWARD GARCIA: Excuse me. Athletics 20 in their home district. 21 SECRETARY BECK: Yeah. In Rio Rancho, 22 Cleveland, yeah. Okay. I was curious on that. 23 Real quick, do you ever track your 24 scholars after they -- it sounds like we've got a 25 lot of potential doctors in med school and pre-med</p>	<p style="text-align: right;">53</p> <p>1 whole -- you know, when I was going to school you 2 sat in a row, and, in social studies, you took a lot 3 of notes, and then you'd take that test like every 4 four weeks. 5 One of the things we do at the academy is 6 we try to make history come alive and give our 7 scholars a hands-on approach to using the standards 8 and the curriculum in their classrooms. 9 Is it as engaging as dissecting an 10 alligator or building a robot? It depends. It can 11 be. I think it can be. 12 I think with the support that we offer our 13 project managers through our professional 14 development weekly we really see creative ways to 15 deliver historical content in a hands-on approach 16 for our scholars; so... 17 SECRETARY BECK: Okay. So just want to 18 make sure that's covered for sure. 19 Here are two other questions I have. 20 I noticed on the Vista report that your 21 college and career was at 36.2 percent, where the 22 State average is a 53.6. Do you have an explanation 23 for that or what's going on with that? 24 MR. EDWARD GARCIA: I do, Commissioner. 25 The data is incorrect. And there's a note -- and</p>

<p style="text-align: right;">54</p> <p>1 I'm not -- yeah. Please don't misunderstand. I'm 2 not suggesting your data is incorrect. I'm 3 suggesting that the information that's being cited, 4 that data is incorrect. And there's a note on that 5 on the site.</p> <p>6 Ms. Vazquez has put in a lot of effort in 7 very friendly discussions about understanding how 8 the data worked out that way. And I've had those 9 discussions as well. The data is not correct.</p> <p>10 SECRETARY BECK: Okay. Based on 11 everything I've heard for the last 45 minutes or 12 hour, I would think that that's probably not 13 correct.</p> <p>14 On the equity issue, you know, you talk 15 about a little bit of -- I think you were referring 16 to a bullying kind of issue or a -- issue amongst 17 students. I would think that this is a highly 18 competitive program, and so that would be naturally, 19 you know, a situation where you might run into that. 20 I appreciate you hitting that head-on.</p> <p>21 The one that I'm curious about is the 22 indigenous efforts you're going to make. I'm 23 looking at the demographics here. And you are 24 3 percent Native American. And you do have a lot of 25 Native American communities around you, needless --</p>	<p style="text-align: right;">56</p> <p>1 that were going to recommend to the CEO. But the 2 first one is is to have a stipend position within 3 the school who will be making those connections with 4 those liaisons to provide more of the education, 5 because I think that's limiting.</p> <p>6 We did bring up transportation. But 7 again, we had (audio distortion) say to us, "We have 8 the funding. We can make that happen."</p> <p>9 So that might be a constraint for other 10 scholars, but not so much the indigenous population 11 around us.</p> <p>12 SECRETARY BECK: Yes. Because I think 13 that's a pretty important effort to put forth with 14 that. And, you know, we sometimes talk up here 15 about what we call a chilling effect. And, you 16 know, that can be an impediment to, you know, some 17 of the people that would want to come on board to 18 where you are.</p> <p>19 Because I understand you're six through 20 twelve, so you get a lot of students probably in 21 sixth grade that need some remedial work in order to 22 be able to be successful there.</p> <p>23 So -- but I think that's a -- I think 24 that's a worthy endeavor, because you have a lot of 25 opportunity with those indigenous populations to</p>
<p style="text-align: right;">55</p> <p>1 you know, Zia and Santa Ana, Sandia, you know, a lot 2 of -- do you have transportation?</p> <p>3 Is there any transportation mode there?</p> <p>4 MR. EDWARD GARCIA: No, we don't, 5 Commissioner.</p> <p>6 SECRETARY BECK: Are you thinking about 7 doing that? Or is that in anybody's plans, by any 8 chance, to be able to connect with those -- the 9 pueblos or anything?</p> <p>10 MS. JANISSE VAZQUEZ: So I'm glad you 11 brought that up. That was other main conversation 12 in our equity council meeting earlier this week.</p> <p>13 And they actually have funding to provide 14 transportation to the academy. What -- some of the 15 liaisons are telling us -- because we're trying to 16 recruit from the pueblos -- they -- I don't want to 17 say discourage. But right now their main concern is 18 our passing rate for courses is 70 percent and 19 above. And our message is that's right, and they 20 can certainly meet those standards like any other 21 scholar.</p> <p>22 So it's more about understanding what we 23 have to provide to lift them so that they can be 24 successful within our school.</p> <p>25 And so the advisement -- and we had five</p>	<p style="text-align: right;">57</p> <p>1 really thrive in what you're doing.</p> <p>2 Okay. Well, it's wonderful. It's great. 3 Great to see Pat again, for sure. I fully intend to 4 come visit there sometime. I'd like to do that. 5 And I thank you guys for coming up.</p> <p>6 MR. EDWARD GARCIA: Thank you, 7 Commissioner.</p> <p>8 THE CHAIR: So thank you. I mean, this is 9 absolutely a school that anyone certainly can 10 support. And I really appreciate the level of 11 support and thought that went into your COVID years, 12 because we have so many schools -- across the 13 nation, because of COVID, we couldn't test. We 14 don't know what they did.</p> <p>15 I went to the NACSA conference in '23, and 16 there was a school district that was there that did 17 a presentation and said, "Our kids did better during 18 that time, because these are the supports, and this 19 is what we did. And, yes, it was tough to do 20 testing, but we figured it out, and we were -- maybe 21 it wasn't as accurate as you may want it, but we 22 were -- you know, we were getting scores, and we 23 could build supports."</p> <p>24 And you persevered through that better 25 than certainly most. And I really do appreciate</p>

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1 that.

2 How long -- what's your -- how long are

3 your class periods during the day?

4 MR. EDWARD GARCIA: Sixty-eight minutes.

5 THE CHAIR: Okay. I did project-based

6 learning. So -- and I know how hard this is. I

7 know how hard this is to do it with fidelity and how

8 hard it is to do it right. And I was fortunate -- I

9 was doing it within a big school that wasn't PBL.

10 So it was so much challenging -- and history

11 teacher.

12 So, you know, and did a lot of co-teaching

13 with an English teacher. But we did it -- we had

14 90-minute classes. So that -- you know, it help --

15 I did it in the 60. When we did it to the 90, it

16 was like I was in heaven, because you could do so

17 much.

18 So I appreciate. And I know when you do

19 it and you do it well, you get the results that you

20 get, because the student engagement is just so much

21 higher.

22 And the sense of community that you've

23 built in the school is just incredible. And it's

24 one -- you're one of those schools that you say, "I

25 want everyone to be able to -- this is what school

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1 should feel like for all kids," you know. And it

2 shouldn't just be these very fortunate that get to

3 go to this school that get this experience.

4 Not that in many -- I mean, we're very

5 fortunate because the overwhelming majority of our

6 schools, that's what the families are coming and

7 saying in public comment.

8 "We've built a community. They care about

9 our students. They know who our children are, not

10 just within the framework of that class time period.

11 And it is this incredibly strong community."

12 And Commissioner Beck asked about the

13 transportation. And I saw that you didn't do

14 transportation. And you don't do food?

15 MR. EDWARD GARCIA: That's correct. We

16 don't have -- we don't have a cafeteria,

17 necessarily, to offer food services. So what we do

18 have is a food truck on campus Monday through

19 Wednesday. And then our parent support committee

20 offers Dion's pizza on Thursdays.

21 THE CHAIR: Okay. Because when I look

22 at -- when I look at your demographics, you fall

23 substantially short with economically disadvantaged

24 and your students with disabilities. And I'm just

25 wondering if the fact that there's not food and

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1 there's not transportation -- and I know you touched

2 on that with the indigenous communities. But with

3 the entire community as a whole, it's a barrier to

4 many families when -- and I -- so what do you do

5 about breakfast?

6 So breakfast is -- because I thought it

7 was a State mandate that you had to do free

8 breakfast.

9 MR. EDWARD GARCIA: No. No. If you

10 have --

11 THE CHAIR: Isn't that -- am I wrong?

12 DR. BRIGETTE RUSSELL: Chair Gipson, the

13 mandate is if you serve lunch, you also have to

14 serve breakfast.

15 THE CHAIR: Thanks. Okay. So to me,

16 that's -- the ability to be able to offer this

17 programming to -- because I -- kind of hit on it in

18 a way, that I fully support the -- the concept that

19 you have to pass by 70. And I understand you've got

20 the supports to help the students.

21 But the messaging maybe isn't getting out

22 to the community for those supports, as you

23 mentioned, so that there's folks out there that are

24 saying, "My kid can't go there," you know.

25 And they -- "My kid can't go there because

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1 the -- you know, the lunch opportunities aren't

2 there," because they need the availability of the

3 free lunch program.

4 And, therefore, also, the breakfast,

5 because we know that kids learn when they're not

6 hungry. And that's certainly a common unfortunate

7 problem in New Mexico.

8 So that's my only somewhat concern with

9 this, you know, that there's not that -- I wish more

10 kids would see this school as that opportunity to be

11 able to go there, to be able to, you know, engage in

12 this incredibly successful program, which I guess

13 leads to the question, too, what are you looking at

14 in terms of the next five years in terms of

15 expansion?

16 MR. EDWARD GARCIA: Expansion around the

17 food program? Or --

18 THE CHAIR: No, your student population,

19 your building, so that maybe that would also help

20 with you being able to provide food services better.

21 MR. EDWARD GARCIA: Okay. So when we look

22 at our expansion options, we are currently in the

23 process of adding another building to our property,

24 which would include a cafeteria and a gymnasium.

25 We're currently looking at cost and design to

<p style="text-align: right;">62</p> <p>1 possibly have something like a warming kitchen 2 there, which may give us some more flexibility to 3 participate in different lunch programs. 4 When it comes to our enrollment number, 5 we're going to stay right around this 550 to 600 6 number. 7 But I do see your point, Madam Chair, 8 about, well, with these lunch options, it may change 9 the dynamics of that lottery process for students 10 who may say, "Oh, well, there is a free lunch and 11 breakfast or a transportation option going forward." 12 So over the next five years, that's the 13 path we would like to get on with the additional 14 facilities all on the same property, which will 15 given us some more flexibility. 16 THE CHAIR: Thank you so much. Yeah. 17 Did you want to go? Okay. Alan wants to 18 go also. I didn't know if your hand was up or not. 19 So Commissioner Burt and then Commissioner 20 Brauer and then Commissioner Carrillo. 21 COMMISSIONER BURT: Hey. Good morning, 22 Dr. Garcia and ASK Academy team. It's good to see 23 you all. 24 I mean, yeah, this -- it's -- this is -- 25 once again, I appreciate schools like this, because</p>	<p style="text-align: right;">64</p> <p>1 see internally with project-based learning and the 2 outcomes that you're seeing on those rubrics that 3 are developed internally? And is that -- like, do 4 you see -- if it gets -- you know, trends across 5 that, does that equal trends across your assessment 6 results? 7 Or can you talk about any correlation 8 between how the project-based learning -- and does 9 it correlate to those outcomes you're seeing on the 10 State assessment? 11 MS. JANISSE VAZQUEZ: Certainly. Great 12 question. So I think often when we think of 13 project-based learning, we forget that there is a 14 standard that has to align with each project. 15 Sometimes in a more traditional school, which I 16 worked at for many years, some of these projects are 17 the fun projects that teachers are interested in and 18 don't necessarily equate to, "Hey, I learned this 19 content as required by the State." 20 And so here, when we are creating these 21 projects, the first thing we're looking at is those 22 standards. What content will these scholars gain? 23 But, then, again, along with that content, what 24 other skills? And the great thing about 25 project-based learning -- right? -- as was stated is</p>
<p style="text-align: right;">63</p> <p>1 it makes the job as an authorizer really easy to be 2 able to continue supporting a renewal, no 3 conditions. So it is just going to be questions 4 that I have. 5 And I do appreciate -- Dr. Garcia walked 6 me around the school. I got to see some of the 7 kids, the classrooms, the robotics -- some of the 8 cool equipment they have in their school. I mean, 9 it is incredible and a great benefit to my district 10 and to the community around here. 11 Okay. So one of the things I want to -- 12 this is actually, like, a really positive thing -- 13 is oftentimes I'll hear people -- or schools who 14 really have that focus on project-based learning, 15 they -- oftentimes I'll hear them struggle with 16 accountability because I -- they -- they -- I just 17 hear that, you know, it just doesn't quite translate 18 to standardized assessments, and, you know, it's 19 hard to capture the learning in project-based 20 learning, and it doesn't really translate to, you 21 know, outcomes on the State assessment or things 22 like that, which, obviously, is not the case for 23 your school at all. 24 Can you talk a little bit about how you 25 see -- or is there any correlation between what you</p>	<p style="text-align: right;">65</p> <p>1 that you can work with so many different contents to 2 bring it to life. 3 So, regardless, if you're doing PBL in a 4 science course or in a math course, you are going to 5 bring in communication. You're going to bring in 6 reading and writing, and so many other skills that 7 they will then showcase on those assessments. So 8 there is a 100 percent correlation between PBL and 9 our scores. 10 COMMISSIONER BURT: Okay. I appreciate 11 that, because I do think -- would like to explain, 12 "Yeah, focus on the standards, teach the standards, 13 teach them however you want." 14 Honestly, that's how I do the autonomy of 15 charter schools. Teach the standards however you 16 want to do it, and then it should just show up -- 17 you shouldn't have to stress about the test. Those 18 outcomes just naturally show up when they get 19 assessed generally. 20 So I appreciate that. And I look forward 21 to being able to use you as an example of heavy 22 project-based learning. That's the primary method 23 of instruction, so much so that their teachers are 24 called project managers; right? Like, just to 25 reinforce, which also, as a former English teacher,</p>

<p style="text-align: right;">66</p> <p>1 you know, language is so important.</p> <p>2 And so it does set an attitude and tone</p> <p>3 around the relationship of, you know, teachers and</p> <p>4 students being project managers and scholars. Just</p> <p>5 the -- the language alone really is indicative of</p> <p>6 the demeanor of the school and the students. And it</p> <p>7 makes sense, and I appreciate it.</p> <p>8 Okay. So my only -- the one thing that I</p> <p>9 saw in your data -- I mean, it's not concern,</p> <p>10 because it's high. But it's the one space where the</p> <p>11 district is outperforming ASK Academy. And that's</p> <p>12 in your graduation rates.</p> <p>13 So can you talk a little bit about --</p> <p>14 which, once again, you're not super low by any</p> <p>15 means. But, also, I mean, 2022 is 79 percent, which</p> <p>16 is barely above the State average and significantly</p> <p>17 lower than Rio Rancho schools, which I won't -- can</p> <p>18 you talk a little bit about -- and then I did see</p> <p>19 your five-year graduation rate go up pretty well.</p> <p>20 So I don't know if it's just the higher</p> <p>21 expectations and the passing classes? Or maybe I</p> <p>22 shouldn't give pretend reasons and let you tell me</p> <p>23 about your graduation rates.</p> <p>24 MR. EDWARD GARCIA: Sure. So there are a</p> <p>25 couple of different reasons. I think one of the</p>	<p style="text-align: right;">68</p> <p>1 scholars as well in a positive way.</p> <p>2 Also, I would just want to, for the</p> <p>3 record, make clear. I do not have a doctorate in</p> <p>4 education. I do have a master's degree in</p> <p>5 educational leadership that I am proud of. And I</p> <p>6 will consider a doctorate down the road. But I do</p> <p>7 not have one yet.</p> <p>8 COMMISSIONER BURT: I'm putting it into</p> <p>9 the universe then. Okay.</p> <p>10 MR. EDWARD GARCIA: Create the positive</p> <p>11 energy.</p> <p>12 COMMISSIONER BURT: So that's what I -- I</p> <p>13 do think a lot of times context does help with</p> <p>14 numbers, and especially because it -- like, to me,</p> <p>15 generally, a school like yours, I would expect all</p> <p>16 of your seniors to be graduat- -- like, I don't see</p> <p>17 kids dropping out of this school generally.</p> <p>18 So -- and I know the shared accountability</p> <p>19 is what your model of graduation rates is, what</p> <p>20 you're kind of alluding to. So if a student is in</p> <p>21 your school senior year, how many of those kids are</p> <p>22 you generally graduating?</p> <p>23 MR. EDWARD GARCIA: Oh. When they</p> <p>24 start --</p> <p>25 COMMISSIONER BURT: Yeah. Or if they</p>
<p style="text-align: right;">67</p> <p>1 things, when you take a look at the academy, as</p> <p>2 Madam Chair mentioned, our pass rate of 70 percent</p> <p>3 impacts sometimes students' plans after their</p> <p>4 sophomore year as to what may be next.</p> <p>5 When we look at supporting our scholars,</p> <p>6 that support starts in the sixth grade on up. But</p> <p>7 there comes a point where, when you look at those</p> <p>8 electives, as I mentioned earlier in the</p> <p>9 presentation, sometimes there's a realization that,</p> <p>10 if biology wasn't for me, I don't see how Medical</p> <p>11 Detectives works next; like, that's just those</p> <p>12 conversations that are being had.</p> <p>13 I also think when you look at our</p> <p>14 graduation rate, it's not always impacted by</p> <p>15 something negative. Sometimes there are scholars</p> <p>16 that are excelling in athletics that do decide that</p> <p>17 they need to go to a Cleveland or a Rio Rancho to be</p> <p>18 in their district for their zero-hour sports and</p> <p>19 those different things as they become juniors and</p> <p>20 seniors in later years.</p> <p>21 That is why we do see that increase in the</p> <p>22 fifth year, and there is a little bit of a</p> <p>23 difference.</p> <p>24 So it's a mixed bag. It's not always</p> <p>25 something negative. It's sometimes what's best for</p>	<p style="text-align: right;">69</p> <p>1 continue all the way through, they're there senior</p> <p>2 year, what does that graduation rate look like of</p> <p>3 students who kind of stay at ASK and don't leave?</p> <p>4 Do you know?</p> <p>5 MR. EDWARD GARCIA: Yeah, sure. With our</p> <p>6 senior class, there may be a small number that may</p> <p>7 not and may be pushed to the fifth-year plan. What</p> <p>8 we're talking about are seniors that started on</p> <p>9 August 1st.</p> <p>10 Let's say there's 55. We will get 50 to</p> <p>11 51 across the stage for that year, and then two or</p> <p>12 three maybe on the fifth-year plan or an Edgenuity</p> <p>13 course over the summer, where we'll do a graduation</p> <p>14 ceremony for them in August or something like that.</p> <p>15 COMMISSIONER BURT: Yeah. Okay. That</p> <p>16 makes sense. Yeah, that was it. I mean, once</p> <p>17 again, I'm just -- this is a school I'm incredibly</p> <p>18 proud of. Ditto everything that Chair Gipson said</p> <p>19 about the -- you know, the perception of families</p> <p>20 feeling like they have that opportunity to be at the</p> <p>21 school, that it's not so elite for them to be able</p> <p>22 to attend as well.</p> <p>23 Because I know those kids that are</p> <p>24 furthest from opportunity could benefit maybe the</p> <p>25 most from a school like yours that really actualizes</p>

70	<p>1 their dreams and turns it into reality. And so just</p> <p>2 making sure every family in the area really feels</p> <p>3 like they have a space as long as their number gets</p> <p>4 drawn in the lottery; right?</p> <p>5 So not wanting to preclude anyone from</p> <p>6 wanting to even apply to your lottery because they</p> <p>7 feel like they can't fit in this some way or</p> <p>8 another.</p> <p>9 So I'm glad the equity council is looking</p> <p>10 at that, considering that, and providing</p> <p>11 recommendations, really, through that lens, which is</p> <p>12 the point of them. And I know the administration</p> <p>13 and the governing board are very receptive to</p> <p>14 recommendations and grateful for that as well.</p> <p>15 So congratulations on another great five</p> <p>16 years. To have that clean slate this last -- you</p> <p>17 know, this last school year, you know, just complete</p> <p>18 greens, makes -- once again, thank you for making</p> <p>19 the job so easy on this side to be able to</p> <p>20 confidently support you into the future.</p> <p>21 MR. EDWARD GARCIA: Thank you.</p> <p>22 THE CHAIR: Thanks. Commissioner Brauer.</p> <p>23 COMMISSIONER BRAUER: Thank you, ASK team.</p> <p>24 I'm in between microphones. I'm not sure which one</p> <p>25 I should use, kind of like how you all feel.</p>	72	<p>1 with disabilities as part of your school as is seen</p> <p>2 in Rio Rancho Public Schools.</p> <p>3 I think that's a fair goal to make that</p> <p>4 happen. And the moral imperative that I feel is</p> <p>5 that when I look at your most recent data with</p> <p>6 economically disadvantaged students especially,</p> <p>7 you're tracking above the State and above Rio Rancho</p> <p>8 in almost all three of the areas. I think one,</p> <p>9 you're above in math for economically disadvantaged,</p> <p>10 but slightly below Rio Rancho. So above the State,</p> <p>11 slightly below. But you're above the State and</p> <p>12 Rio Rancho proficiency scores in economically</p> <p>13 disadvantaged students.</p> <p>14 With Native American students, the only</p> <p>15 one that's not masked, you're above State averages</p> <p>16 for that as well.</p> <p>17 So there is a moral obligation there. I</p> <p>18 think that I would -- and it's awesome for you all</p> <p>19 to do true tribal consultation and go beyond what's</p> <p>20 asked or -- there's very little that's being asked</p> <p>21 for schools to reach out to tribal leaders and do</p> <p>22 consultation.</p> <p>23 And so true partnership and true</p> <p>24 co-creation I think is what really is the -- the</p> <p>25 request and the spirit behind consultation. So I'm</p>
71	<p>1 Thanks so much for the work you all do.</p> <p>2 So this is the first time in my -- in my work that I</p> <p>3 actually work with a person that works at my farm</p> <p>4 that all three of his children go to your school.</p> <p>5 And so I have had a chance to work with him and hear</p> <p>6 about why he chose ASK. He speaks very highly of</p> <p>7 the impact that you all as leaders have on the</p> <p>8 welcoming his -- his -- his kiddos into your school.</p> <p>9 And just the overall communication and the focus in</p> <p>10 on the academics is something that really drives him</p> <p>11 and his wife to have his children go to your school.</p> <p>12 And this is a person who I entrust a lot</p> <p>13 with -- you know, because he's doing the work I</p> <p>14 normally do right now so I can be up here with</p> <p>15 ya'll. So that means a lot to me.</p> <p>16 I think your school -- and as Commissioner</p> <p>17 Burt cut to the chase, five years, I wish we could</p> <p>18 do an extended time with you all, but also an</p> <p>19 opportunity to think about, like, what's next. So I</p> <p>20 have a couple of questions. I won't beat around the</p> <p>21 bush. I'll echo the Chair and Commissioner Burt. I</p> <p>22 think there is a moral obligation for y'all to think</p> <p>23 about how do you increase -- at least get to the</p> <p>24 level of percentage of students of economically</p> <p>25 disadvantaged, Native American students, students</p>	73	<p>1 really -- thank you very much for taking that on.</p> <p>2 So one question I have -- well -- and the</p> <p>3 other thing I just want to say, I think it's awesome</p> <p>4 that 70 percent is the passing. Because, you know,</p> <p>5 that's -- that's what -- I -- you know, when we set</p> <p>6 an expectation like that, you reach that</p> <p>7 expectation.</p> <p>8 So my first question is how many students</p> <p>9 do you feel don't reach that expectation and then</p> <p>10 kind of move on, versus -- it seems like almost</p> <p>11 everyone kind of meets that. I'm assuming there's</p> <p>12 not very many students who choose not to come back</p> <p>13 to you during their time because they're, like,</p> <p>14 failing out, or it's not the right fit.</p> <p>15 So I wanted to just -- you mentioned a</p> <p>16 little bit earlier, Mr. Garc- -- or Dr. Garcia --</p> <p>17 MR. EDWARD GARCIA: No, no, no.</p> <p>18 COMMISSIONER BRAUER: -- some of the</p> <p>19 students choose, in tenth grade, to go to another</p> <p>20 school. But I'm assuming, just given what your</p> <p>21 enrollment is, it doesn't seem like -- that's not</p> <p>22 the norm. I wanted to hear a little bit more</p> <p>23 about -- is that an issue that students aren't</p> <p>24 meeting the bar? Or given all the resources that</p> <p>25 you're providing to them, you meet them where they</p>

<p style="text-align: right;">74</p> <p>1 have are, and they excel? 2 MR. EDWARD GARCIA: Sure. So our 3 intention is always to meet all of our scholars 4 where they are and to help them excel. 5 Now, there are situations where, like I 6 mentioned, sometimes there is a situation where the 7 scholar really is struggling with the content. 8 Because of the way the electives are set up, it is 9 heavy in STEM. 10 There are a few history teachers here. 11 When I was a history teacher -- I was a history 12 major in college, I have my bachelor's degree in 13 history -- STEM was not my forte. It -- it was not. 14 So as you go through the process, and you 15 see all of the work that a scholar may be putting in 16 and finding success, they may say, you know, I'm 17 really looking more for, like, the criminal justice 18 classes or a social issues class, and that may be 19 one reason why they decide to transfer. 20 There are other scenarios where the 21 scholars may participate in band and orchestra. We 22 heard from a parent earlier today where their 23 scholar plays an instrument. 24 As you get into the upper grade levels in 25 the district, there is more asked of you to where</p>	<p style="text-align: right;">76</p> <p>1 help them find the success that they want for 2 whatever their future might be. 3 And then there are some of them that want 4 to be the best history teacher in the world, and 5 it's really hard to get them into flight and 6 engineering. 7 COMMISSIONER BRAUER: Thank you for that. 8 Thank for you that description. 9 The other question I had -- I love the 10 work-based learning, or the internships that you 11 have, the different models. 12 I was just curious. Why not Intel and why 13 not Sandia? 14 I was just curious -- not to give you more 15 work. But I didn't see them -- when I looked at 16 your slide and your information -- actually, before 17 I asked this question I did a Control-Find. 18 Am I missing this? Because it seems those 19 two would be ones I would expect, because I know 20 both of them have good programming with schools. So 21 I just wanted to hear -- 22 MR. EDWARD GARCIA: That's a problem in 23 our engineering pathway. We're still working on 24 that. When we're looking at the labs and Intel, the 25 security problems to grant the shadowing is really</p>
<p style="text-align: right;">75</p> <p>1 band practice happens during the school day now, and 2 marching band has trips, and athletics has zero-hour 3 practice, to where they look at it and they say, 4 "Well, I'm doing all right here at ASK. But 5 scholarship does pay college tuition, too, and 6 there's an opportunity for me to do that somewhere 7 else." 8 There are a handful of scholars where it 9 may be difficult. The amount of extra help we're 10 giving, the tutoring, the peer-to-peer tutoring, the 11 one-on-one, where it's not the right fit, because 12 mathematically, 70 is the pass score for credit. 13 And the district, it's 60. 14 If you've been working really hard and 15 you've got 64s and 67s, numerically, and you start 16 to do the math towards graduation, it's, like, you 17 know what? You can graduate on time. 18 So those are some of the challenges we 19 face. 20 But I don't -- I shouldn't use the term 21 "challenges." I think those are some of the 22 realities that we deal with. And we do our best to 23 meet each of those students where they are, whether 24 it's to meet their needs and desires for the 25 extracurricular or support them in the content to</p>	<p style="text-align: right;">77</p> <p>1 difficult to get through security clearances to do 2 that. 3 When we look at the bio-med shadowing, the 4 scholars have an opportunity to see bio-med from top 5 to bottom. It's not always about patient 6 confidentiality, but it's about how are they 7 structuring hospitals, layouts, operations of a 8 hospital, procedures, radiology? We've been working 9 into this concept of getting into the labs, whether 10 it's through Sandia and through Intel and working 11 with the Intel Corporation, which is right down the 12 street from us. 13 It's been an uphill battle. But there's 14 been a lot of effort in support with our governing 15 council members and connections in some engineering 16 firms. We are trying to expand that more on the 17 engineering side as well; so... 18 COMMISSIONER BRAUER: Okay. Thank you. 19 Awesome. That's my only other question. 20 I wanted to say -- your scholars just 21 left, and I should have started with this, to thank 22 them for their courage and their smarts to come up 23 and speak with us today. So, please -- I know 24 that's on the record. But please share that from 25 the Commission, that we really appreciate it.</p>

<p style="text-align: right;">78</p> <p>1 MR. EDWARD GARCIA: Thank you.</p> <p>2 COMMISSIONER BRAUER: We're used to having</p> <p>3 a full room this week of students, but they did</p> <p>4 their fair share. So thank you.</p> <p>5 SECRETARY BECK: I want to say real quick,</p> <p>6 Pat, if you're having challenges with getting into</p> <p>7 Intel, my son-in-law is pretty high up there at</p> <p>8 Intel. He might be able to help this out a little</p> <p>9 bit. Contact me if you need to.</p> <p>10 THE CHAIR: Commissioner Carrillo.</p> <p>11 VICE CHAIR CARRILLO: Thank you. Thank</p> <p>12 you very much for coming up. One of the families</p> <p>13 that left, I made a point to thank them, the Madsen</p> <p>14 family. Just -- it means so much to us when kids</p> <p>15 come, and parents, and talk to us. Big deal.</p> <p>16 The -- so -- and when Ms. Burt was asking</p> <p>17 about the grad rate and everything else, I said,</p> <p>18 "Sure, it's higher in these districts." You can</p> <p>19 graduate with a D, you know. You can walk.</p> <p>20 I mean, I know schools and districts that,</p> <p>21 to get kids across the stage during COVID, they</p> <p>22 basically just took F kids, had them take some</p> <p>23 Edgenuity to get a D so they could walk.</p> <p>24 I mean, that's deplorable that we allowed</p> <p>25 that to happen. And I know factually that that</p>	<p style="text-align: right;">80</p> <p>1 really upsetting everybody, because teachers are now</p> <p>2 having to learn a whole new thing, and parents are</p> <p>3 angry because the way something is done, they can't</p> <p>4 help their kid. Not that they could at your school,</p> <p>5 anyway, because it's so -- I couldn't.</p> <p>6 But it's -- so thank you. Because it's</p> <p>7 the continuity. And it sounds like -- let's see. I</p> <p>8 know I wrote down your name, Dr. Forrester. It</p> <p>9 sounds like you have a good deal of continuity on</p> <p>10 your board. Is that -- okay.</p> <p>11 Just -- you're never on our agenda. So</p> <p>12 anytime that's -- that's good, you know. So if we</p> <p>13 only get to see you once every five years, that's</p> <p>14 fantastic. And we'll see you at conferences. So</p> <p>15 I'm always happy to hear that.</p> <p>16 So the lunch -- well, I'm -- I'm on your</p> <p>17 website right now. And there is the page that is</p> <p>18 the ASK STEM -- I'm laughing because you and Ohio</p> <p>19 State. "The ASK Academy" because Ohio State</p> <p>20 trademarked the "The" at Ohio State. "The ASK</p> <p>21 Academy."</p> <p>22 So I'm on your website. And the page</p> <p>23 that, "Is the ASK STEM program right for your</p> <p>24 child?"</p> <p>25 We've had some schools, one in</p>
<p style="text-align: right;">79</p> <p>1 happened and schools that it happened at.</p> <p>2 So I love that it's a C.</p> <p>3 When I was on -- before I did this this</p> <p>4 last four years -- and Lord have mercy, I have four</p> <p>5 more -- I was on the school board for Santa Fe</p> <p>6 public schools. And I floated the idea for a while</p> <p>7 of eliminating D's in the district. Because that's</p> <p>8 been done in different places in the country. Just</p> <p>9 raise the damn bar.</p> <p>10 People go -- they'll get better. They'll</p> <p>11 do what's expected of them. It didn't go over very</p> <p>12 well. Hence -- needless to say.</p> <p>13 So, Ms. Vazquez, you -- I -- I am glad</p> <p>14 that, straightaway, you said, "No Flavor of the</p> <p>15 Month."</p> <p>16 I mean, I see that as being a huge problem</p> <p>17 in public ed in general is that some new curriculum</p> <p>18 comes along. We're doing -- I remember it was</p> <p>19 Treasures. When my son was in the fifth grade --</p> <p>20 no -- when I started to get involved on the board, I</p> <p>21 guess he was even younger. But there's the</p> <p>22 Treasures program in schools.</p> <p>23 Everybody hated it. But it's, like, it</p> <p>24 came along, and just as quickly as it came along,</p> <p>25 people really hated it, and then it left. So you're</p>	<p style="text-align: right;">81</p> <p>1 particular -- I don't mind naming them -- the AIMS</p> <p>2 school -- where the lottery process is such that it</p> <p>3 really does dissuade a family from getting -- you</p> <p>4 know, applying to the school.</p> <p>5 And the term that was used, the chilling</p> <p>6 effect. And that's a term that's used within civil</p> <p>7 rights; right?</p> <p>8 And I'd just ask you to be -- there's</p> <p>9 nothing in here that -- you know -- and they're</p> <p>10 leaving the State, by the way. They're going to</p> <p>11 Albuquerque to get recertified.</p> <p>12 But be cognizant of that, because,</p> <p>13 especially in the lottery process, you know, a</p> <p>14 parent might read this and think, "Oh, I don't know</p> <p>15 if my child is up for this," even though their</p> <p>16 child, in another type of district school, might be</p> <p>17 gifted and doing really well, I would just want</p> <p>18 somebody not to go through the lottery because of</p> <p>19 anything that may be on your website.</p> <p>20 And you'll just make that judgment. Could</p> <p>21 this be kind of dissuading somebody from -- just</p> <p>22 taking the step to see if this could be right.</p> <p>23 Because it's amazing sometimes what happens with a</p> <p>24 kid when they're a scholar, when they're treated a</p> <p>25 certain way and given a certain opportunity. And</p>

<p style="text-align: right;">82</p> <p>1 they -- they flourish, like, become who they are. 2 So I just ask you to be conscious of that. 3 What are you planning to do on a lunch 4 program? 5 Ms. Russell, don't you have -- isn't this, 6 like, next year, not this fall, but maybe where 7 you've got to have -- oh, that's -- oh, my gosh. 8 That's in a month. 9 (Off-mic discussion.) 10 SECRETARY BECK: So for the following 11 year, that's mandated, isn't that, for all schools? 12 DR. BRIGETTE RUSSELL: Yes, Commissioner 13 Carrillo. 14 VICE CHAIR CARRILLO: So do you have a 15 plan for that yet? 16 MR. EDWARD GARCIA: It's a mandate? 17 No, it's not a mandate. 18 DR. BRIGETTE RUSSELL: Okay. Chair 19 Gipson, Commissioner Carrillo, if -- Ms. Rowe, do 20 you have more? 21 MS. CHERYL ROWE: I don't have it in front 22 of me. Sorry. But there's a little bit of a -- 23 there's a little bit of confusion around it. 24 Because if you've already got a federal 25 school lunch program, then you're required. But if</p>	<p style="text-align: right;">84</p> <p>1 the house, they can pick up this person on the 2 way -- we're making transportation an issue in this 3 next legislature, this body is, as well as many 4 New Mexico school boards. 5 So if that's something that interests you, 6 it would be great to come to a hearing or two and 7 come to the Legislature and say, you know, "Every 8 kid -- it's an equity issue. Every kid should be 9 able to get to school." 10 Parents have kids all over the valley; 11 right? It becomes challenging. So maybe take a 12 look at that. I was really happy that you said kids 13 in band and music at your school. I was going ask 14 about. 15 MR. EDWARD GARCIA: We don't offer a music 16 program. We offer art in the eighth grade, as well 17 as in the high school this year, we offered art as 18 an elective. When students want to participate in 19 band or orchestra, they do that in their home 20 district. 21 VICE CHAIR CARRILLO: Excellent. So in 22 the -- refer to my notes for public comment right 23 now. 24 There was definitely a theme around 25 scholars feeling very supported by their project</p>
<p style="text-align: right;">83</p> <p>1 you don't, then you're not. Anyway, it's not clear, 2 to me at this point, in the way it's written. 3 DR. BRIGETTE RUSSELL: I don't believe 4 it's -- and I think this is something that -- I 5 don't know how recently the PEC's food service 6 subcommittee has met. But I think CSD needs to do 7 our research next week, and that subcommittee should 8 probably meet fairly soon. 9 VICE CHAIR CARRILLO: Okay. 10 DR. BRIGETTE RUSSELL: We can clarify -- 11 we can try to clarify it by the end of this hearing, 12 if you'd like. 13 VICE CHAIR CARRILLO: I would like that. 14 DR. BRIGETTE RUSSELL: Thank you. 15 VICE CHAIR CARRILLO: I would suggest for 16 you, then, to just stay on top of whatever the 17 State's going to mandate or not. 18 MR. EDWARD GARCIA: We track it. Yes, 19 we'll be on top. 20 VICE CHAIR CARRILLO: There's no question 21 that for some families, the lunch and transpo issue 22 is a hardship. On the transportation side, if 23 that's something you want to have, like, a hub 24 system or whatever, or partner with Rio Rancho 25 Schools, I mean, where if they're driving right by</p>	<p style="text-align: right;">85</p> <p>1 managers. And that's just very impressive, because, 2 all too often -- I don't know -- you get people that 3 have been in the profession for so long, they're 4 just -- they're numb to what other people may need. 5 So just to hear that as being really 6 consistent in -- in public comment, people feeling 7 supported. And then parents also feeling very 8 supported in your program. So I made a special note 9 on that as well. 10 And Pat -- Pat; right? Mr. Kelly? Just, 11 I'm impressed by what you've said relative to -- 12 because there were those financial things way back. 13 But just that because you're on campus now and 14 you're there, I wrote down "pivot quickly." The 15 idea if something comes up, boom, you can adjust it, 16 pivot quickly. 17 You can do that with math. Even when your 18 math scores went down, they were still above 19 everybody else. It's impressive that you said, 20 "It's just not good enough for us. We know we have 21 to do something different." 22 Have you -- I'm curious about this. You 23 know our program, the \$10,000 special project 24 program that we have? Have you applied for that? 25 \$10,000 bucks of free money, and it's your money.</p>

<p style="text-align: right;">86</p> <p>1 This is coming from our 2 percent for us to give 2 back.</p> <p>3 I know the Chair is going to resend out an 4 e-mail. There are so many e-mails from us and the 5 PED, it's like ay-yi-yi. This was sent out in 6 October.</p> <p>7 If there was an area where you want to 8 take this money for extra support that relates to 9 your performance framework, it's money on the table. 10 Just needs you to grab it.</p> <p>11 MR. EDWARD GARCIA: Okay.</p> <p>12 VICE CHAIR CARRILLO: Okay? And, yes, 13 Dr. Russell.</p> <p>14 DR. BRIGETTE RUSSELL: Chair Gipson and 15 Commissioner Carrillo, the -- the newly revised 16 New Mexico Administrative Code refers only to 17 schools that operate the Healthy Universal School 18 Meals program. It doesn't mandate schools that do 19 not currently operate it to implement it by 2025.</p> <p>20 VICE CHAIR CARRILLO: Huh. I mean, I 21 would say there's -- I mean, we are on top of things 22 on this body. And I -- I don't think that's our 23 impression.</p> <p>24 I mean, I just -- you're either going to 25 feed kids in the state or not. That's a whole other</p>	<p style="text-align: right;">88</p> <p>1 support them.</p> <p>2 I can tell you with my children, I had 3 kids that gravitated toward a challenge and others 4 that avoided it like the plague. And they felt like 5 if they -- that 70 percent, that would have been 6 enough to, just, "Never mind, I don't even want to 7 try that."</p> <p>8 And they didn't -- I know that they could 9 have really benefited from somebody that challenged 10 them and made them -- gave them not only the 11 challenge, but the support to make that challenge 12 work.</p> <p>13 And I think there's a lot of kids in mid 14 school that if they experienced your school, they 15 would recognize that they have that ability and that 16 they would be willing to -- they'd start achieving 17 toward that goal when they see that they're -- they 18 can do it.</p> <p>19 I think there's so many kids anymore that 20 haven't -- they have just been beat down enough to 21 where they don't think they can do it, and that 22 70 percent would scare them to death.</p> <p>23 So I think your challenge, I can imagine, 24 as parents, we all really want our kids to go to 25 schools like yours. But our kids are highly</p>
<p style="text-align: right;">87</p> <p>1 issue I won't get into. I won't get into it with 2 you, my disappointment on things on that level.</p> <p>3 Very impressed with your school and all of 4 you, and thank you so much for coming up here. I 5 mean, I'm obviously supporting a -- a five-year with 6 no conditions.</p> <p>7 MR. EDWARD GARCIA: Thank you.</p> <p>8 THE CHAIR: Commissioner Burt. Oh, I'm 9 sorry. Commissioner Stewart -- "Commissioner 10 Stewart" -- Commissioner Ingham. So Commissioner 11 Ingham.</p> <p>12 COMMISSIONER INGHAM: Well, hi. And I am 13 very -- I normally am there all the time. I'm 14 really sorry that I can't attend in person. It 15 doesn't suit me.</p> <p>16 I want to congratulate you guys. I know 17 you -- your school, it seems to me, has -- you 18 recognize where you're going and that you're -- you 19 have picked out some specific pathways that are 20 wonderful.</p> <p>21 And I am going to say that not every kid 22 is going to pick that pathway. And so I don't think 23 you need to be ashamed that somebody doesn't pick 24 that. I think that it would be hugely advantageous 25 for -- for kids to get the understanding that you do</p>	<p style="text-align: right;">89</p> <p>1 resistant when it comes down to that effort that 2 they're going to have to put in.</p> <p>3 So I think your challenge is, probably, 4 when you got some potential applicants, or where 5 you're talking to parents and stuff about -- to 6 engage with some of those kids before their -- you 7 know, when they're in mid school, to -- to somehow 8 get them to understand that it is possible for them 9 to achieve in a highly -- a real -- lost the word -- 10 a rigorous environment, I think that there's so many 11 kids that just don't think they can survive in that.</p> <p>12 And it's the kids, not the parents. The 13 parents want that to happen. But the kids are, 14 like, "Nah, not on your life."</p> <p>15 We give our kids a lot of autonomy 16 anymore. We -- in the old days, you know, "Do what 17 I say," you know. It doesn't work that well so much 18 anymore. Believe me. I can attest to that.</p> <p>19 But I think you guys have a challenge in 20 relating to the -- to the kids that it is -- this is 21 something that can be fun and really enjoyable. And 22 being challenged is not a bad thing. It's a 23 wonderful thing.</p> <p>24 So I really appreciate how the kids talked 25 about your -- no matter what their challenges were,</p>

90	<p>1 you guys related to them. And my daughter, who is a 2 teacher, told me that -- gave me that understanding, 3 that when she has a class and it gets too big, she 4 can't give that individual time to 28, 29 kids. She 5 can -- she can function very well to a certain 6 extent. But if you overwhelm them with too many 7 students, they can't have that individual 8 relationship with each kid.</p> <p>9 So I applaud what you're doing, and I 10 thank you. I am super impressed. And, like I said, 11 if -- I would have been pushing my kids to go to 12 your school if I could have ever -- but thank you 13 for everything you're doing. And this is really a 14 thrill to be able to renew your charter for another 15 five years.</p> <p>16 THE CHAIR: Commissioner Burt.</p> <p>17 COMMISSIONER BURT: Thanks. I'm going to 18 go ahead and make a motion. I move that the Public 19 Education Commission approve the renewal application 20 for The ASK Academy for a five-year term without 21 conditions.</p> <p>22 THE CHAIR: Second.</p> <p>23 There's a motion by Commissioner Burt and 24 a second by Commissioner. Roll, please.</p> <p>25 SECRETARY BECK: Commissioner Brauer.</p>	92	<p>1 the audience that came. We appreciate your time and 2 effort. Looking forward to what you all have to 3 say.</p> <p>4 So what we will do is the Charter School 5 Division will -- is that going to be you, Lucy? -- 6 will give their report and their recommendation. 7 And if there is any entity that's here that wants to 8 offer tribal input, there's time allotted in the 9 agenda, always, for that, just in case. And then 10 the school will have their opportunity to present 11 whatever you want to. And then we'll go to public 12 comment. And then it'll be our questions. Okay?</p> <p>13 So, Lucy, whatever you're ready.</p> <p>14 MS. LUCY VALENZUELA: Okay. Thank you.</p> <p>15 Good morning, Chair Gipson and 16 Commissioners. As you know, my name is Lucy 17 Valenzuela, Authorizing Practices Administrator for 18 the Charter Schools Division.</p> <p>19 I am here to provide the CSD/PED 20 evaluation for Sandoval Academy of Bilingual 21 Education.</p> <p>22 SABE opened its doors in 2013 with the 23 Public Education Commission as its authorizer. This 24 is their second renewal with the PEC.</p> <p>25 The mission of SABE is to enable students</p>
91	<p>1 COMMISSIONER BRAUER: Yes.</p> <p>2 SECRETARY BECK: Commissioner Manis.</p> <p>3 COMMISSIONER MANIS: Yes.</p> <p>4 SECRETARY BECK: Commissioner Burt.</p> <p>5 COMMISSIONER BURT: Yes.</p> <p>6 SECRETARY BECK: Commissioner 7 Clahchischillige.</p> <p>8 (No response.)</p> <p>9 SECRETARY BECK: Commissioner Ingham.</p> <p>10 COMMISSIONER INGHAM: Absolutely.</p> <p>11 SECRETARY BECK: Vice Chair Carrillo.</p> <p>12 VICE CHAIR CARRILLO: Yes.</p> <p>13 SECRETARY BECK: Chair Gipson.</p> <p>14 THE CHAIR: Yes.</p> <p>15 SECRETARY BECK: Secretary Beck. Yes. 16 There are seven votes for, zero votes against. The 17 motion passes. Congratulations.</p> <p>18 THE CHAIR: Thank you very much. 19 We'll pause till 11:00. 20 (Recess taken, 10:00 a.m. to 11:00 a.m.)</p> <p>21 THE CHAIR: Good morning, everyone. And 22 we are back for our second renewal hearing of the 23 day. And this is Sandoval Academy of Bilingual 24 Education.</p> <p>25 So good morning. Thanks everyone here in</p>	93	<p>1 to maintain their native language, reconnect with 2 their heritage language, or discover a new, 3 enriching language.</p> <p>4 Students attain Spanish and English 5 fluency and literacy through two-way immersion, 6 which will expand their world view and education and 7 career opportunities.</p> <p>8 Ms. Jackie Rodriguez is the school's 9 executive director, and Ms. Felicitas Reyes is the 10 school's principal. Both leaders have over 20 years 11 of education experience combined and are strong and 12 proud advocates of bilingual education.</p> <p>13 The CSD visited the school on Tuesday, 14 October 8th, 2024. The renewal visit team consisted 15 of myself as team lead, Ted Farnath and Kelli 16 Renken.</p> <p>17 The Charter Schools Division recommends 18 that Sandoval Academy of Bilingual Education be 19 renewed for a term of five years without conditions.</p> <p>20 The recommendation is based on the record 21 of the school's performance over the course of the 22 contract term, the renewal application, which 23 highlights adult actions and programs in the service 24 of student progress, and verification of those 25 programs and adult actions during our renewal visit</p>

94	<p>1 and annual visits.</p> <p>2 SABE has been designated as a Traditional</p> <p>3 school for the last two years through NM Vistas.</p> <p>4 Additionally, the PED has published the</p> <p>5 Spring 2024 assessment results. The school's Vista</p> <p>6 designation is Traditional, with a score of 56.4.</p> <p>7 The school's proficiencies are 46 percent,</p> <p>8 ELA; 37 percent, science; and 20 percent in math.</p> <p>9 This indicates that the school saw some</p> <p>10 gains in ELA and math, but they did see a small</p> <p>11 decrease in science. Their ELA and math</p> <p>12 proficiencies for English Learners exceeded both the</p> <p>13 district and the State.</p> <p>14 As a reminder, according to the PED</p> <p>15 NM Vistas web page, point totals from school year</p> <p>16 '22-'23 and school year '23-'24 cannot be compared</p> <p>17 due to changes in business rules.</p> <p>18 The school's growth and performance</p> <p>19 suggests that the school is making gains from year</p> <p>20 to year.</p> <p>21 For their finance and their organizational</p> <p>22 ratings, throughout its contract SABE had four</p> <p>23 repeat findings of Working To Meet or Does Not Meet</p> <p>24 ratings. One involved Indicator 2.c., responses to</p> <p>25 audit findings, where the school had a repeat</p>	96	<p>1 In conclusion, leadership and teachers at</p> <p>2 SABE are committed to making SABE a true bilingual</p> <p>3 focused school in the Rio Rancho community. Many</p> <p>4 students commute to the school because of the robust</p> <p>5 bilingual program they offer.</p> <p>6 Students are extremely satisfied and happy</p> <p>7 at SABE. During the student focus group, one</p> <p>8 student mentioned that they enjoyed attending SABE</p> <p>9 because it gives them the opportunity to learn</p> <p>10 Spanish and not become a "Yo no sabo" kid, which is</p> <p>11 referring to an "I don't know" kid, which means many</p> <p>12 of their peers or others are not fluent in Spanish.</p> <p>13 Families are also very happy with the</p> <p>14 educational experience that their students are</p> <p>15 receiving. Many families that are at SABE have</p> <p>16 known Ms. Rodriguez from her time at a local</p> <p>17 Albuquerque charter school. So they know her</p> <p>18 commitment to bilingual education.</p> <p>19 Many adult actions have taken place to</p> <p>20 increase proficiencies, correct audit findings, and</p> <p>21 all other findings that the CSD has rated as Working</p> <p>22 To Meet or Does Not Meet throughout the performance</p> <p>23 framework.</p> <p>24 It is for these reasons that the CSD</p> <p>25 recommends the school be renewed for a five-year</p>
95	<p>1 finding in 2021 plus a new finding.</p> <p>2 However, they took immediate actions and</p> <p>3 were rated Meets Standard in the last two years.</p> <p>4 For Indicator 3.c., reporting</p> <p>5 requirements, the executive director developed a</p> <p>6 successful tracking system earning a Meets Standard</p> <p>7 rating in '23-'24.</p> <p>8 For Indicator 4.b., attendance and</p> <p>9 retention, they received a Working To Meet rating in</p> <p>10 '21-'22 and '22-'23 school years (audio distortion)</p> <p>11 State attendance rate by less than 5 percent.</p> <p>12 Efforts like home visits, incentives, and</p> <p>13 parent meetings have been implemented to improve</p> <p>14 attendance.</p> <p>15 Part B ratings. The school's ratings for</p> <p>16 Part B are as follows:</p> <p>17 They met the standards for</p> <p>18 mission-specific goals, education program, equity</p> <p>19 and identity, and other performance indicators.</p> <p>20 They were rated Demonstrates Substantial</p> <p>21 Progress under student outcomes, financial</p> <p>22 compliance, and governance responsibilities.</p> <p>23 The school has also submitted requests for</p> <p>24 an enrollment cap increase and school relocation</p> <p>25 that will be implemented in the next contract term.</p>	97	<p>1 contract term without conditions.</p> <p>2 MS. MELISSA BROWN: If anyone is here to</p> <p>3 speak on behalf of a tribal entity, please raise</p> <p>4 your hand.</p> <p>5 All of our official tribal entities seem</p> <p>6 to be in the room and in the kindergarten. We don't</p> <p>7 have any.</p> <p>8 THE CHAIR: Thank you. Whenever you're</p> <p>9 ready.</p> <p>10 MS. JACKIE RODRIGUEZ: Good morning. Good</p> <p>11 morning, Chair Gipson, Commissioners, and our</p> <p>12 Charter School Division team. I am Jackie</p> <p>13 Rodriguez, the head of school. Last name,</p> <p>14 R-o-d-r-i-g-u-e-z. Ms. Reyes, I'll let her</p> <p>15 introduce herself.</p> <p>16 MS. FELICITAS REYES: Buenos días. My name</p> <p>17 is Felicitas Reyes. Last name is R-e-y-e-s. I am</p> <p>18 the principal and the special services director at</p> <p>19 SABE.</p> <p>20 MS. JACKIE RODRIGUEZ: And I wanted to</p> <p>21 just add, between Mrs. Reyes and myself, we have</p> <p>22 62 years of education combined.</p> <p>23 I wish it was just 20, because that means</p> <p>24 I'd be really young still.</p> <p>25 Some members we have as part of our school</p>

1 team with us is Ms. Becky Torres, our governing
 2 board chair.
 3 We have Ms. Ashley Wolfel and Mr. Mike
 4 Vigil, our business management representatives. And
 5 we also have Sue Fox, our legal representative, and
 6 many students and parents and community that are
 7 here to speak during public comment.
 8 So I was fortunate to join Sandoval
 9 Academy in 2017, which was the third year of its
 10 charter.
 11 I'm a big, passionate -- my passion lies
 12 with bilingual and multicultural education. Growing
 13 up as a child in Northern New Mexico who was not
 14 offered the opportunity to learn Spanish, I fit our
 15 mission. And I know Lucy already read our mission.
 16 But I'm a heritage learner. I'm a student who was
 17 not offered an opportunity to learn both her
 18 languages in a bilingual state. And my passion grew
 19 which I chose to become an educator in New Mexico.
 20 I have worked in the state for 27 years --
 21 or 28? -- 27 years. And SABE is my -- my new home,
 22 which I take a lot of pride in, and a lot of time
 23 and effort is put into this school.
 24 The story starts with SABE being -- and I
 25 think it's important to state that because our video

1 will reintroduce our founders. It was a
 2 brother/sister team that lived in the city of
 3 Rio Rancho that wanted the opportunity of
 4 bilingualism in their school and their city.
 5 Mr. Brennan Divett is still on the board.
 6 He's our governing board vice chair. He's a
 7 bilingual educator and the parent of two young
 8 ladies.
 9 Ms. Gonzales is a bilingual educator and
 10 parent. And I actually worked with her son in a
 11 dual-language program that I started with a
 12 traditional district that since no longer has that
 13 program. But you'll see in their messaging there
 14 that everyone deserves a bilingual education,
 15 regardless of what language they speak. In
 16 New Mexico, it's important to maintain the language
 17 because the minority language is always in danger of
 18 being lost. And when you lose the language, you
 19 lose the culture as well.
 20 Speaking to our scholar demographics,
 21 SABE, we have a very diverse group of students and
 22 staff. If you notice, that quick graphic just kind
 23 of points out that we have over 84 percent Hispanic
 24 students, 23 percent English Language Learners, and
 25 over 42 percent of economically disadvantaged.

1 If you look at our traditional districts
 2 around us, we have a higher percentage of students
 3 at risk that we serve within our school system. And
 4 with that does come the challenges, but also the
 5 successes in serving students, especially our
 6 English Language Learners that are bilingual and
 7 emergent -- or simultaneous bilinguals that are
 8 learning both English and Spanish from home. And
 9 they have come into our school, and it's a natural
 10 flow for them to continue learning in two languages.
 11 We proudly serve families from Rio Rancho,
 12 Bernalillo, Algodones, Albuquerque, Jemez Pueblo,
 13 Placitas, and Santa Ana Pueblo. We continue to try
 14 to expand our reach to other smaller communities
 15 around us, and we are constantly in the recruitment
 16 mode, where we are trying to fill our seats and
 17 continue to see that enrollment grow for us.
 18 Great staff makeup as well. We have --
 19 during our term, we've had teachers from Mexico,
 20 Peru, Honduras, Ecuador, Chile, Spain, and, of
 21 course, the U.S. We find that a huge success for
 22 our students to be learning from native speakers of
 23 the Spanish language. But it also builds the family
 24 that we have at SABE.
 25 And that's one of the biggest highlights

1 of SABE is we are a family, and we have
 2 conversations of the differences in Spanish from
 3 everybody's different region, even from Northern
 4 New Mexico. Because if you know Northern
 5 New Mexico, you know our Spanish is -- it has its
 6 uniqueness.
 7 Twelve of our sixteen classroom support
 8 teachers, so over 75 percent of our staff, hold
 9 their TESOL, their Teachers of English or Other
 10 Languages, or bilingual endorsements. We continue
 11 to encourage our bilingual teachers and our teachers
 12 new to us to take part. And we use title funds to
 13 support the teachers that would like to get their
 14 TESOL endorsement specifically.
 15 Student outcomes. Lucy did speak about
 16 some of our gains. And I'll kind of hit some of
 17 those things as well.
 18 We're continuing to develop bilingual and
 19 biliterate kids. So everything we do in our day to
 20 day is teach in English and Spanish. The way our
 21 day is broken down is students receive English
 22 language arts with science and social studies within
 23 that, and math in English.
 24 Our Spanish is Spanish language arts with
 25 science and social studies, the content taught

<p style="text-align: right;">102</p> <p>1 within that.</p> <p>2 We use something called Guided Language</p> <p>3 Acquisition Design, which is units that are built</p> <p>4 around science and social studies that build</p> <p>5 language skills, or ways students can learn the</p> <p>6 second language to cover all the content.</p> <p>7 She spoke a lot to this, so I don't want</p> <p>8 to repeat everything. But we have exceeded the</p> <p>9 standards in our mission-specific goal every year.</p> <p>10 We created -- I think Chair Gipson was on that team</p> <p>11 five years ago when we renewed. We actually have a</p> <p>12 teacher and staff developed biliteracy trajectory</p> <p>13 tool that uses research from WIDA and the Center For</p> <p>14 Applied Linguistics and Dual Education of New Mexico</p> <p>15 that actually helps guide our -- our measurement of</p> <p>16 how students are learning both English and Spanish.</p> <p>17 We use that trajectory tool at the</p> <p>18 beginning of the year, middle of the year and end of</p> <p>19 the year to gauge that every child is growing in</p> <p>20 both languages. So it's not strictly proficiency,</p> <p>21 reading proficiency, math proficiency; it's also</p> <p>22 language proficiency that we focus our work on.</p> <p>23 Again, we are designated Traditional in</p> <p>24 New Mexico Vistas for the last three years. We were</p> <p>25 identified as a school -- and I lost it right there</p>	<p style="text-align: right;">104</p> <p>1 with disabilities, we are exceeding, if not both</p> <p>2 districts, at least one of the districts, and either</p> <p>3 meeting or exceeding the State expecta- -- or the</p> <p>4 State levels.</p> <p>5 This is English Language Arts. And the</p> <p>6 arrow is just pointing out that growth over the</p> <p>7 years. You do see that increase every year. That's</p> <p>8 20- -- can't see the years -- '21 -- '22 and '23 --</p> <p>9 or '23-'24.</p> <p>10 MS. FELICITAS REYES: The first one is</p> <p>11 '21-'22, '22-'23.</p> <p>12 MS. JACKIE RODRIGUEZ: So '21-'22, and</p> <p>13 then '23. That's last year's included in there. We</p> <p>14 do see growth. Across those bar graphs are the</p> <p>15 subgroups of growth.</p> <p>16 This is the State assessments in English</p> <p>17 Language Arts compared to our local districts. So</p> <p>18 you'll see that teal band in the first graph. It</p> <p>19 does show our Hispanic growth.</p> <p>20 The next arrow shows our students with</p> <p>21 disabilities and English Language Learners and our</p> <p>22 economically disadvantaged.</p> <p>23 I also want to remind the Commissioners</p> <p>24 that we're teaching in two languages. So not only</p> <p>25 are our kids taking these tests in English, they are</p>
<p style="text-align: right;">103</p> <p>1 in the -- I'll get to it.</p> <p>2 Annual growth in both ELA and math, we</p> <p>3 know it's not enough. But we continue our efforts</p> <p>4 in supporting our staff to support our students to</p> <p>5 continue to see those rates go up, of proficiency,</p> <p>6 but, most importantly, also look at growth over</p> <p>7 time.</p> <p>8 We know science is definitely an area of</p> <p>9 focus for us, because we see that a lot of -- it</p> <p>10 seems as if the attention has been put on math and</p> <p>11 reading. We will be implementing assessment -- a</p> <p>12 progress monitoring assessment with NWEA to include</p> <p>13 science next year so we can start gauging and using</p> <p>14 that data during our Professional Learning Community</p> <p>15 meetings, when our teachers are collaborating and</p> <p>16 talking about test scores and student data, to make</p> <p>17 sure we're considering that as well.</p> <p>18 We surpassed the State and local</p> <p>19 districts -- when I say "local districts," we look</p> <p>20 at Rio Rancho Public Schools and Bernalillo Public</p> <p>21 Schools, because our demographics are very different</p> <p>22 from both, but that gives us a good gauge.</p> <p>23 But as far as our English Language</p> <p>24 Learners, our economically disadvantaged, our</p> <p>25 Hispanic cases, and, in some cases, our students</p>	<p style="text-align: right;">105</p> <p>1 learning in Spanish, and they are making these gains</p> <p>2 and showing these results.</p> <p>3 Here's our math. A couple of things to</p> <p>4 point out: our students with disabilities, our</p> <p>5 English Language Learners, and our economically</p> <p>6 disadvantaged.</p> <p>7 And then for '23-'24, you see the same.</p> <p>8 Our Hispanic students are -- students with</p> <p>9 disabilities and our English Language Learners.</p> <p>10 In science, of course, we want to present</p> <p>11 it and not just hide it. But we do have some work</p> <p>12 to do. But, again, our hope and focus is to really</p> <p>13 use some data to guide our development of our units</p> <p>14 and specifically hit our science and social studies</p> <p>15 content areas so that we can make sure that we're</p> <p>16 addressing that concern in those tests.</p> <p>17 I also want to remind the Commissioners</p> <p>18 we're a very small school. So for our fifth- and</p> <p>19 eighth-graders, last year that would have been about</p> <p>20 45 students that took that test. So that's -- those</p> <p>21 scores are hard to kind of swallow because it takes</p> <p>22 a couple of kids that may not do well in the test,</p> <p>23 and it really affects our scores.</p> <p>24 MS. FELICITAS REYES: So the three goals</p> <p>25 of our dual language program:</p>

<p style="text-align: right;">106</p> <p>1 We emphasize the importance of 2 bilingualism and the developing of high levels of 3 proficiency in both languages. Also developing 4 biliteracy, expecting -- having the expectation and 5 high academic achievement in both languages. 6 And we do have students that are at or 7 above grade level in their achievement in both 8 languages. 9 One of the biggest things is also the 10 multicultural competence, where children are 11 learning or demonstrating a positive attitude and 12 behavior towards different cultures. Because we all 13 come from different parts of Latin America and our 14 backgrounds. So we all have different traditions 15 and customs, and then also here living in the U.S. 16 So we really push that with the students. 17 And the next one is really emphasizing the 18 importance and the research in dual language 19 programs. Part of our Professional Learning 20 Communities is also maintaining the -- and -- the 21 teachers informed of best practices in the 22 development of the two languages. 23 Also, the research in dual language 24 programs, we do make sure that our teachers are 25 professionally trained in this area. And also</p>	<p style="text-align: right;">108</p> <p>1 our facility is not in the best of locations. It's 2 not horrible, but it's not great. It is in a 3 commercial area, where we do share a building with 4 U.S. Cotton, a movie production company, and another 5 nonprofit in the building. 6 We house 25,000 square feet, where we have 7 very little room to grow. 8 Our new building is closer to 9 30,000 square feet with room to expand. It's on our 10 own parcel of acreage, and it's right across from 11 the police office, and it's also next to a park and 12 some other opportunities for partnerships with the 13 local gym and some other things that we have in 14 mind. 15 You all are very aware of the challenges 16 of facilities. It's even more challenging, and it's 17 one of our largest challenges at SABE. We do not 18 get -- receive House Bill 33 funding because the 19 city is at bond capacity. So we just get SB 19. 20 So we've had to plan. And we were 21 fortunate to find an investor that we're able to 22 move forward with a lease purchase agreement for our 23 next term. 24 We also hope to expand our program 25 through -- we're going to apply for the grant for</p>
<p style="text-align: right;">107</p> <p>1 knowing of the best -- best practices and working 2 with the students to have stronger academic outcomes 3 for the students. 4 And some of this information was already 5 mentioned. As far as our finance and governance of 6 the school, we have had zero findings in the last 7 audit that our school went through. We had minor 8 findings previously, but those were addressed 9 immediately. 10 And then also consistent membership in our 11 governing board. And these are parents, retired 12 educators, and one of them is the founder of the 13 school. 14 And also we just received the Public 15 Charter Schools New Mexico's Excellence Award for 16 our governance, for our governing board. 17 MS. JACKIE RODRIGUEZ: So one point. This 18 has been a huge move for me. That's kind of pun 19 intended. 20 So we have presented the amendments -- or 21 for consideration for our next charter is we have 22 moved into a lease-purchase agreement to move to a 23 new facility. 24 This is huge for us, because the current 25 building is under a traditional lease, and we are --</p>	<p style="text-align: right;">109</p> <p>1 the pre-kindergarten option. And this building is 2 just more conducive to learning. It's built out 3 specifically as a school, a total remodel on the 4 inside, an increase of about six classrooms. 5 It has a small multipurpose room, so it's 6 still lacking in some of the resources that we 7 absolutely need. And we hope our legislators 8 continue to support us, as they have in the last two 9 or three legislative sessions. 10 The other thing, that it will allow us to 11 have a playground. You can ask every kiddo behind 12 me and everybody would say yes, they would love a 13 playground. 14 Right now that's in the works, and we do 15 have some set-aside funds for that. But at our 16 current facility, it was -- it was -- when I came 17 in, Chair Gipson, you might remember, we were not in 18 great financial standing. We have since turned that 19 around. We have built up our school population. 20 When I came in in 2017, we had 85 kids, 21 82 kids. We're at 222. 22 We are losing opportunities to have more 23 kids, because we don't have a playground, because we 24 don't have our own building. 25 We are fortunate -- I was smart enough to</p>

<p style="text-align: right;">110</p> <p>1 add in our ARP application, during that CARES money, 2 to add transportation. So we do have our own bus. 3 We contract with Herrera Bus, and we actually got a 4 new bus last spring.</p> <p>5 We also have food -- a food program. We 6 were recognized as a Community Eligibility 7 Provisional school last year, so we provide free 8 breakfast, lunch, and snack for all our students.</p> <p>9 Continued that partnership, and we were 10 very fortunate to develop that partnership with 11 Bernalillo Public Schools. So they provide us our 12 lunch service.</p> <p>13 But we are very excited for the move, hope 14 that we can wrap that into our new contract, our new 15 charter, and include that increase in cap. So we 16 are currently at a 280 cap and, we know we can serve 17 more students from our community and the surrounding 18 communities.</p> <p>19 We're hoping to -- and the reason to do 20 that is, one, serve more students from our 21 community; two, it would allow us to have two 22 classrooms per grade level, K-8, and allow us to 23 fill that space; and continue to grow and continue 24 to have funding so that we can expand our 25 facilities, expand our offerings and have -- provide</p>	<p style="text-align: right;">112</p> <p>1 We have intervention support in the 2 student's dominant home language. So if we have 3 students that are native Spanish speakers and are 4 are in need of intervention, we are able to provide 5 that for them.</p> <p>6 We also have a social-emotional curriculum 7 that the teachers have access to to best support our 8 students.</p> <p>9 We provide before- and after-school 10 programs with extracurricular options.</p> <p>11 We have a PTA, a parent-teacher 12 association, and also a student leadership program, 13 which we call our "Student Ambassadors," which some 14 of them are here this morning. And we also have 15 parent councils that incorporate our equity council 16 and other parent committees.</p> <p>17 We also have been able to have a parent 18 liaison that helps us with providing families with 19 community resources, if needed.</p> <p>20 Some of our other highlights is that we 21 also have an on-site counseling option. This is an 22 outside community agency that uses some of our space 23 to help support some of our students' emotional 24 needs.</p> <p>25 We also have our family engagements night.</p>
<p style="text-align: right;">111</p> <p>1 more to our students as far as interventions and 2 other things that we continue to see as successful 3 in building up our school.</p> <p>4 At SABE, we truly are a family. Our kids 5 are dropped off, and we open the doors for them -- 6 well, actually Ms. Wilder and Ms. Farrell do. 7 They're our morning teachers. We go and help. And 8 the kids are loaded into cars at the end of the day 9 if they're not going in the bus.</p> <p>10 We strongly believe it truly takes a 11 village, and we're part of that village. We know 12 our kids by name. We know our parents by cars if we 13 don't know their names.</p> <p>14 But we absolutely -- having a small school 15 community has been wonderful for the efforts that we 16 make and the things that we do.</p> <p>17 MS. FELICITAS REYES: Some of the other 18 highlights. We are a full inclusion school. And, 19 again, making sure that we serve our -- our students 20 with special needs. So we are a full inclusion 21 school.</p> <p>22 Like Ms. Rodriguez mentioned, we do have a 23 lunch program and a breakfast program in partnership 24 with Bernalillo Public Schools.</p> <p>25 We are -- we do provide transportation.</p>	<p style="text-align: right;">113</p> <p>1 This is "SOMOS SABE." It's a once-a-month evening 2 event that we hold for parents. And the teachers 3 have different activities that the parents visit 4 different classrooms. And each month has a 5 different theme that is addressed.</p> <p>6 We've also participated as a site for La 7 Cosecha, for the national dual language conference. 8 This is our second year that we've hosted a school 9 visit.</p> <p>10 We are a Professional Learning Community, 11 so we meet regularly with the teachers to discuss 12 student data.</p> <p>13 One of our pride and joys is we won first 14 place in the Film Prize Junior out of 180-some 15 schools. And it was the first time we participated. 16 So that was very exciting when we got the news about 17 that.</p> <p>18 Also National Schools Week's Choice 19 (verbatim), we're a participant in that event. We 20 had two Ben Ray Lujan fellows, and one of them is 21 teaching kindergarten at our school this year.</p> <p>22 We also have Wild Friends. Our student 23 ambassadors are partnered with Wild Friends of 24 New Mexico. And this is the second year that we 25 participate with them.</p>

<p style="text-align: right;">114</p> <p>1 Also we have a partnership with the 2 Isotopes, Watermelon Ranch, and also our -- one of 3 our community jujitsu resources. They come to the 4 school, and the students are able to participate in 5 jujitsu as well. 6 MS. JACKIE RODRIGUEZ: Can you play the 7 video? 8 (Video played.) 9 MS. JACKIE RODRIGUEZ: That is our 10 presentation, and move to public comment. 11 MS. NICOLA DAVIS: Okay. For public 12 comment, we do have 23 in the room. If you did not 13 sign up, please let us know. 14 Kids, please speak in a loud voice. 15 You're speaking in a large room, about this far from 16 the microphone. 17 The first person for public comment is 18 Michael Rodriguez. And, officially, there's a 19 two-minute limit. 20 FROM THE FLOOR: Good morning. My name is 21 Michael Rodriguez, R-o-d-r-i-g-u-e-z. I'm executive 22 director for Dual Language Education of New Mexico. 23 We're a local nonprofit that's been around for 24 23 years. And we specialize in providing support to 25 SEAs, LEAs, and schools around the country in</p>	<p style="text-align: right;">116</p> <p>1 their renewal for those reasons. And, long term, 2 dual language education is a long-term investment. 3 When I say "investment," it's an investment both in 4 programs like SABE, the students, and the future of 5 our state. 6 Thank you. 7 MS. NICOLA DAVIS: Thank you. Next I have 8 Michelle Owusu Nkwantabisah. 9 FROM THE FLOOR: Hello. My name is -- how 10 I spell my last name is O-w-u-s-u 11 N-k-w-a-n-t-a-b-i-s-a-h. 12 Why I like my school is because they have 13 SOMOS SABE nights, and they teach me more English 14 and Spanish. 15 I also like it because I have lots and 16 lots of friends. Teachers help me a lot. 17 During math, Ms. Crain helps me. During 18 PE, Ms. Wilder teaches me how to get stronger. 19 Ms. Farrell helps me with the ukulele. 20 When someone says stop and they don't 21 stop, I tell the teacher, and they will get in 22 trouble. For example, they'll take recess. 23 We do (incomprehensible) dance, and that 24 is why I like my school. 25 MS. NICOLA DAVIS: Thank you. Next I have</p>
<p style="text-align: right;">115</p> <p>1 support of dual language and multilingual learner 2 programming. 3 We also host the national La Cosecha dual 4 language conference. We had it three weeks ago here 5 in Santa Fe with over 3,000 educators, pre-K to 20, 6 from around the country. 7 With over four years -- 40 years of dual 8 language research, we know PED knows that there are 9 no better programs than dual language when it comes 10 to students being able to access their second 11 language, whether it be English or Spanish, as well 12 as retain their home language, culture, and 13 identity. 14 So with that, the three goals that 15 Mrs. Reyes referenced, bilingualism, biliteracy, 16 high academic achievement in two languages, and 17 social competence are critical for students, not to 18 mention the many benefits of -- cognitive, you know, 19 being able to negotiate meanings and all the 20 different things students gain from it as well. 21 We've been involved with SABE for a number 22 of years, and they have been providing -- we've been 23 providing professional development to them in this 24 area. 25 So we definitely stand in strong favor of</p>	<p style="text-align: right;">117</p> <p>1 Tanya Anderson. 2 FROM THE FLOOR: Hello. My name is Tanya 3 Anderson. A-n-d-e-r-s-o-n. 4 One of the reasons why I like the school 5 is the ability to tailor curriculum to specific 6 student needs. The parent involvement and 7 participation, for example. I'm a parent. I'm a 8 substitute teacher. And I'm the PTA president at 9 SABE. And I like the focus the school has on 10 language immersion. Thank you. 11 MS. NICOLA DAVIS: Thank you. We also 12 have a standing -- stand-up microphone for adults if 13 you'd prefer. Sorry. 14 Next we have Ibrahim Morales. 15 FROM THE FLOOR: Ibrahim Morales. 16 M-o-r-a-l-e-s. I will be talking about why I 17 love -- why I love SABE. I love SABE because I can 18 come to school every day feeling safe, knowing I 19 have good teachers and good friends. (Spanish 20 spoken.) 21 MS. MARTICA DAVIS: Thank you. Next we 22 have Ilys Morales. 23 FROM THE FLOOR: Buenos días. My name is 24 Ilys Morales. Would you like me to say how to spell 25 my last name? M- -- M-o-r-a-l-e-s. And I will be</p>

<p style="text-align: right;">118</p> <p>1 talking about why I love my school. 2 The teachers are nice, and I have -- and I 3 have good friends. I also learn a lot of Spanish. 4 We also have family nights. I like family nights. 5 They have games to play and parents meet the 6 teachers. 7 And also, when it's October, we get to do 8 trick-or-treat. 9 MS. NICOLA DAVIS: Thank you. Next we 10 have -- I'm sorry if I mispronounce -- is it Gerardo 11 Gonzales? 12 FROM THE FLOOR: Good morning, 13 Commissioners. My name is Gerardo Gonzales. 14 G-o-n-z-a-l-e-s. 15 My favorite thing about SABE is the food, 16 the teachers, and my school, because it's very fun 17 and it's (incomprehensible). 18 THE CHAIR: Thank you. 19 MS. NICOLA DAVIS: Next I have Dylan 20 Gonzales. 21 FROM THE FLOOR: Good morning, 22 Commissioners. (Spanish spoken.) G-o-n-z-a-l-e-s. 23 My school is really fun. And my favorite thing 24 about SABE is that I'm not alone. I have brothers 25 with me. And we have recess. And I also like my</p>	<p style="text-align: right;">120</p> <p>1 one of them with special needs. And one of them is 2 in a regular class setting. I love SABE just 3 because it has -- provides a lot of support for my 4 special needs students. And not only is it 5 welcoming, but they also understand and take the 6 time to listen to you in anything that you might 7 want to contribute. 8 So given the opportunity to have a 9 bilingual setting for my kids is definitely 10 important as I do have an awkward [ph] child, and he 11 does -- he used to be in a bilingual setting. 12 Moving him to a non-bilingual setting, he has lots 13 of Spanish. So giving them that opportunity for all 14 of our students is amazing. Thank you. 15 MS. NICOLA DAVIS: Next we have Isaiah 16 Serratos. 17 FROM THE FLOOR: Hi. My name is Isaiah 18 Serratos. How you spell Serratos is 19 S-e-r-r-a-t-o-s. I like SABE 'cause I have recess, 20 and I have good teachers, and I have a safe school. 21 MS. NICOLA DAVIS: Thank you. Next we 22 have Sandra Easton. 23 FROM THE FLOOR: Great. To begin, I could 24 keep you here all day. I have an adopted son. His 25 name is Talin. And when he reached SABE, he had</p>
<p style="text-align: right;">119</p> <p>1 teacher from English and Spanish. 2 MS. NICOLA DAVIS: Thank you. Next I have 3 Laila Martinez. 4 FROM THE FLOOR: Good morning, 5 Commissioners. Laila Martinez. M-a-r-t-i-n-e-z. 6 I've been a student at SABE for six years, 7 and I have two siblings with me. (Spanish spoken.) 8 SABE has helped me speak, write, and read 9 my English and Spanish more fluently. (Spanish 10 spoken.) 11 MS. NICOLA DAVIS: Thank you. Next I 12 have -- last name, Serratos. So I'm not sure about 13 the first name. Is it Jessica or -- if you could 14 let us know. 15 FROM THE FLOOR: Hi. My name is Josiah 16 Serratos. How to spell Serratos is S-e-r-r-a-t-o-s. 17 I like about my school is that I have safe teachers, 18 and I know my school is safe. And I have lots of 19 friends. And they have good lunch. And I am in 20 fourth grade. Thank you. 21 MS. NICOLA DAVIS: Thank you. 22 Next we have Kitty Sandoval. 23 FROM THE FLOOR: Hi. My name is Kitty 24 Sandoval. You spell Sandoval S-a-n-d-o-v-a-l. 25 I am a parent of two students for SABE,</p>	<p style="text-align: right;">121</p> <p>1 severe ADH (verbatim) and was throwing books at his 2 old school and giving the teachers a hard time. And 3 I had to pull out what little hair I have left. 4 So, eventually, they told me to go to 5 SABE. And from day one, I never heard anything. 6 Two weeks later -- one week later, I 7 called Ms. Reyes. I said, "Is he alive? Or has he 8 damaged the classroom?" 9 And they said no. 10 And from that day on, my son has 11 flourished. 12 I can't even begin to tell you. He 13 graduated IEP. And the other day I went to his 14 classroom. And he read a whole long paragraph in 15 Spanish. 16 And I looked. And I said, "Is this my 17 son?" And it is. 18 And I am so thankful to these teachers. 19 The one he has now is Ms. Cruz. She's just 20 absolutely a wonderful teacher. 21 And then I've -- Ms. Rodriguez and 22 Ms. Reyes have been so fabulous with him. 23 He's not the same boy. He's growing up. 24 And the one thing -- I come from the old school 25 where you say "thank you" and "please." And he</p>

<p style="text-align: right;">122</p> <p>1 didn't even have to learn that from me. He got it 2 from the teachers. 3 And they are wonderful. I feel so safe 4 with him there. So -- and when eighth grade comes, 5 I wish they had twelfth grade. But we'll see what 6 happens in the future. Thank you very much for 7 listening to me. 8 MS. NICOLA DAVIS: Thank you. Next we 9 have Rain [ph] Sarracino. 10 FROM THE FLOOR: Hello. My name is Rain 11 Sarracino. S-a-r-r-a-c-i-n-o. 12 Some of the things that I like to do are 13 Film Prize Junior. I like doing arts and crafts and 14 stuff. And writing stories are one of my things 15 that I like to do. So I love to cooperate with my 16 friends and, you know, share stories. 17 Last year we did a documentary about 18 New Mexico and what culture meant to New Mexico 19 residents. 20 This school lets me explore my creativity 21 and curiosity for music. The teachers are always 22 open for suggestions. And they encourage the 23 creativity a lot of the kids have. The teacher -- 24 the teachers genuinely care about us. And if you 25 ever have a hard time, they are open to talking.</p>	<p style="text-align: right;">124</p> <p>1 with just everything at school. 2 One of the things that I'm a part of is 3 Ambassadors. I have been an Ambassador for my whole 4 middle school; so sixth, seventh, and eighth. I've 5 been there since fourth, so five years. 6 And Ambassadors has been a fun experience 7 as well, because I get to do not just learning, but 8 extra activities that support my school. 9 I get to learn Spanish and I get to do 10 projects that my school makes possible. And they're 11 not just about learning and supporting the school, 12 but they're also fun activities to hang out with my 13 friends. And I enjoy it a lot. Thank you. 14 MS. NICOLA DAVIS: Next I have Franco 15 Owusa Nkwantabisah. 16 FROM THE FLOOR: (Spanish spoken.) 17 O-w-u-s-u N-k-w-a-n-t-a-b-i-s-a-h. 18 (Spanish spoken.) 19 MS. NICOLA DAVIS: Thank you. 20 Next we have Sarah Farrell. 21 FROM THE FLOOR: Hi. My name is Sarah 22 Farrell. F-a-r-r-e-l-l. I'm the music teacher at 23 SABE. This is my fourth year and my twentieth year 24 of teaching. 25 I have been fortunate that all but two of</p>
<p style="text-align: right;">123</p> <p>1 This is a place I feel safe talking and 2 communicating. Everyone here is very sweet and -- 3 yeah. 4 MS. NICOLA DAVIS: Thank you. Next we 5 have Javier Garcia. 6 FROM THE FLOOR: Hi. My name is Javier 7 Garcia. How you spell my last name is G-a-r-c-i-a. 8 And I -- I love SABE because you can make a lot of 9 friends, and you can read. And also you can learn 10 about bugs. 11 MS. NICOLA DAVIS: Next we have Anai [ph] 12 Garcia. 13 FROM THE FLOOR: (Spanish spoken.) 14 Garcia. G-a-r-c-i-a. (Spanish spoken.) 15 MS. NICOLA DAVIS: Thank you. Next we 16 have Novea [ph] Sarracino. 17 FROM THE FLOOR: Hello. My name is Novea 18 Sarracino. S-a-r-r-a-c-i-n-o. I love my school 19 because it's -- it's just been a really nice 20 experience. I've created relationships with the 21 people who work there, like my teachers. I get to 22 talk to them. 23 It's great. I love it. They understand 24 me, and it's something that I enjoy. I enjoy 25 talking to them. I enjoy learning from them, along</p>	<p style="text-align: right;">125</p> <p>1 my years have been in bilingual education. And I 2 really enjoy SABE, because it gives us the 3 opportunity to ensure that our students -- some of 4 the times when kids go to school, they learn that 5 they should stop speaking their native language. In 6 our school, not only do they get to keep speaking 7 it, but we encourage it and make sure that everybody 8 knows both languages and knows that all languages 9 and all cultures are vitally important. Thank you. 10 MS. NICOLA DAVIS: Thank you. Next we 11 have Salome Anderson. 12 FROM THE FLOOR: (Spanish spoken.) And 13 how you spell my last name is A-n-d-e-r-s-o-n. And 14 what I like about SABE is (Spanish spoken) and how 15 the school teaches me Spanish. And that's all. 16 MS. NICOLA DAVIS: Thank you. Next, Daisy 17 Romero. 18 FROM THE FLOOR: Hello. My name is Daisy 19 Romero. And I'm going to talk about the 20 bilingualism at SABE. 21 I have been at SABE for about eight years. 22 Our classes are in Spanish and English. The reason 23 I like it is because when I speak the Spanish at 24 SABE, it helps me connect to my family, 'cause I 25 had, like, half of them are in Spanish; so it helps</p>

<p style="text-align: right;">126</p> <p>1 me connect with them. And it's also beneficial for 2 my academic career and, like, the future, 'cause 3 bilingualism helps a little more pay. 4 I'm sorry. My last name is Romero. 5 R-o-m-e-r-o. 6 (Spanish spoken.) 7 MS. NICOLA DAVIS: Thank you. Next we 8 have Talin Easton. 9 FROM THE FLOOR: Hello. My name is Talin 10 Easton. E-a-s-t-o-n. I am eleven years old and 11 have been in SABE since first grade. 12 SABE also has improved my social skills to 13 make more friends. And one reason why I like SABE 14 very much is because the teachers are kind, 15 considerate, and helpful. 16 MS. NICOLA DAVIS: Thank you. Next we 17 have Jasmine Garcia. 18 FROM THE FLOOR: Hello. My name is 19 Jasmine Garcia. G-a-r-c-i-a. And what I like about 20 SABE is that it's a very welcoming place. It helps 21 you feel like you're part of the family. It has 22 taught me how to keep my language, which is Spanish 23 and it has helped me not forget my language. 24 (Spanish spoken.) 25 MS. NICOLA DAVIS: Thank you. Last, but</p>	<p style="text-align: right;">128</p> <p>1 others, it's about finding the care and attention 2 their child didn't receive at a traditional school. 3 It's amazing to hear each family's story 4 and see how the school has impacted every student, 5 family, teacher, and staff member who walks through 6 its doors. 7 SABE is about creating a true sense of 8 belonging. It is a place where students become 9 compassionate, curious, and culturally aware 10 individuals. 11 Over the past ten years, SABE has stayed 12 true to its mission of bilingual education. What 13 has grown from that is a passionate community that 14 stands behind the mission and implements it every 15 day. 16 SABE continues to provide a home for 17 bilingual individuals, English learners and Spanish 18 learners alike, proving that everyone has a place 19 there. 20 I'm proud to be part of a school that 21 celebrates every child, every family, and every 22 culture. SABE is a family, and it's a vital part of 23 our community. 24 MS. NICOLA DAVIS: Thank you. And one 25 more.</p>
<p style="text-align: right;">127</p> <p>1 not least on our list is Christie Herrera. 2 FROM THE FLOOR: Hi. My name is Christie 3 Herrera. It's H-e-r-r-e-r-a. I've been part of the 4 SABE familia for seven years now. SABE has been 5 more than a school for my son and myself. It's been 6 a home. 7 As the son of an immigrant father and a 8 New Mexican mother, Ben found a place where he could 9 embrace and take pride in his full identity. At 10 SABE, he didn't feel self-conscious about being 11 different as he might have at a traditional school. 12 Instead, he developed a sense of pride in his 13 ability to speak two languages. 14 At SABE, my son has incredible bilingual 15 role models from diverse backgrounds who reflect his 16 own experiences and remind him every day that his 17 upbringing isn't something to hide; it's something 18 to stand up and be proud of. 19 He found a place where he could thrive and 20 a community that welcomed and supported us every 21 step of the way. 22 What makes SABE so special is that it 23 means something different to every family. 24 For some, it's about preserving a language 25 and strengthening connections with family. For</p>	<p style="text-align: right;">129</p> <p>1 FROM THE FLOOR: Buenos días. My name is 2 Ysa [ph] Morales. (Spanish spoken.) 3 MS. MARTICA DAVIS: Today, I'm also 4 grateful for my bilingual education. That concludes 5 public speaking. Thank you. 6 THE CHAIR: I just want to say thank you. 7 (Off-mic.) 8 Commissioner Beck. 9 SECRETARY BECK: Yeah. What a beautiful 10 last half hour -- I mean hour. Sorry. You guys are 11 good, too. But the last half hour especially has 12 been pretty amazing. 13 You know, I grew up in Cleveland, Ohio. 14 And I took French as a foreign language; right? And 15 how many times do I wish I would have taken Spanish. 16 You know, I feel humbled and inadequate compared to 17 your students who are -- do a remarkable job. 18 And it's just so much fun to see all the 19 very different kinds of charter schools we have and 20 how hard they work and how meaningful their work is. 21 It's really -- it reminds me why I did 22 this in the first place, for sure. 23 Beautiful. Great stuff. 24 I love your mission goal. I think that's 25 great. I love that not only is it directed toward</p>

<p style="text-align: right;">130</p> <p>1 what your school means, but also it's quantifiable.</p> <p>2 So many -- one of the things that I have a</p> <p>3 hard time with in many mission goals is they tend to</p> <p>4 be nebulous, or they -- you know, they're</p> <p>5 qualitative or, you know, feel good or something</p> <p>6 like that. This really is something that you can</p> <p>7 sink your teeth into and know the status of how well</p> <p>8 you're doing.</p> <p>9 So I really appreciate the thought that</p> <p>10 went behind, five years ago, I guess, with Chair</p> <p>11 Gipson, the -- the mission goal you did. It's</p> <p>12 wonderful.</p> <p>13 I've got a few questions. Obviously,</p> <p>14 you're somewhat challenged on the math side. And</p> <p>15 you mentioned in your -- your presentation that you</p> <p>16 do math on the English side but not on the Spanish</p> <p>17 side. Is there a reason why you wouldn't</p> <p>18 incorporate math on the Spanish side?</p> <p>19 MS. JACKIE RODRIGUEZ: It's based on our</p> <p>20 population. A majority of our students are</p> <p>21 English-dominant. So when we -- actually, when I</p> <p>22 first came in during our first term, we were a</p> <p>23 different model, immersion model. We were a 90/10</p> <p>24 model. We opted to go to a 50/50 immersion model</p> <p>25 for two reasons -- three reasons. One was lack of</p>	<p style="text-align: right;">132</p> <p>1 they're coming in, they're able to have that</p> <p>2 bridging support.</p> <p>3 SECRETARY BECK: Well, you just brought up</p> <p>4 my second question, which is how is your PLC or your</p> <p>5 professional development or your collaboration</p> <p>6 structured? How does that work, real quick?</p> <p>7 MS. JACKIE RODRIGUEZ: Prior to the change</p> <p>8 in hours, it was every Friday. So we had early</p> <p>9 release on Fridays prior to last year. And we still</p> <p>10 do, but it's changed some. So we had two hours</p> <p>11 every Friday that we had our PLC time. Our "team</p> <p>12 time" is what we call it, because together,</p> <p>13 everybody achieves more.</p> <p>14 But we had that time scheduled for PLC</p> <p>15 time, PLC time, which was looking at data, really</p> <p>16 building that framework. It takes time to build</p> <p>17 that framework and really get the buy-in from</p> <p>18 teachers.</p> <p>19 When we had to extend our days due to the</p> <p>20 new regulation, we had to cut that -- into that</p> <p>21 time. So the way we structure it now is two Fridays</p> <p>22 out of every month, our teachers stay till 4:30 and</p> <p>23 leave at 2:30 their other days. So we have a</p> <p>24 two-hour chunk.</p> <p>25 SECRETARY BECK: Do you do it by grade</p>
<p style="text-align: right;">131</p> <p>1 staffing. Second was I was a teacher and</p> <p>2 coordinator within the district, the traditional</p> <p>3 district, where we started the dual language</p> <p>4 program. And the desire was to have a 50/50 model</p> <p>5 rather than 90/10.</p> <p>6 And when we recognized the number of</p> <p>7 students that were English-dominant, we saw the</p> <p>8 advantage of teaching math in English.</p> <p>9 However, that is some of the work that we</p> <p>10 hope to do when we have the funds to be able to do</p> <p>11 some trans-languaging and some bridging support with</p> <p>12 our teachers in how we're supporting our Spanish</p> <p>13 speakers with their math skills, because that is a</p> <p>14 definite opportunity that we are missing out on.</p> <p>15 But, like I said, some of our challenges</p> <p>16 is fiscally is having enough money to do all that we</p> <p>17 know we need to do.</p> <p>18 We do have -- we do have our Professional</p> <p>19 Learning Community time where we have our teachers</p> <p>20 do some collaboration. Our hope is to continue to</p> <p>21 build that up so that we can have those</p> <p>22 conversations of what's working for you, what do</p> <p>23 students need, especially when we're looking at the</p> <p>24 bridging of the two languages in all content areas</p> <p>25 so that students, regardless of what language</p>	<p style="text-align: right;">133</p> <p>1 level? Is that how you're structured with that?</p> <p>2 MS. JACKIE RODRIGUEZ: We did. In years</p> <p>3 past, we did a K-1-2 team --</p> <p>4 MS. FELICITAS REYES: Originally, it was,</p> <p>5 like, kindergarten, like, by grade levels.</p> <p>6 But then we found that because we have</p> <p>7 such a small staff, it's K -- K-1 and then 2-3. And</p> <p>8 then because we have single teachers, like, teaching</p> <p>9 both English and Spanish in a grade, so it's fourth</p> <p>10 through eighth grade.</p> <p>11 But now it's K-2, 3-5, and then middle</p> <p>12 school. So we've -- we look at what the needs of</p> <p>13 our staff and the kids are. And that way, they can</p> <p>14 collaborate a little bit more.</p> <p>15 So we have changed it depending on what</p> <p>16 the needs of the school are.</p> <p>17 MS. JACKIE RODRIGUEZ: And that has been a</p> <p>18 huge challenge, because we've essentially taken away</p> <p>19 time to those efforts and trying to still maintain</p> <p>20 with the traditional district and times and</p> <p>21 salaries, all of that kind of shifts us to be</p> <p>22 creative.</p> <p>23 But we do dedicate that time, two Fridays</p> <p>24 a month, while the other two Fridays are an exchange</p> <p>25 for time.</p>

<p style="text-align: right;">134</p> <p>1 Additionally, teachers have common 2 planning time with their grade-level team. So 3 they'll have music and PE. So during that time, 4 they have the opportunity to do planning. It's not 5 really scripted by administration; it's kind of left 6 to them. But definitely building -- and every year 7 is different, because you get a new teacher or extra 8 support staff or extra staff that we need to build 9 them up back to that.</p> <p>10 But PLC is one of our -- one of our 11 efforts to address the lack of funding or lack of 12 time for the amount of professional development that 13 we know we all need; us, as administrators, as well. 14 So we use the strength in our team, the experience 15 of our team, the strategies of the team, and really 16 looking at assessment and building it from there.</p> <p>17 SECRETARY BECK: Yeah. I was a teacher 18 for 13 years at Sandia High School. There's a huge 19 difference between quantity of time and quality of 20 time. I'm not so concerned about quantity of time. 21 I'm more concerned about quality of time. It seems 22 like you've got that.</p> <p>23 On the Vista reports, in the Early 24 Literacy Assessments results, the State average for 25 K through 2, Early Literacy was 34.6 percent</p>	<p style="text-align: right;">136</p> <p>1 question on -- you talked that you interact a lot 2 with the pueblos, the Santa Ana and all that. But 3 yet in your enrollment by subgroup, you have a very, 4 very small subgroup of Native American Indigenous.</p> <p>5 MS. JACKIE RODRIGUEZ: We've had a number 6 of families that come to us. And we -- I remember 7 our first years, we had a student from Santa Ana was 8 a student who had an IEP as well. And I think it's 9 the sense of family that we truly know our families 10 and they are open about their circumstances or 11 situations.</p> <p>12 In that case, very supportive with the 13 educational team from the pueblo, support of the 14 governor's office and the parents and the special -- 15 the social workers that were supportive of that 16 student's IEP.</p> <p>17 But we have also some students from Jemez 18 Pueblo, and it's by choice that they come to our 19 school.</p> <p>20 We do have a number of Hawaiian students. 21 And there's a family from -- a Navajo family who's 22 been part of our SOMOS SABE nights, and who 23 actually, in the kindergarten program last year, was 24 part of the SOMOS SABE, the parent night, and read a 25 book in Diné and spoke about their traditions.</p>
<p style="text-align: right;">135</p> <p>1 proficient, and you guys were 5.5 percent 2 proficient. Do you have any idea why you --</p> <p>3 MS. JACKIE RODRIGUEZ: Is that this 4 year's?</p> <p>5 SECRETARY BECK: That was this year's. Do 6 you have any idea why that was so challenging? 7 Vistas, we take with a grain of salt. 8 We've seen some weird numbers come out of Vistas. 9 But I was wondering if you had any thoughts on that 10 or --</p> <p>11 MS. JACKIE RODRIGUEZ: The only thing we 12 can --</p> <p>13 SECRETARY BECK: I'll check and make sure 14 that's correct.</p> <p>15 MS. JACKIE RODRIGUEZ: I don't have it in 16 front of me. My apologies.</p> <p>17 SECRETARY BECK: Let me see. Toggle 18 table. Wait a minute. No. Hold on. Wrong school. 19 You guys did great.</p> <p>20 MS. FELICITAS REYES: Yeah. We --</p> <p>21 SECRETARY BECK: You guys did great. 22 17.5 percent, New Mexico; 27.7, Sandoval Bilingual. 23 I applaud you. I don't applaud myself, but I 24 applaud you.</p> <p>25 And last quick -- well, one other quick</p>	<p style="text-align: right;">137</p> <p>1 That just kind of goes to who we are as a 2 culture of a school is that parents -- and they hear 3 about us. You know, we constantly hear from 4 families that come to us, both students that have 5 IEPs, because we have a very high success rate for 6 our students in the inclusion model, and students 7 from other communities that come knowing that the 8 education is supportive and supportive of their 9 culture.</p> <p>10 SECRETARY BECK: It says here in the Part 11 A renewal that 1 percent of your population is 12 Native American.</p> <p>13 MS. FELICITAS REYES: Prior to COVID, it 14 was a little bit higher. But because of COVID, 15 that's when we started seeing the decrease. And 16 some of the families actually came back after COVID.</p> <p>17 SECRETARY BECK: Last quick question. 18 What's Wild Friends?</p> <p>19 MS. JACKIE RODRIGUEZ: It's -- the girls 20 can probably speak to it better than I can. It's 21 part of our Student Ambassador group. They advocate 22 for some wildlife preservation.</p> <p>23 SECRETARY BECK: Wildlife preservation? 24 Okay.</p> <p>25 MS. JACKIE RODRIGUEZ: So through our --</p>

<p style="text-align: right;">138</p> <p>1 through our Student Ambassador group, that's one of 2 the activities they take part in. We actually had 3 two students through our Ambassadors program with 4 Wild Friends advocated for the program in the 5 Legislature last year.</p> <p>6 SECRETARY BECK: I had a completely 7 different visual of what I thought Wild Friends was. 8 I appreciate you letting me know that. Wonderful 9 stuff. Wonderful.</p> <p>10 And, kids, thank you so much. Gracias. 11 That's -- gracias. It was beautiful. So thank you.</p> <p>12 THE CHAIR: Commissioner Carrillo.</p> <p>13 VICE CHAIR CARRILLO: Thank you as well. 14 So I -- you know, I mean, I took -- what -- a few 15 years of Spanish in high school and two years in 16 college. And I didn't use it very much. And I 17 remember one summer going to Peru, and I tried my 18 best, and he said that, "It's pathetic." 19 I said, "At least I'm trying." 20 Muchas gracias. (Spanish spoken.) Was 21 that okay? All right. 22 So, anyway, clearly, you serve a nice 23 lunch. So what do you do? I mean, singling out 24 lunch as a favorite, what do you do that's different 25 and wonderful?</p>	<p style="text-align: right;">140</p> <p>1 VICE CHAIR CARRILLO: That's wonderful to 2 hear, that partnership. Is that how you handle 3 transportation is a partnership with the district? 4 MS. JACKIE RODRIGUEZ: No. We partner 5 with Herrera Bus. We contract directly with Herrera 6 Bus. 7 VICE CHAIR CARRILLO: All-righty. Have 8 you applied for our special project grant yet? 9 MS. JACKIE RODRIGUEZ: (Indicates.) 10 VICE CHAIR CARRILLO: Excellent. You'd be 11 surprised how many schools, when they saw an e-mail 12 from the PEC, didn't answer it. Now they're, 13 like -- I'm so glad that you are taking advantage of 14 that. 15 Very happy to hear about full inclusion as 16 your methodology, and on-site counseling, that you 17 have that in the budget, and that's very -- a 18 priority for you. 19 The -- can you -- and, actually, maybe she 20 would like to -- is it Isabel Sarracino? Did I get 21 the first name right? -- is it Ycel [ph] -- on the 22 Ambassador side, to tell us a little bit more about 23 what the program -- the Ambassador program is -- 24 FROM THE FLOOR: So from the things that 25 I've done as an Ambassador for the three years that</p>
<p style="text-align: right;">139</p> <p>1 MS. JACKIE RODRIGUEZ: Commissioner 2 Carrillo and Chair, we are fortunate. First year, I 3 went in and made a connection with the director of 4 nutrition at Bernalillo Public Schools. We contract 5 with them. We have since then. They are a huge 6 supporter of the school as far as nutrition. 7 We've had a continuing partnership since I 8 came in in 2017. We kicked off with the 9 Thanksgiving meal in November. It's been great ever 10 since. 11 We're one of their Seamless Summer Option 12 sites during the summer. They provide meals to our 13 students during the holidays as one of their site 14 programs. 15 And I would just go off to that -- they're 16 not here and listening -- but they are a true model 17 of scratch kitchen, fresh-made foods. And the kids 18 know it. Their favorites are the -- well, my 19 favorites, too. Frito pie day and any day that they 20 have the fresh bread. 21 VICE CHAIR CARRILLO: My gosh, it sounds 22 great. 23 MS. JACKIE RODRIGUEZ: Their menu is built 24 around the community as well. Their menu was 25 developed around the community as well.</p>	<p style="text-align: right;">141</p> <p>1 I've been in the middle school, it's a lot. And 2 it's really fun. 3 We've done some fundraisers; right? Some 4 fundraisers include food for holidays, along with 5 just giving out candy for Valentine's Day. Instead 6 of calling it Valentine's Day, we say "Friends 7 Month." It's really fun. 8 You get to go to places which -- like, the 9 La Cosecha. You got to represent your school. You 10 also got to learn by going to a few classes that I, 11 in my opinion, found very fun. 12 So as an Ambassador, I enjoy it, because I 13 can, one, support my school; two, just have fun with 14 my friends; three, make connections with the 15 principal, because she's a big part of it, as well 16 along with my teachers, who also help with it. 17 And with Wild Friends, it's another thing 18 you get to go to places like this, even the 19 Roundhouse, and you get to talk to legislators. And 20 it's just so fun, because some people would be, 21 like, they're so -- it would be so scary talking to 22 them. And then you talk to them, and they're so 23 sweet. They're just normal people. Like, you just 24 realize that. And I enjoy it a lot. 25 Getting to go around my school and have</p>

<p style="text-align: right;">142</p> <p>1 kids see me, and they're, "Oh, my gosh, I want to do 2 that. That sounds so cool." 3 Or, "I want to support my school. I want 4 to talk about my school," all this and that, you 5 know. And I enjoy it a lot. 6 VICE CHAIR CARRILLO: Thank you very much. 7 I imagine you represent your school very well when 8 you're across the street. Certainly here. We're 9 not a scary bunch. I don't think we're a scary 10 bunch anyway. Yeah. 11 And, you know, I don't have a lot of 12 questions about what you do. I'm very -- you know, 13 it's funny -- not kind of "funny" laughing, but 14 sometimes I'm skeptical, especially more at the high 15 school level in districts, of different bilingual 16 programs and bilingual seal. And it's something 17 that's prestigious to have, but then with all these 18 questions, are they getting -- this is at the high 19 school level. 20 Are there -- is there fidelity to the 21 program and to the language, and are they really 22 getting what they need in terms of the academic 23 instruction? But what I'm hearing here is, because 24 it's starting at K -- at the early levels, and I'm 25 so just happy that all of you kids came to see us,</p>	<p style="text-align: right;">144</p> <p>1 their own assessment scores and such. But they also 2 present in both English and Spanish to their parents 3 and show what they're learning. 4 Instead of the teachers talking about what 5 the kids are learning, the kids actually get to show 6 their parents, "For the past two years, we've been 7 doing this." And they do it in both languages when 8 they meet with their parents to present their data. 9 VICE CHAIR CARRILLO: That's fantastic, 10 just -- in terms of building their self-confidence 11 and self-esteem. And that's huge, because you take 12 that -- you know, after eighth grade, and when 13 you've developed those skills of speaking publicly 14 to a group, looking people in the eye when you shake 15 their hand, things like that, it goes -- those soft 16 skills, we call them, sometimes go a very long way. 17 So thank you for doing that as well. I 18 don't really have any questions about your finances 19 or anything else. I'm just -- I see just a sea of 20 green in all the different categories, which we 21 love. 22 You're never on our agenda, so that's 23 always a good sign. 24 So thank you for all you do. 25 MS. JACKIE RODRIGUEZ: Thank you.</p>
<p style="text-align: right;">143</p> <p>1 that you're kind of laying the groundwork in a much 2 more foundational way, so that there's the dual 3 language success, and tri-language success, because 4 there could be the native language, but also Spanish 5 and English. So kudos. 6 MS. JACKIE RODRIGUEZ: Commissioner 7 Carrillo, if I can add, we in the process of 8 developing a committee for the biliteracy seal for 9 our eighth-grade students and possibly for our 10 fifth-grade students. Same -- two reasons is one, 11 to have our students be able to celebrate their 12 bilingualism, but definitely aligned to what you're 13 saying that they are truly bilingual and biliterate. 14 Ms. Easton did speak to I wish we could do 15 K-12. That would be an ideal situation. But we 16 feel it's important to recognize the efforts of even 17 our kinder through the fifth grade, or our kinder 18 through eighth grade of our students who are truly 19 bilingual and can take that to the high school level 20 as well. 21 MS. FELICITAS REYES: If I may add 22 something. One of the things we forgot to mention 23 is we do student-led conferences from kinder through 24 eighth grade. And so they're basically data 25 presentations. So the kids are very familiar with</p>	<p style="text-align: right;">145</p> <p>1 THE CHAIR: I -- you know, I'll just echo. 2 Thank you once again. I, too, four years of high 3 school Spanish and three years of college. 4 Didn't -- and taught in a school that had -- I was 5 able to practice it a little bit in the school that 6 I taught in. 7 I went to a governance council meeting not 8 that long ago. And most -- the majority of the 9 families were Spanish-speaking. And the one clear 10 message I got out of that was they hated the lunch. 11 I mean, by and large, every one of them thought it 12 was -- I didn't need to know. They hated that 13 lunch. And it was provided by the local school 14 district. 15 So, you know, great that the school 16 district is, I think, being a little more thoughtful 17 and preparing what students are familiar with, and 18 comfortable with and recognizing and helping to 19 celebrate their cultures. I don't think ours is as 20 well. Thank you for that. 21 I just wanted to talk a little bit more 22 about the build. It's really not a build, but the 23 move. 24 So, like, five years from now, where do 25 you -- what do you see that looking like?</p>

<p style="text-align: right;">146</p> <p>1 MS. JACKIE RODRIGUEZ: I already have a 2 phase two in mind, building out for middle school 3 program and multipurpose room to serve as a PE room, 4 stage area, gym area. 5 But, ultimately, the amount of space that 6 we have currently will allow a 7 kinder-through-eighth-grade program; tight, but we 8 will need to expand to fully house that request of 9 380 students -- or is it 360? 10 But we -- a playground. Again, we're in a 11 great location. It's really close to law 12 enforcement, so we have some advantages of being 13 there. It's more central Rio Rancho. 14 We will continue to advocate and get the 15 word out there for some of the residents of 16 Albuquerque, some areas we haven't tapped into to 17 increase our enrollment. 18 But probably a phase two, and I think that 19 would serve a great size school. Those are the only 20 two things we're lacking is more classrooms and a 21 great multi-purpose room. 22 THE CHAIR: So is there any thought about 23 pre-K? 24 MS. JACKIE RODRIGUEZ: Yes. Absolutely. 25 The classrooms are already built out for two pre-K</p>	<p style="text-align: right;">148</p> <p>1 to come up? I'm curious as to what that program is. 2 And I know I'm totally calling you out. 3 You weren't ready for this. And I'm very grateful 4 that you're coming up. 5 FROM THE FLOOR: Well, Film Prize -- they 6 have different categories of what films you can 7 make, which gives the students a lot of, like, 8 different things to make films about and expand 9 their creativity towards things. 10 Like I said, last year, we did a 11 documentary. This year, we wanted to do animation, 12 because a lot of the students love drawing. And, 13 like, my sister, she loves drawing. She draws all 14 the time. She's been drawing since she was little. 15 Some of the other schools also do acting, 16 and they just create their own stories and share 17 stories. 18 There's comedy ones, thriller ones, 19 documentaries, a whole bunch load of things. 20 And I saw a couple of them, and they are 21 really nice. 22 VICE CHAIR CARRILLO: So this is something 23 that all the different schools, if they have 24 students that want to participate, can participate 25 in this.</p>
<p style="text-align: right;">147</p> <p>1 classrooms, and we are applying for the grant once 2 that becomes available. We considered even starting 3 it early because the building will actually be 4 available in February. But because the grant -- the 5 way the grant runs, we'll have to wait till the 6 pre-K grant. 7 THE CHAIR: Yeah. Yeah. And you have to 8 have time, I guess, for the build-up of the 9 playground. 10 MS. JACKIE RODRIGUEZ: Yeah. 11 THE CHAIR: I know there are separate -- 12 allotted separate playground requirements with the 13 real tiny tykes. 14 So thanks for that. And when you say 15 "building out," does that mean physically having to 16 add on to that? 17 MS. JACKIE RODRIGUEZ: Yes. Additional 18 structure. Correct. 19 THE CHAIR: Thanks. That's all I have. 20 MS. JACKIE RODRIGUEZ: Thank you. 21 VICE CHAIR CARRILLO: I have a question. 22 THE CHAIR: Sure. 23 VICE CHAIR CARRILLO: And it's great to be 24 able to hear from the students. So, Ms. Sarracino, 25 you mentioned Film Prize. And would -- do you want</p>	<p style="text-align: right;">149</p> <p>1 FROM THE FLOOR: Yeah. There's -- I think 2 there's a high school. And then there's middle 3 school, dual credit class. 4 VICE CHAIR CARRILLO: Is why this is 5 called Film Prize Junior; is that -- 6 FROM THE FLOOR: Yeah. 7 VICE CHAIR CARRILLO: That's really cool. 8 I didn't know this went on in schools. I'm 9 certainly happy you're in that program and doing 10 well in it. Thank you very much. 11 THE CHAIR: Commissioner Brauer. 12 COMMISSIONER BRAUER: Thank you, 13 Madam Chair. Thank you, team. Thank you, Ms. Reyes 14 and Ms. Rodriguez. 15 I -- the Commission has already shared a 16 lot of the good graces, and I didn't want to take up 17 our time before lunch, especially for the kiddos, 18 since they need to get back, hopefully, and have 19 some of that beautiful lunch. Probably not today, 20 but -- you know. 21 I -- I just want -- I just want to just 22 share that we have so many charter schools start 23 from a place of deep personal connection to a 24 problem in our education system. And we talk about 25 a lot of our other schools when we see this.</p>

150	<p>1 And the uniqueness of your school does 2 that, does that same exact thing. And because 3 sometimes we are a very large, majority-Hispanic 4 potentially, quote-unquote, Spanish-speaking 5 community, I think it kind of goes unaddressed, and 6 heritage becomes the norm for many of our students 7 who have that specific background.</p> <p>8 And so I think that what you all do, 9 sometimes it could potentially go under the radar in 10 terms of the uniqueness and the importance.</p> <p>11 And then when we see these young children 12 and our young -- our future leaders that come up and 13 speak with such clarity and confidence and courage, 14 it's just a -- it's a beautiful thing to see that. 15 And we need more of these opportunities.</p> <p>16 And so thank you so much for all that you 17 do. It's really awesome to see, not that the 18 red-yellow-green thing matters everything to us. 19 But it's great to see not just everything is in 20 green, but the story of having a couple of different 21 colors at the beginning of this cycle through now, 22 there's a -- there's a clear growth that's happened, 23 as well as within your -- your proficiency scores.</p> <p>24 And to think about how beautiful it is to 25 think about our young people. And, again, I'm</p>	152	<p>1 But there is an opportunity -- just, like, 2 you know, sometimes students opt -- you know, you 3 can even start taking, like, Algebra 1 now in 4 seventh grade, probably -- right? -- and you can 5 fulfill a lot of your requirements. What would it 6 mean, like -- maybe it's a possibility already. I 7 don't know.</p> <p>8 MS. JACKIE RODRIGUEZ: It is.</p> <p>9 COMMISSIONER BRAUER: That would be so 10 awesome to have our young students be 11 bilingual-sealed, if that's the noun that we use, 12 and frequent.</p> <p>13 MS. JACKIE RODRIGUEZ: Thank you, 14 Commissioner. And to add, there is that option. So 15 we are pursuing that. Additionally, there is 16 another charter school -- but I don't think they're 17 State-authorized -- that, actually, they do AP 18 classes for eighth-graders, so that they have a 19 Spanish credit or even more that they go into high 20 school with.</p> <p>21 So I pick that directors's brain all the 22 time. And we're friends and colleagues. So we 23 absolutely talk about our schools and the 24 comparisons and differences and challenges and all 25 of it. So, absolutely.</p>
151	<p>1 mono-lingual, even though I'm -- like many of the 2 other Commissioners, my undergrad actually got 3 placed on the Spanish-speaking floor. I don't know 4 why this Appalachian kid was in with a bunch of kids 5 from Puerto Rico and the Dominican Republic. But 6 that's where they put me when I transferred in. I 7 learned a lot of Spanish almost through an immersion 8 experience; right?</p> <p>9 And I just think about how beautiful it is 10 to see our young people, not just speaking, but 11 reading off of their papers. I think that's just, 12 like, a beautiful thing. And thinking about how 13 they're reading and speaking and writing in both 14 languages is such a great -- such a great thing.</p> <p>15 So I wanted to make sure it didn't go 16 unannounced, because it is -- in the state we live 17 in, it almost seems like a given. And we know it's 18 not. We know it's not, no matter what the efforts 19 are happening to do so.</p> <p>20 The one thing I just think about -- and 21 this is probably -- I always think about this when I 22 see you come up. I wonder how we can get some type 23 of bilingual seal for, like, elementary school as 24 well, and middle school, and not just for the high 25 school level.</p>	153	<p>1 COMMISSIONER BRAUER: Awesome. That 2 sounds like that's your goal for contract 3 negotiations for 2000-and -- not really. I'm just 4 kidding. Thank you for that. That's really 5 awesome.</p> <p>6 THE CHAIR: So I move that the Public 7 Education Commission approve the renewal application 8 for the Sandoval Academy of Bilingual Education for 9 a five-year term without conditions.</p> <p>10 VICE CHAIR CARRILLO: Second.</p> <p>11 THE CHAIR: There's a motion by 12 Commissioner Gipson and a second by Commissioner 13 Carrillo.</p> <p>14 SECRETARY BECK: Chair Gipson.</p> <p>15 THE CHAIR: Yes.</p> <p>16 SECRETARY BECK: Vice Chair Carrillo.</p> <p>17 VICE CHAIR CARRILLO: Yes.</p> <p>18 SECRETARY BECK: Commissioner Ingham.</p> <p>19 COMMISSIONER INGHAM: Yes.</p> <p>20 SECRETARY BECK: Commissioner 21 Clahchischilliage.</p> <p>22 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>23 SECRETARY BECK: Commissioner Burt. 24 (No response.) 25 SECRETARY BECK: Commissioner Manis.</p>

<p style="text-align: right;">154</p> <p>1 COMMISSIONER MANIS: Yes. 2 SECRETARY BECK: Commissioner Brauer. 3 COMMISSIONER BRAUER: Yes. 4 SECRETARY BECK: Commissioner Taylor. 5 (No response.) 6 SECRETARY BECK: Yeah. She already 7 said -- okay. We have one, two, three, four, five, 8 six, seven votes for, and no votes against. The 9 motion passes. Congratulations. Thank you, 10 everybody who came. 11 THE CHAIR: We will pause till 2:00. 12 (Luncheon recess taken, 12:30 p.m. 13 to 2:00 p.m.) 14 THE CHAIR: Okay. Thank you very much for 15 your patience. We are here for our third hearing -- 16 third hearing of the day. And this is Tierra 17 Encantada Charter School. 18 So our agenda goes Charter School Division 19 will do their presentation and recommendation. If 20 there's any entity that's here, by chance, for a 21 tribal consultation, there's time on the agenda for 22 that. 23 You'll have your opportunity to present 24 your information. 25 We'll do public comment after that.</p>	<p style="text-align: right;">156</p> <p>1 students as citizen scholars with a dual language 2 environment through a rigorous learning curriculum 3 which will prepare students for post-secondary 4 success. 5 The head administrator, Daniel Peña, has 6 been at the school for many years as its leader. 7 The renewal visit took place on 8 October 23rd, with Cheryl Rowe as lead, Lucy 9 Valenzuela, and Kristen LaVolpa. I was not on the 10 renewal visit team, but I visited the school for 11 their annual visit this past spring. 12 The Charter Schools Division recommends 13 that Tierra Encantada Charter School be renewed for 14 a term of five years with the following conditions: 15 First, that the school's Record of 16 Performance demonstrates improved academic growth, 17 beginning with specific -- a specific immediate 18 action to offer students two semesters of ELA and 19 math each year. 20 And, second, that the school identifies a 21 robust strategic educational plan to improve student 22 outcomes with appropriate staff professional 23 development related to content instruction, 24 including plans to strengthen the bilingual program. 25 The recommendation is based on the record</p>
<p style="text-align: right;">155</p> <p>1 And then questions from us. 2 So -- and just a reminder, when you first 3 speak, if you state your name -- and for everyone in 4 the audience, if you're doing public comment -- 5 because we have a court reporter doing -- 6 transcribing for us, and she's virtual. 7 If you state your name, spell your last 8 name, and for you folks, the role that you have in 9 the -- in the school, and then we'll be good. So 10 thank you. 11 And welcome once again. I don't know 12 who's doing it. 13 DR. BRIGETTE RUSSELL: I am, Chair Gipson. 14 Good afternoon, Chair Gipson and 15 Commissioners. I'm Brigette Russell, Deputy 16 Director in the Charter Schools Division, here to 17 provide the PED evaluation for Tierra Encantada 18 Charter School. 19 Tierra Encantada opened in 2006 with 20 Santa Fe Public Schools as their authorizer. The 21 school remained with Santa Fe until renewing with 22 the PEC in 2015. 23 This is their second renewal application 24 with the Commission. 25 The mission of the school is to empower</p>	<p style="text-align: right;">157</p> <p>1 of the school's performance over the course of the 2 contract term, the renewal application, which 3 highlights adult actions and programs in the service 4 of student progress, and verification of those 5 programs and adult actions during the CSD renewal 6 site visit and annual visits. 7 The school's ratings on Part B of the 8 renewal application are as follows: 9 The school rated Demonstrates Substantial 10 Progress in financial compliance, in governance, in 11 equity and identity, and on other performance 12 framework indicators. 13 The school rated Failing to Demonstrate 14 Progress in three areas: Student outcomes, 15 mission-specific goals, and educational program. 16 I'll address those three first, and then come back 17 to the areas where they demonstrated progress. 18 In terms of academics, the school has been 19 designated Traditional on Vistas for the past three 20 years. But CSD does have concerns about the 21 school's academic outcomes. 22 For '22 -- for '23-'24, proficiency 23 percentages were 29 percent in reading, 5 percent in 24 math, and 30 percent in science, all below district 25 and state averages, which are themselves low.</p>

<p style="text-align: right;">158</p> <p>1 The math proficiency rate is particularly 2 concerning. 3 A bright spot in this school's academic 4 outcomes is proficiencies for students with 5 disabilities: 33 percent in reading and 44 percent 6 in science. Both of these are more than double the 7 district and the state rates. 8 Math proficiency for students with 9 disabilities is masked, but is less than or equal to 10 20 percent. 11 CSD learned during the renewal visits this 12 fall and the annual visit last spring that the 13 school only offers math and language arts for one 14 semester instead of the whole school year. And CSD 15 believes this likely contributes to the low 16 proficiencies. 17 The school has had challenges meeting 18 their mission-specific goals over the charter term, 19 meeting the target less than half of the time. 20 The dual credit goal was a challenge 21 because students were not ready for college-level 22 classes. The school is now collaborating with 23 Santa Fe Community College, its dual credit partner, 24 to offer intervention to support students with their 25 college classes.</p>	<p style="text-align: right;">160</p> <p>1 So in terms of their educational program, 2 they are fully implementing with fidelity one 3 element. And the other two are -- are incomplete in 4 their implementation resulting in the rating. 5 The four areas where the school 6 Demonstrated Substantial Progress: First, financial 7 compliance. They have a very strong financial 8 compliance record, a clean record for most of the 9 charter term, with the exception of one Working to 10 Meet rating the first year and one Does Not Meet 11 indicator rating last year. 12 They have clear systematic processes, and 13 CSD has no concerns in this area. On the contrary, 14 I was very impressed by the school's financial 15 management. We couldn't rate them Meets because of 16 the way the rubric is, but their finances are very 17 strong. 18 In terms of governance, they are also very 19 close to Meets with only one Working to Meet rating 20 in '22-'23 when board members did not complete all 21 training hours. 22 They have corrected this by arranging to 23 have required on-site training and have met all 24 requirements since then. 25 Equity and identity, they have created a</p>
<p style="text-align: right;">159</p> <p>1 The Spanish language proficiency mission 2 goal was met only once. But a growing number of 3 students are earning the bilingual seal every year. 4 The three main components of 5 Tierra Encantada's educational program are dual 6 language immersion, project-based learning, and 7 college and career pathways. 8 The strongest of these is college and 9 career pathways through the dual credit program. 10 The school has collaborated with Santa Fe Community 11 College to expand their offerings in this area. 12 Dual language, which requires students 13 receive half of their instruction in Spanish, has 14 been a challenge to implement due to difficulty 15 retaining bilingual teachers. 16 The PED language and culture division 17 believes that the school's program more closely fits 18 a Spanish Heritage model, and has suggested that the 19 school may wish to switch to that for their next 20 charter term if dual language can't be implemented 21 with fidelity. 22 A return to true project-based learning 23 has been slow since the post-pandemic return to 24 in-person instruction. But cross-curricular 25 projects are being incorporated into the curriculum.</p>	<p style="text-align: right;">161</p> <p>1 model program to address equity and identity issues 2 called "The Empathy Project." This school-wide 3 project faces equity and identity issues head on and 4 ensures that students feel seen, respected, 5 supported, and included. 6 They would be Meets in this area, except 7 that they are working toward creating an equity 8 council that meets all PED definitions and 9 requirements. 10 For other performance framework 11 indicators, the school has adequately addressed any 12 ratings of Does Not Meet or repeated Working to Meet 13 and explained the actions being taken to remedy any 14 issues. 15 All the licensure issues have been 16 resolved. 17 They are working with Language and Culture 18 to resolve concerns from a technical assistance and 19 monitoring letter, and have hired a student success 20 coordinator who actively monitors attendance and 21 works to ensure that students remain engaged and 22 regularly attend school. 23 Thank you. 24 MS. MELISSA BROWN: Do we have anybody on 25 our virtual audience or in the actual audience that</p>

<p style="text-align: right;">162</p> <p>1 is here to represent a tribal entity? 2 (No response.) 3 MS. MELISSA BROWN: We do not. 4 THE CHAIR: Thank you. 5 Last school, we had little tykes up, and 6 we had a whole row raise their hand. It's, like, 7 "No, not yet." 8 So welcome once again. And you have to 9 press hard the first time. It should go -- there 10 you go. And you don't have to keep your finger on 11 it. 12 Welcome once again. Introduce yourselves 13 and anyone else that's going to speak, and you can 14 start when you're ready. 15 MR. DANIEL PEÑA: You guys are ready now? 16 Thank you very much. First of all, I want to thank 17 everybody for having us here. It's great to be 18 here. Yesterday and today, I had a conversation 19 with people. It's exactly five years to the day 20 that we were sitting here. It was Wednesday, 21 December 11th, 2019. 22 We took it as a sign. We thank everybody 23 for being here. 24 I also want to thank the Charter School 25 Division. Cheryl Rowe has been very, very helpful</p>	<p style="text-align: right;">164</p> <p>1 passage. And we're hoping that, you know, we -- I 2 know I've got some students here. I hope we score 3 well on our passage and that they give us a good 4 mark at the end of our passage. 5 So welcome again, Tierra Encantada Charter 6 School. This is our passage. 7 So if we can go on to the next slide. 8 A little bit about us. 9 Next slide. And -- I'm sorry -- next 10 slide. 11 So we've already heard about the mission. 12 So our students prepare for college and careers. We 13 give them the -- the opportunities to earn up to 14 twelve college credit hours, a degree, or a 15 certificate before graduating high school. 16 Next slide. 17 So I'm going to talk a little bit about 18 our mission-specific goals. 19 Next. 20 So our mission-specific goals is that 21 70 percent of our students enrolled on the 40th and 22 120th day will earn college credit. That is, in the 23 ninth grade, students will take one introductory 24 college class, and in grades 10 and 11, a minimum of 25 two classes, and in grade 12, they take a minimum of</p>
<p style="text-align: right;">163</p> <p>1 with us in providing technical assistance and 2 guidance throughout the last few years with us. And 3 she's always a phone call away and an e-mail away. 4 I want to thank you for always being there and 5 guiding us and helping us out. 6 We can start our -- oh, I'm so sorry. My 7 name is Daniel Peña, I am the school director for 8 Tierra Encantada Charter School. Oh. P-e-n-a. 9 Thank you. 10 So we're going to start our presentation. 11 I want to explain a little something first, is that 12 our -- Tierra Encantada follows what's called a 13 "passages" model. And at the end of the year, 14 seniors have to present a passage to the community 15 of teachers or representatives; a panel, if you 16 will. 17 So the passage presentations are benchmark 18 presentations at the end of pivotal transitional 19 years, like the twelfth grade. During the passage 20 presentations, students use their portfolios as 21 evidence to demonstrate their readiness to move on 22 to the next level of education. 23 So what we're doing here today is we're 24 trying to put our -- you know, do what we have asked 25 our students to do. So we have prepared our own</p>	<p style="text-align: right;">165</p> <p>1 three college classes. 2 A recent analysis of student outcomes 3 revealed a passing rate of over 73 percent. This 4 strong performance has attributed to our school's 5 structured approach, which includes integrated 6 academic support built into our master schedule, 7 which I'll talk about in a little bit. 8 Next slide, please. 9 In our passages, we always talk about the 10 challenges we've had and that we've faced over the 11 years as we grow within Tierra Encantada Charter 12 School. 13 These are some of the challenges we've 14 faced over the years. 15 Colleges have indicated that there's a 16 lack of soft skills, which are crucial for success 17 in both academic and professional settings. 18 We saw more need to -- more support for 19 our students that need it. So students required 20 ongoing support throughout the day to help them 21 navigate their coursework and responsibilities 22 effectively. 23 We also found the need for continuous 24 monitoring of students' progress to assure they're 25 maintaining success and addressing any challenges</p>

<p style="text-align: right;">166</p> <p>1 they may encounter.</p> <p>2 Next slide, please.</p> <p>3 Some of our successes.</p> <p>4 As mentioned earlier, we have developed</p> <p>5 direct partners with colleges. We establish direct</p> <p>6 collaborations with colleges to facilitate smoother</p> <p>7 transitions for students in higher education,</p> <p>8 ensuring that they receive resources and guidance.</p> <p>9 Colleges now come to Tierra Encantada, set</p> <p>10 up shop, and work with students and provide support</p> <p>11 and technical assistance.</p> <p>12 We developed a college and career pathways</p> <p>13 manual. So our students are now following career</p> <p>14 pathways. When we first started with the dual</p> <p>15 credit program, we were trying to help students</p> <p>16 figure out which path to go on. And we realized,</p> <p>17 wait a minute. They can't do this because they need</p> <p>18 something -- they need a college catalog in order</p> <p>19 for them to follow.</p> <p>20 So they are now following college and</p> <p>21 career pathways. And we worked with the community</p> <p>22 college, our direct partner, in developing that</p> <p>23 college and career pathway guide for our students.</p> <p>24 We also saw a need for designated dual</p> <p>25 credit hours within our schedule. And within that</p>	<p style="text-align: right;">168</p> <p>1 haven't met our mark with our mission-specific</p> <p>2 goals. But with all the courses that our students</p> <p>3 are taking, whether due to scheduling conflicts or</p> <p>4 the workload, that they couldn't meet the criteria</p> <p>5 for our mission-specific goal, so within all the</p> <p>6 courses that they're taking, we do have a 79 percent</p> <p>7 pass rate with all college courses that the students</p> <p>8 are taking, nine through the twelve.</p> <p>9 And what you're seeing on the screen --</p> <p>10 I'm sorry. What you saw on the screen was a copy of</p> <p>11 our dual credit pathway catalog that our students</p> <p>12 use when they're signing up for -- for courses. And</p> <p>13 on the right side is just a sample of some of the</p> <p>14 pathways that our students can choose from.</p> <p>15 And that's a table of contents that we</p> <p>16 wanted you to see.</p> <p>17 Next slide, please.</p> <p>18 One more time.</p> <p>19 So our second mission-specific goal was</p> <p>20 under dual language. So we stated that 50 percent</p> <p>21 of our students in grade 8 will increase one level</p> <p>22 on the State assessment for Spanish language</p> <p>23 proficiency.</p> <p>24 Although we have not met this goal every</p> <p>25 year, the progress made in meeting it during the</p>
<p style="text-align: right;">167</p> <p>1 schedule, students now have a period called "dual</p> <p>2 credit," where the students go and receive support</p> <p>3 and guidance with a designated staff member in that</p> <p>4 period.</p> <p>5 So they're not taking the courses outside</p> <p>6 of the day or when they can. We now have designated</p> <p>7 periods within the day that we -- we've blocked off</p> <p>8 for them to sign up for -- well, in the master</p> <p>9 schedule, they have a dual credit hour where they go</p> <p>10 and receive continued guidance.</p> <p>11 We've also moved dual credit to -- to our</p> <p>12 crews for further monitoring. A crew class is a</p> <p>13 class of students who are assigned to in the seventh</p> <p>14 grade. They stay with that teacher until they</p> <p>15 graduate. In other words, that teacher becomes</p> <p>16 their in-school parent, their person they can go to.</p> <p>17 And one of those areas we've done is we've moved</p> <p>18 dual credit monitoring into crew classes for</p> <p>19 additional support in dual credit.</p> <p>20 TECS students have demonstrated a</p> <p>21 73 percent pass rate from 2020 to 2024. But from</p> <p>22 '21 to '23, it was a 76 percent pass rate and a</p> <p>23 passing average grade of 79 percent.</p> <p>24 This includes all courses taken.</p> <p>25 I know we've talked a little bit about we</p>	<p style="text-align: right;">169</p> <p>1 most recent academic year reflects the ongoing</p> <p>2 efforts to enhance student outcomes in areas</p> <p>3 identified as priority to the school. We are making</p> <p>4 some improvements in that area.</p> <p>5 Next slide, please.</p> <p>6 One more time.</p> <p>7 So here were some of the challenges that</p> <p>8 we faced with our second mission-specific goal.</p> <p>9 That first bullet point, where it says</p> <p>10 "Testing Limitations," what we're trying to say here</p> <p>11 is that the students' data we reported was limited</p> <p>12 to only eighth grade. TECS did have other grade</p> <p>13 levels that showed improvement and ending the year</p> <p>14 with 98 percent participation rate, further</p> <p>15 demonstrating proficiency in all grade levels.</p> <p>16 We had -- some of the challenges we had</p> <p>17 were students transferring from other schools. And</p> <p>18 some of that posed challenges, as often they were</p> <p>19 varied in their Spanish language proficiency, maybe</p> <p>20 coming from different bilingual programs or dual</p> <p>21 language programs.</p> <p>22 As mentioned earlier, we've had a</p> <p>23 challenge with staffing, either in core content or</p> <p>24 Spanish language arts. So every year, we've had</p> <p>25 some change in those areas as far as staffing,</p>

<p style="text-align: right;">170</p> <p>1 creating inconsistency and instructional approaches, 2 curriculum continuity, and relationship building 3 with students.</p> <p>4 And then, finally, our -- we had limited 5 dual language environment. Staffing shortages 6 reduced the number of hours that we could provide in 7 a dual language setting, limited immersive Spanish 8 instruction, and necessitating a shift to a 9 different model rather than full immersion approach.</p> <p>10 But we still maintain a strand of dual -- 11 of dual language within our bilingual program.</p> <p>12 And our successes.</p> <p>13 So in -- Tierra Encantada has received two 14 awards from the Bilingual Multicultural Program. 15 It's a bilingual multicultural education recognition 16 award for excellence, in '22-'23 and in '23-'24 17 school years, showing our efforts and commitment to 18 bilingual education.</p> <p>19 We've also had a steady increase of State 20 bilingual participation. In bilingual seal 21 participation, a growing number of students pursued 22 and received the bilingual seal, reflecting 23 consistent success in promoting bilingualism and 24 biliteracy among students.</p> <p>25 So in 2020 and '21, 59 percent of our</p>	<p style="text-align: right;">172</p> <p>1 participate in community service projects conducted 2 in Spanish throughout the community, or within the 3 school, whether it's tutoring or going out to the 4 community.</p> <p>5 They are actively involved in the Model UN 6 in English, and they are actively involved in Model 7 UN in Spanish. They present at the La Cosecha 8 conference. And they have to present their 9 end-of-the-year passage in Spanish, which requires a 10 high level of linguistic competency.</p> <p>11 We feel this is in alignment with our 12 mission goals. The success of the bilingual program 13 aligns closely with our mission of bilingualism and 14 biliteracy.</p> <p>15 Students achieve progress on the State 16 assessment and develop long-term Spanish 17 proficiency. By fostering high standards and 18 encouraging student participation in the bilingual 19 seal program, we have established a track record of 20 success in meeting or exceeding our mission-specific 21 goals for Spanish language proficiency, we feel.</p> <p>22 One of the components of a passage is we 23 have to talk about what action are we going to be 24 taking. Once it was determined that we had some 25 concerns about the bilingual program for</p>
<p style="text-align: right;">171</p> <p>1 graduating twelfth-graders received the bilingual 2 seal.</p> <p>3 In 2022, 70 percent of our students 4 graduating received the bilingual seal.</p> <p>5 In 2023, 75 percent of our students 6 received the bilingual seal.</p> <p>7 And in 2024, 74 percent of our students 8 received the bilingual seal.</p> <p>9 Next slide, please. Thank you.</p> <p>10 I want to talk a little bit about the 11 bilingual seal program. So students -- and what it 12 takes to even earn the State bilingual seal at 13 Tierra Encantada.</p> <p>14 Students who -- and we have a couple of 15 students here in our bilingual seal program. 16 Students who successfully earn the State bilingual 17 seal, they have to demonstrate proficiency in 18 multiple areas.</p> <p>19 They have to pass the CLEP test in 20 Spanish. We know they are able to pass the Avant 21 and be eligible for the bilingual seal. But we have 22 been working with the college to have them take the 23 CLEP test in Spanish, and they have to pass that.</p> <p>24 They have to attend regular bilingual seal 25 classes within the school. And they have to</p>	<p style="text-align: right;">173</p> <p>1 Tierra Encantada, we began working closely with the 2 Language and Cultural Division. We've been 3 receiving technical assistance from them and 4 providing and maximizing dual language support 5 within our limited resources that we have as far as 6 staffing.</p> <p>7 We also, within our -- within our school, 8 we developed our own Corrective Action Plan. We 9 develop and implement a Corrective Action Plan to 10 address compliance issues and improve the 11 effectiveness of our bilingual program and its focus 12 on increasing and aligning with bilingual education 13 standards, enhancing teacher training, and 14 addressing gaps in program delivery.</p> <p>15 For reading, we've had some improvement in 16 reading, and this improvement highlights the 17 school's commitment to literacy, our focused -- I'm 18 sorry -- I'm a little bit nervous.</p> <p>19 This improvement highlights the school's 20 commitment to literacy and our focused intervention 21 periods to support students -- to support students. 22 The integration of structured literacy programs, 23 interventions have played a role in achieving these 24 gains.</p> <p>25 So our challenges that we faced and that</p>

<p style="text-align: right;">174</p> <p>1 we learned from in reading is the development of an 2 ELA curriculum. We needed to identify a 3 comprehensive program. 4 We had ELA staff turnovers. Turnover 5 among ELA teachers disrupted continuity in 6 instruction. 7 And as mentioned earlier, we -- we use a 8 block -- a block schedule modeled on 9 college-based -- on a college-based system. It 10 presented a challenge for students who were in 11 classes for longer periods of time and maybe had 12 problems retaining or engaging in ELA instruction. 13 Varied reading proficiency levels, of 14 course, addressing a wide range of reading 15 proficiency levels within the same classrooms 16 required differentiated instruction and additional 17 resources, placing a strain on instructional 18 planning and delivery. 19 Despite these challenges, Tierra Encantada 20 demonstrated its commitment to literacy by receiving 21 a 10 percent increase in reading proficiency through 22 targeted interventions and structured support. 23 Next slide. 24 What were some of our successes in the 25 area of reading?</p>	<p style="text-align: right;">176</p> <p>1 10 percent increase in reading proficiency, 2 underscoring Tierra Encantada's commitment to 3 fostering a strong foundation in literacy and its 4 students. 5 So our next step is what are our actions, 6 what are we going to be doing? 7 Well, we're going to be looking at 8 transitioning into a traditional schedule, move from 9 a block schedule to a traditional schedule to 10 improve more consistent and frequent exposure to ELA 11 instruction, fostering better retention and skill 12 development. 13 We're going to maintain our ELA staffing. 14 We're prioritizing and retaining current ELA staff 15 to ensure instructional continuity and to build on 16 the progress already made in reading proficiency, 17 more focus on data-driven instruction, and enhanced 18 structured professional development of Professional 19 Learning Communities. Use PLCs carry -- we're going 20 to use PLCs to facilitate discussions on student 21 performance, share best practices, and address 22 challenges for addressing literacy challenges across 23 grade levels. 24 Next slide, please. 25 So in math, there's been a steady</p>
<p style="text-align: right;">175</p> <p>1 Well, we adopted a comprehensive ELA 2 curriculum, CommonLit, with -- which included 3 professional development and included the addition 4 of common and formative assessments within that 5 program. 6 We improved staff retention in ELA, and we 7 introduced weekly structured Professional Learning 8 Communities, established meetings that focused on 9 analyzing student performance data, identifying 10 trends and planning targeted interventions to 11 support literacy improvement. And there's more 12 focus on data-driven instruction within those PLCs. 13 There's some cross-content collaboration 14 and planning. So we've also seen that happening. 15 And we've also seen adherence to what we call the 16 "text curriculum framework," which we developed a 17 few years ago. So our ELA teachers follow the 18 curriculum framework to ensure consistency, 19 alignment, and structured approach to literacy 20 instruction. 21 And as mentioned earlier, we did 22 outperform the State of New Mexico in some areas. 23 In special ed, we outperformed the State in our 24 recent Vistas data that was released about a month 25 ago. These successes collectively contributed to a</p>	<p style="text-align: right;">177</p> <p>1 growth -- this steady growth that we've had has been 2 a testament of our emphasis on strengthening the 3 math instruction, adopting evidence-based practices, 4 and providing additional academic support to 5 students through our intervention period and 6 personalized learning strategies. 7 So some of the challenges that we face and 8 we learned throughout the years is one of the 9 challenges is math department turnover. 10 Frequent turnover among math teachers 11 disrupted our instructional consistency. Again, 12 block scheduling model. The college-based block 13 schedule presented challenges for math instruction, 14 as longer periods were not always effective for 15 subjects requiring consistent practice and skill 16 reinforcement. 17 We had some limited professional 18 development opportunities. Professional development 19 specific to math instruction was limited, reducing 20 opportunities for teachers to enhance their skills. 21 And then we had an inconsistent comprehensive 22 curriculum across the department as well. 23 Next slide. 24 One more time. 25 What were some of our successes in math?</p>

<p style="text-align: right;">178</p> <p>1 We introduced the introduction of the Alex 2 math program, an adaptive online learning platform 3 that personalizes instruction based on each 4 student's unique learning needs.</p> <p>5 Alex offers targeted practice, identifies 6 knowledge gaps, and adjusts to curriculum as 7 students progress, promoting deeper understanding 8 and mastery of math concepts.</p> <p>9 Teachers are attending more professional 10 development in the area of math, focused on 11 evidence-based instructional practices and 12 strategies.</p> <p>13 We have enhanced our academic support and 14 intervention periods. We strengthened the use of 15 the intervention periods to provide targeted support 16 for students who need additional assistance.</p> <p>17 And, again, compared to New Mexico in the 18 area of special education, we were higher. We 19 scored higher. We had 20 percent proficiency versus 20 the 7.5 percent overall proficiency for New Mexico.</p> <p>21 The success highlights TECS's dedicated 22 approach, contributing to the steady 5 percent 23 increase in student performance.</p> <p>24 In our actions, this is what we're going 25 to be doing. So we're going to be transitioning to</p>	<p style="text-align: right;">180</p> <p>1 need to foster understanding and positive 2 communication within the school and beyond.</p> <p>3 The goal of The Empathy Project is to 4 educate others with a profound impact that words and 5 actions have on individuals and the larger 6 community.</p> <p>7 The project seeks to promote empathy as a 8 core value by engaging the TECS community in 9 discussions, activities, and initiatives that 10 emphasize the importance of kind and considerate 11 communication by encouraging members to be more 12 mindful of their words and how they affect others.</p> <p>13 The Empathy Project aims to reduce conflict and 14 build a more supportive and inclusive environment at 15 TECS and throughout the wider community.</p> <p>16 If you can go one more. There we go.</p> <p>17 So The Empathy Project at Tierra Encantada 18 Charter School has been an integral part of the 19 school's academic and social learning framework, 20 permeating various classes and gradually being 21 introduced into the curriculum.</p> <p>22 This approach helps ensure that the values 23 of empathy, cultural awareness, and respectful 24 communication are not just stand-alone initiatives, 25 but essential components of the TECS educational</p>
<p style="text-align: right;">179</p> <p>1 a traditional yearlong schedule. We're making a 2 decision to move away from the college-based block 3 schedule to a traditional yearlong schedule, 4 providing more consistency and sustained math 5 instruction.</p> <p>6 We're going to be working at adopting a 7 comprehensive math curriculum, begin the adoption of 8 and integration of more comprehensive curriculum 9 across math departments -- the math department -- to 10 create a cohesive, structured approach.</p> <p>11 I also want to add that, as a staff, we 12 recognize that we all are ELA and math teachers, 13 and, thus, are working on our PLCs to support both 14 math and reading strategies across all content areas 15 with the guidance of both ELA and math departments.</p> <p>16 Our Empathy Project.</p> <p>17 It's a school-wide project. It's a 18 project-based element. It's something that we're 19 very, very proud of.</p> <p>20 The Empathy Project at Tierra Encantada 21 Charter School was initiated as a response to a 22 troubling rise in violent and harmful events 23 involving community members.</p> <p>24 The project was created by a collaborative 25 group of teachers and students who recognized the</p>	<p style="text-align: right;">181</p> <p>1 experience.</p> <p>2 Here's how the project has been woven 3 throughout TECS: Through classroom activities, 4 literature across all contents, into our curriculum 5 framework.</p> <p>6 We also provide professional development. 7 Before teachers go in and work with students, we 8 have meetings with our teachers to prepare them for 9 that, cross-content collaboration, and project-based 10 learning.</p> <p>11 It's also -- we also consider empathy as a 12 cultural pillar at TECS. The empathy isn't confined 13 to individual classrooms. It is supported 14 school-wide through events, workshops, and special 15 days dedicated to empathy-building activities. This 16 helps solidify a school culture where empathy is a 17 shared value.</p> <p>18 We also see student leadership coming out 19 from The Empathy Project. Students are encouraged 20 to take leading roles in promoting empathy 21 throughout the school, such as organizing events, 22 leading discussions, and helping with 23 empathy-focused projects.</p> <p>24 Through these efforts, The Empathy Project 25 has become a fundamental part of TECS' educational</p>

<p style="text-align: right;">182</p> <p>1 approach, contributing to a learning environment 2 where students are not only academically equipped, 3 but also emotionally intelligent and socially aware. 4 Successes. 5 Some of the successes we've seen as 6 successful components of The Empathy Project. 7 We hit the area of protection of student 8 rights. The Empathy Project has strengthened TECS' 9 commitment to creating an inclusive school 10 environment where every student feels seen, 11 respected, and supported. 12 Activity within the project -- activities 13 within the project have helped reduce incidents of 14 bullying and promote mutual respect among students. 15 We've seen a decrease in student referrals 16 for discipline. 17 The project celebrates diversity, 18 fostering a school culture where students from all 19 backgrounds are valued. And, again, as mentioned 20 earlier, we've met several areas -- through The 21 Empathy Project, as you can see there, we've met 22 several areas of compliance for the State of New 23 Mexico. 24 Next slide, please. 25 So key activities of The Empathy Project.</p>	<p style="text-align: right;">184</p> <p>1 with other charter schools. 2 There was entertainment and interactive 3 booths. 4 The Empathy Take-A-Stand Rally was a 5 powerful event that reinforced the school's mission 6 to create an environment where empathy, respect, and 7 cultural awareness are central to education. By 8 bringing together students and educators and 9 community members, we fostered a shared commitment 10 to building more -- building a more compassionate 11 and socially aware society. 12 Next slide. 13 And the final component to any passage is 14 an art piece. And all students have to develop an 15 art piece. 16 So we -- if you could pause just for a 17 second? I want to introduce this art piece. This 18 art piece was made by a former student of ours named 19 Fin. She graduated -- she graduated a little bit 20 early. 21 She was very tied to The Empathy Project 22 and was one of the student leaders for The Empathy 23 Project and has made it a goal to document The 24 Empathy Project and is creating a documentary. 25 I reached out to Fin and asked Fin if I</p>
<p style="text-align: right;">183</p> <p>1 I won't read through all these. But The Empathy 2 Project at TECS has significantly contributed to a 3 school environment where students' rights are 4 protected through inclusivity, respect, and cultural 5 validation. This initiative aligns with various 6 educational mandates and reinforces our dedication 7 to supporting the identities and well-being of all 8 students. 9 Next slide. 10 So what action have we taken with The 11 Empathy Project? 12 Well, The Empathy Project launched, last 13 year, our inaugural Empathy Take-A-Stand Rally, part 14 of the Tierra Encantada Charter School 15 social-emotional learning initiative. 16 It took place on April 5th of 2024, 17 bringing together students from TECS, other charter 18 schools, and various community organizations to 19 champion the importance of empathy and emotional 20 awareness in education. 21 This event aimed to inspire students, 22 educators, and community members to foster empathy, 23 build stronger connections, and promote social 24 responsibility. The rally featured public speakers, 25 community programs and organizations, collaboration</p>	<p style="text-align: right;">185</p> <p>1 could use some of the footage. 2 Right now the program is about 20 minutes 3 long. You're going to see about four minutes of 4 that. So we were able to whittle it down. You're 5 going to see last year's yearlong project of The 6 Empathy Project, under the title, "The History of 7 Hate." 8 This year's project is -- we're running 9 History of Hate now with our middle school, and our 10 high school is now using, under the unit of 11 "Empowering Women." So if you could play the video 12 now. Thank you. 13 (Video plays.) 14 MR. DANIEL PEÑA: And with that, that is 15 our passage. We want to thank you for being present 16 at our passage. Students, I hope we did okay. 17 MS. MELISSA BROWN: So if I could just 18 share with the Commissioners. I'm trying to get -- 19 Commissioner Ingham is here. He's just not on the 20 panel. I'm working on that. We do have one 21 speaker, public speaker, online and two in the room. 22 So right now, what Commissioner Manis and 23 Commissioner Ingham have is the ability to talk, but 24 we can't see them on screen. 25 All right. So the first -- first person</p>

<p style="text-align: right;">186</p> <p>1 is Esmeralda Sanchez. You can unmute yourself and 2 please spell your last name and try to keep your 3 comments to about two minutes. 4 FROM THE PUBLIC: (Spanish spoken.) 5 THE CHAIR: There's no translation for the 6 transcript. 7 MS. LUCY VALENZUELA: Brigitte, am I 8 allowed to translate? Or should we have somebody 9 from the school do it? 10 DR. BRIGETTE RUSSELL: If Commissioner 11 Gipson agrees, you can translate. 12 Thank you, Lucy. 13 MS. LUCY VALENZUELA: (For Ms. Esmeralda 14 Sanchez) 15 Okay. If I would have known, I would have 16 had her stop. But I'll try my best to summarize 17 what she said. 18 She just said she's very thankful and 19 grateful to Tierra Encantada, as well as to Ms. -- 20 oh, I can't -- Angela for the support that she 21 provides her students, and, overall, the overall 22 support that the school provides, not just to the 23 parents, even if they're not English speaking, but 24 as well to the students, and that they're always 25 there and willing to help the students.</p>	<p style="text-align: right;">188</p> <p>1 Tierra Encantada. We liked the fact that Mr. Peña 2 was the head of school. 3 We also loved the curriculum of the school 4 and the dual credit program for our son. Also, we 5 appreciated the smaller class sizes and smaller 6 school setting. We were fortunate enough to get 7 into the school. 8 It has been the best decision we have ever 9 made. My son is excelling in school, not just with 10 his grades, but him growing up to be a great 11 individual. There's no bullying, no social cliques, 12 and no disrespect of one another. Tierra Encantada 13 has taught him he can do anything he puts his mind 14 to. He is now taking college courses as a 15 15-year-old and on his way to becoming an engineer, 16 which has been his childhood dream. 17 All of his teachers and his school 18 counselors helped guide him towards his dream. 19 One thing that all of you may not know 20 about Tierra Encantada is the compassion that the 21 staff has towards each student at their school. It 22 is a lower-income school where many of the students 23 work to help supplement their family incomes. 24 The school does everything to work with 25 the students to assure they can succeed in school</p>
<p style="text-align: right;">187</p> <p>1 You're welcome. 2 MS. MELISSA BROWN: So now in the room, 3 and you'll come up to the microphone here, we have 4 Edith Martinez. 5 FROM THE FLOOR: Good afternoon. My name 6 is Edith Martinez. I am a parent of a tenth-grader 7 at Tierra Encantada Charter School. 8 My son, Eric Holmes, has been attending 9 the school since he was in the seventh grade. My 10 older three girls graduated from the public schools 11 and completed their higher education. My husband 12 and I were both coaches in the school system, and I 13 also ran the largest youth and after-school program 14 in the city. 15 I was able to talk to the youth about 16 their experiences in the public schools, 17 specifically in the middle and high school. Many 18 students were having trouble with larger schools and 19 the larger class sizes. They felt they were not 20 getting the attention they needed or deserved. 21 My husband and I had to decide where we 22 wanted to send our son to middle school. We were 23 not comfortable sending him to a public school, so 24 we started looking at charter schools. 25 After much research, we decided on</p>	<p style="text-align: right;">189</p> <p>1 and take care of their family responsibilities. 2 They take the time to work with the students one on 3 one if they need extra support in their schoolwork. 4 It is truly a family. 5 Every teacher knows every student by name 6 and circumstance, no students are left behind. 7 Tierra Encantada has a great 8 parents-school communication system. We are updated 9 by texts, e-mails, and phone calls. I did not 10 receive this type of constant communication from the 11 public schools. 12 I have gotten to know a lot of the parents 13 over my career. Parents ask me where to send their 14 children for middle school. They are afraid of 15 what's going on with the public schools and in our 16 world and want their children to be safe. I 17 encourage them to look and consider 18 Tierra Encantada. 19 I love dropping off my son each day, 20 knowing he's going to be respected by all, and to 21 continue to have the ability to get the education he 22 deserves. We are truly blessed to have such a great 23 charter school option for students in Santa Fe. 24 I'm not discounting the public school 25 system, as my older children, my husband and I, we</p>

<p style="text-align: right;">190</p> <p>1 all attended the public schools. I just know our 2 charter school is a way for our youth to feel that 3 they are truly a part of our living community, and 4 they can pursue whatever dreams they have. 5 Please help keep the educational jewel in 6 Santa Fe, a special school that is inclusive for all 7 students and gives them a place to be their true 8 selves. 9 Thank you. 10 MS. MELISSA BROWN: Thank you. Our next 11 speaker is -- excuse me -- Kimberly -- and I'm not 12 sure how to pronounce your last name, so I'm not 13 going to try. 14 FROM THE FLOOR: Good afternoon. My name 15 is Kimberly Niceley. N-i-c-e-l-e-y. We received a 16 letter from a parent who couldn't be here today, so 17 I'm speaking on behalf of Christina Sandoval. 18 "Tierra Encantada Charter School is truly 19 a gem in the realm of education. As a family of two 20 sparkling stars currently shining in the school and 21 a plan to add a third, we've witnessed firsthand the 22 enchanting impact of their educational approach. 23 "Our history with Tierra Encantada is 24 deep-rooted, as several family members have walked 25 the halls and proudly graduated with dreams in their</p>	<p style="text-align: right;">192</p> <p>1 and resources, we are confident that our children's 2 dreams are as limitless as the skies. We couldn't 3 wish for a more supportive and innovative school 4 community to guide our aspiring scholars. 5 "The school's robust (incomprehensible) 6 policy and proactive preventative programs create an 7 atmosphere where our children feel both safe and 8 supported, nurturing their minds in an environment 9 built on respect and kindness. With their dual 10 language option, not only are we raising bilingual 11 learners, we are also giving our kids the gift of 12 cultural connection and global understanding. 13 "Every day spent at Tierra Encantada is a 14 step towards become compassionate, informed citizens 15 of the world, pouring inspiration into their 16 educational adventure. 17 "Tierra Encantada isn't just a school; 18 it's a place where dreams are cultivated and futures 19 are brightened. We couldn't be happier or more 20 grateful for the gift of this learning community. 21 Thank you for your time. Christina Sandoval. 22 MS. MELISSA BROWN: That concludes public 23 comment. 24 THE CHAIR: Welcome once again. Thank you 25 for all the time and effort that you put into the</p>
<p style="text-align: right;">191</p> <p>1 pockets. 2 "Our eldest has a gifted IEP in place, 3 thriving under the guidance of remarkable educators 4 who tirelessly navigate uncharted waters with us, 5 dedicated to crafting a personalized academic 6 adventure tailored to his growing mind. 7 "The teachers here are more than just 8 instructors. They are mentors, always at the ready, 9 like wizards always conjuring solutions to ensure 10 our children soar to new heights. 11 "Navigating our eldest child's gifted IEP 12 journey could have been daunting. But 13 Tierra Encantada stepped up like a true partner in 14 education. Their commitment to amplifying his 15 potential through advanced classes show they 16 prioritize the individual strengths and needs of 17 each student. 18 "Each step of the way, the dedicated staff 19 has collaborated with us, paving pathways for our 20 child's success that go beyond the ordinary. 21 "Tierra Encantada's dual credit program 22 feels like access to treasure maps leading to 23 knowledge from both the high school experience and 24 the collegiate oceans beyond. 25 "Thanks to the school's blend of support</p>	<p style="text-align: right;">193</p> <p>1 application. We really do appreciate it. And all 2 the folks that spoke, we appreciate your time and 3 efforts. 4 I need a little bit of a clarification. I 5 heard you say that the school was fulfilling one of 6 its -- one of the three ed programs. Which one are 7 they doing? One, two, or three? 8 DR. BRIGETTE RUSSELL: They are completely 9 and fully implementing one of the three components 10 of their ed program: The career pathways, dual 11 credit. They are partially implementing the other 12 two components. 13 THE CHAIR: Okay. Okay. So it's No. -- 14 it's the third -- I'm looking at their contract. So 15 it's the third one. Okay. Thanks. 16 So I'm a little challenged here, only 17 because I appreciate the creation of an environment 18 that is safe and secure and is respectful for staff 19 and students and everyone. There is -- there's no 20 amount of value that you can really put on that. 21 That is absolutely important. 22 And there's no doubt that you're serving 23 those families, and families are comfortable, and 24 they are comfortable in knowing that their students 25 there are safe and secure.</p>

<p style="text-align: right;">194</p> <p>1 But when you mentioned that we were -- 2 it's almost five years to the date that we were 3 here, I'm also looking at the data from five years 4 ago. And we're just about exactly at the same 5 place. And that's what challenges me at this point 6 in time, that there hasn't been a really -- a 7 significant growth. And, in some cases, I think 8 there's been a little bit of backtracking. 9 Because I am concerned that a school that 10 has a mission for dual language and the dual 11 language isn't being accomplished, because that's -- 12 you know, that's -- that is your mission. So -- and 13 I -- I understand staffing issues. And I -- your 14 staff retention isn't great. So can you talk to me 15 a little bit about what's happening in regards to 16 staff retention? 17 MR. DANIEL PEÑA: As in how are we hoping 18 to retain staff? 19 THE CHAIR: Right. So what's the 20 challenges in trying to retain staff? That's -- you 21 know -- 22 MR. DANIEL PEÑA: Well, one of the things 23 we've done to retain them is that we've increased 24 our -- we've increased our stipends for staff to 25 come -- our bilingual stipends. Because we weren't</p>	<p style="text-align: right;">196</p> <p>1 Spanish Language Arts and two courses. 2 What's happening right now is because we 3 don't have a fully staffed Spanish Language Arts, we 4 can't count those students -- we're missing, like, 5 two sections of a group of kids that would be 6 receiving the Spanish Language Arts and -- from two 7 other teachers. So we're limited to one section 8 right now. 9 THE CHAIR: Okay. And can you -- because 10 you mentioned you're moving to a yearlong versus the 11 block schedule. So I guess I saw block scheduling. 12 I don't understand. What do you mean a yearlong 13 versus block scheduling? 14 MR. DANIEL PEÑA: So we teach in a -- our 15 block schedule is like a college schedule. 16 Students -- let's take English Language Arts. They 17 take English Language Arts semester one. Semester 18 two, they may take math. Spanish Language Arts is 19 taken all year. But -- so they would take English 20 in the fall and not take it in the spring. 21 THE CHAIR: So you're -- you're going to 22 go to a more traditional, like, 40-minute class all 23 yearlong. 24 MR. DANIEL PEÑA: Yes, ma'am. We're 25 looking at that model right now.</p>
<p style="text-align: right;">195</p> <p>1 competitive with the surrounding schools and 2 districts. 3 And so a lot of times if they came here 4 and they wanted to move to another school, the pay 5 was the same. So what we did, we've increased those 6 stipends, which has helped us retain staff as well. 7 So that was an area that we saw we 8 probably needed to look at our finances and see if 9 that's something that we could do to help recruit 10 and retain. And it has been working, because, as I 11 said, we are starting to get staff in and start to 12 main- -- I don't think I said that, but we are 13 starting to maintain them. 14 We are now staffed across our content 15 areas. As far as our bilingual teachers, we are 16 still struggling to get Spanish Language Arts 17 teachers in. But as far as our content, we are 18 fully staffed now. 19 THE CHAIR: So what does your dual 20 language model look like now? 21 MR. DANIEL PEÑA: Right now, they take 22 Spanish Language Arts, okay? And then they would 23 need to take two -- two classes to complete the 24 three hours. They need to take either science or 25 math or social studies and science. It has to be</p>	<p style="text-align: right;">197</p> <p>1 THE CHAIR: You're not sure if you're 2 going? 3 MR. DANIEL PEÑA: No. Yes, we are. We're 4 looking at what that model is going to look like. 5 What I do want to emphasize is in our -- if a 6 student takes English Language Arts in the fall, in 7 the spring, we have our intervention periods, and we 8 try to place them in intervention periods that would 9 address English and reading skills. 10 You wanted to say something? And I 11 believe Ms. -- is that okay with 12 Ms. Esquibel-Martinez, our principal, would like to 13 say something as well. 14 MS. ANGELA ESQUIBEL-MARTINEZ: My name is 15 Angela Esquibel-Martinez. Last name is 16 E-s-q-u-i-b-e-l hyphen M-a-r-t-i-n-e-z. 17 Madam Chair, Commissioners, Public 18 Education Department members, audience, I'd like to 19 go back to the question regarding retention of our 20 bilingual staff. 21 One of our unique challenges in attracting 22 and retaining bilingual staff is the credentialing 23 requirements. We call them "golden unicorns," our 24 staff, the Spanish Language Arts teachers. They're 25 not just teachers of a foreign language. That poses</p>

198	<p>1 a challenge, in that they have to have bilingual 2 certification on also modern classical languages. 3 We have attracted in our past the finest from other 4 countries; from Argentina, from Spain, from Mexico. 5 At one point, we had several Latin American 6 countries represented in our school by our teaching 7 staff. 8 The turnover in our bilingual department 9 from our Spanish Language Arts teachers has resulted 10 not by our own lack of incentivizing or lofty salary 11 packages, but because families will often stay for a 12 couple of years, their visas expire, they move back 13 to their -- for example, we lost a teacher back to 14 Argentina. We lost a teacher back to Spain. It's 15 not for lack of trying to retain. 16 I feel like when we did have a strong, 17 like, three-member Spanish Language Arts team was 18 when we saw the most benefit to our dual language 19 program. We've had a hard time for the last three 20 to four years keeping a team of four. We're down to 21 a one-person team. 22 We've done our best to hold that together 23 by mitigating, by coming up with technological 24 curriculums to continue to reinforce Spanish 25 language instruction.</p>	200	<p>1 that person that's holding our Spanish Language Arts 2 department together. 3 We -- in addition to attracting highly 4 qualified Spanish Language Arts teachers, we also 5 need to incentivize and find teachers who are highly 6 qualified in science who are also bilingual; highly 7 qualified in math who are also bilingual; highly 8 qualified in social studies. That has been an 9 absolute challenge. 10 It is hard to find teachers in Spanish or 11 math as it is; although easier in humanities and 12 social studies. But to find them with a bilingual 13 credential is often a challenge. 14 Thank you for the time explaining. 15 THE CHAIR: Thanks. So if I go back a 16 little bit to what I said before with your -- the 17 data in terms of your -- well, I don't see anything 18 really significant in your application that really 19 speaks to -- you spoke to proficiency. But you 20 don't really speak to growth. 21 So, you know, if I look at the data from 22 five years ago and today, it's pretty flat in terms 23 of -- there hasn't been a whole lot of movement. 24 But can you talk to me a little bit 25 about -- 'cause I see all the NM-MSSA scores and so</p>
199	<p>1 You can imagine without highly qualified, 2 trained personnel to do so, we're not, again, 3 enforcing the teaching of a language. We need to be 4 teaching Spanish Language Arts. That's been a 5 unique challenge for us. 6 Another challenge for us has been often 7 when we do find teachers interested in our school, 8 they're incentivized by our calendar, by our salary 9 package, by our mission, in that we're dual 10 language -- that we have a dual language mission. 11 One of the hindrances is often having visa 12 sponsorship, which is a unique challenge for us 13 being a very small charter. 14 We have reached out to agencies at the PED 15 for support to no avail. And we've communicated 16 that to the multicultural division, department. 17 So, again, no excuses. This is hard to 18 retain bilingual staff with that type of 19 credentialing and retain them when, through no fault 20 of their own, they tend to be here for short periods 21 of time. 22 Kudos to those who have stayed with us who 23 have chosen to make New Mexico home and not go to -- 24 for example, our one teacher that has hung on for 25 six years is from Argentina and has chosen to be</p>	201	<p>1 on. 2 Are you doing -- and I apologize if it's 3 in there, if you mentioned it, and I'm missing it 4 now. Do you do NWEA or anything like that? 5 MR. DANIEL PEÑA: We do. We do NWEA. 6 THE CHAIR: Because I don't see anything 7 in here in terms of scores. So, you know, I think 8 we all recognize the proficiency levels across the 9 board in -- in New Mexico; although -- but I don't 10 see -- you know, I don't see any information in 11 regards to student growth data. 12 So if you do do it, obviously, I can't see 13 it now. 14 But can you talk to me about how you're 15 using that data to try to -- to drive your 16 instruction? 17 MR. DANIEL PEÑA: Yes. We -- so we do -- 18 we do administer NWEA, Madam Chair. And we do use 19 the data. 20 Our teachers take that data into their 21 learning communities, and they look at how are we 22 going to address this, what are we going to do. And 23 we just started doing Professional Learning 24 Communities over the last couple of years, where 25 they're actually drilling down on that. Not that</p>

<p style="text-align: right;">202</p> <p>1 they haven't been, and I apologize for saying it 2 that way.</p> <p>3 We started doing Professional Learning 4 Communities within all the departments. Their job 5 is to look at the data and start figuring out how 6 are we going to address these issues.</p> <p>7 And so it helps us with the intervention 8 periods. We have an intervention, in other words, 9 within our master schedule. It helps us decide how 10 many math intervention periods are we going to have, 11 how many reading math intervention periods are we 12 going to have, what are they going to look like.</p> <p>13 It also helps us across the board. as I 14 mentioned earlier, our teachers are looking at that 15 data now. How can we address reading and math 16 within our other content areas? How can we provide 17 support in that area?</p> <p>18 So all of our teachers are using that data 19 to drive instruction. All of our teachers are using 20 it to identify areas where there is some lacking. 21 And we put that within our intervention periods and 22 within other content areas.</p> <p>23 THE CHAIR: So without putting you on the 24 spot, can you -- can you, at this point in time, 25 talk to me a little bit about how students are doing</p>	<p style="text-align: right;">204</p> <p>1 recently taken college courses, it is not going 2 down.</p> <p>3 But when you address the soft skills 4 issues as early as seventh and eighth grade, become 5 organized, become better communicators, understand 6 how to read a syllabi, for example, when we take 7 care of the soft skills need and you look over a 8 period of time, we're confident that they've gained 9 the skills by eleventh and twelfth grade, even by 10 ninth grade, enough to pass high-level college 11 courses such as calculus, such as trigonometry.</p> <p>12 We've got several kids who have earned 13 certificates. And it begs, like, where is that 14 anomaly, that little gap where there's a moment of 15 time where they look like they're not doing well, 16 but, yet, they demonstrate competency in college 17 courses that are demanding, rigorous.</p> <p>18 And they don't take what people would 19 call, like, the lowest level of courses. Some kids 20 choose to forgo their English Language Arts classes, 21 for example, and take Composition 1 and 2 in high 22 school, which suggests that they've gained the 23 skills in seventh, eighth, and ninth grade in order 24 to take Composition 1 and 2 with success and with a 25 high pass rate.</p>
<p style="text-align: right;">203</p> <p>1 in terms of reaching their targets towards 2 proficiency on the NW- -- I don't know if you -- you 3 may not be prepared to do that. I don't want to put 4 you on the spot. But if you can, that would be 5 helpful.</p> <p>6 MR. DANIEL PEÑA: Yeah. I don't -- I was 7 looking through my folder, and I didn't bring that 8 piece of data with me, and I apologize for that, 9 being able to tell you. But, yeah, I don't have it 10 with me.</p> <p>11 Yeah, go ahead.</p> <p>12 MS. ANGELA ESQUIBEL-MARTINEZ: Madam 13 Chair, thank you for the question.</p> <p>14 You know, we struggled with this 15 particular concept, and you'll recognize this. When 16 you see that -- okay. So we -- so the high stakes 17 tests occur at eighth and eleventh grade. So we 18 have these moments of time where we're measuring 19 proficiency.</p> <p>20 What we're seeing is, yes, we're making 21 gains in growth over the time. And the greatest 22 measure and identifier of that is how well students 23 are faring in college classes. It's begged the 24 question is the rigor and demand in college going 25 down? And we're sure it's not; those of us who have</p>	<p style="text-align: right;">205</p> <p>1 When we hear 73 or 79 percent, it depends 2 on what span of time we're looking at: 2020 to 2024, 3 2021 to 20- -- the idea is over this period of time 4 when kids have increased their capacity to take 5 courses from ninth grade to twelfth grade, and then 6 you multiply that over time, when you've taken more 7 than 700 college courses collectively, and you get a 8 79 or 73 percent pass rate, not just participation 9 rate, it begs the question why are those moments in 10 time being the only matrices for success?</p> <p>11 And we're confident in that our kids are 12 making the gains, because we see it in their 13 college-level performance.</p> <p>14 We also see it in the number -- in our 15 dual language program. Overall, we see it in the 16 number of kids who have exponentially obtained 17 bilingual seal, which is very demanding. You have 18 to demonstrate competency in English Language Arts, 19 in Spanish Language Arts, and all academic 20 proficiency in other content areas in order to 21 demonstrate that you are a student who has earned 22 the bilingual seal upon graduation.</p> <p>23 So we're confident -- we've learned this 24 about ourselves. The longer a student stays with 25 us, the better their proficiency rate. It's those</p>

<p style="text-align: right;">206</p> <p>1 moments in time -- and we've got to really drill 2 down and look at -- like, what is it that we need to 3 present? 4 Like, at what moment in time -- for 5 example, we've discovered that only measuring our 6 Spanish language success rate at 50 at eighth grade 7 isn't serving us well as a mission-specific goal. 8 We need to be looking at a longer period and maybe 9 reconsider what that mission-specific goal is. 10 THE CHAIR: I appreciate that. And I 11 appreciate your focus on, you know, looking and 12 saying our kids were successful in these college 13 classes. But if I'm that English Language Arts 14 teacher, or I'm that math teacher, for my 15 instruction, the short-cycle assessments, that's 16 what I'm going to be using to help drive -- not 17 waiting till -- if I'm the seventh-grade teacher, 18 I'm not waiting for those kiddos to be in eighth 19 grade to see whether I was successful. 20 I want to be looking at my short cycles 21 now to see how am I going to -- what am I going to 22 do to change so that they've grown to the MOY and 23 then what happens at the EOY. Because once they 24 leave, I can't help them. 25 So that's what -- that's what I was asking</p>	<p style="text-align: right;">208</p> <p>1 create a curriculum framework around project-based 2 learning. We had to train everybody on that. 3 We wanted to start over. We wanted to say 4 to everybody, "This is what we're going to be 5 doing," because we used to follow a certain model. 6 So we decided we needed to all be on the same page, 7 because everybody came with different ideas in how 8 they viewed project-based learning. 9 Over the years, we've been working with 10 staff and teachers to develop project-based 11 learning. And so now that we've unpacked standards 12 together, we've looked at standards together, we 13 have tied those standards to projects, we're now 14 starting to branch out. 15 We may not be seeing it all. What you saw 16 on the screen was a school-wide, project-based 17 learning that involved a bunch of classes. 18 But I guess your question is are we doing 19 project-based learning. 20 THE CHAIR: In the individual classrooms. 21 MR. DANIEL PEÑA: And we are. 22 THE CHAIR: So what does that look like? 23 MS. ANGELA ESQUIBEL-MARTINEZ: Madam 24 Chair, Commissioners, PED members, so one of the 25 things we had to identify is what's the difference</p>
<p style="text-align: right;">207</p> <p>1 in terms of do you do the short cycles, and what 2 are -- how are those short cycles being used to help 3 to drive. Because I know one of the challenges in 4 high school is for the State -- the only thing 5 they're doing is the SATs. And it's not a growth 6 model. So that doesn't help instruction in a school 7 setting in any shape, form, or manner. 8 So that schools have -- you know, your 9 hope is that schools are creating those strategies 10 so that they -- that they're helping to drive 11 instruction sophomore year, senior year, even 12 through the junior year, through those short cycles. 13 So that was my curiosity was what are you 14 doing in terms of helping to drive instruction on a 15 day-to-day basis for -- because I don't see any data 16 for growth that's here. So I guess we'll have to 17 move on from there. 18 So you're apparently not fulfilling, with 19 fidelity, your project-based learning that's in the 20 programming. So what does your project-based 21 learning look like right now? 22 MR. DANIEL PEÑA: So as we -- as was 23 mentioned earlier, project-based learning kind of 24 came to a pause and a halt within the pandemic. And 25 when we came back, we made a concerted effort to</p>	<p style="text-align: right;">209</p> <p>1 between a task, an activity, and an actual project. 2 So with the training that the staff has had in the 3 last two years, they sorted out the difference. 4 You've got to come up with an essential 5 question. You have to determine that there's a 6 problem that needs to be solved. You need to do the 7 elements of research. You need to learn the 8 processes of a study and determining -- do a needs 9 assessment, for example. 10 So using the following project model, 11 we're -- we've asked that teachers first gain that 12 basic understanding of, like, what's the measurable 13 goal, and what does the project aim to serve? What 14 are you trying to accomplish? 15 Then they move into what's the scope of 16 the project. They're gaining this understanding. 17 We have had challenges sorting out is this an 18 activity, something nice to do, or do we plan this 19 all the way out from the beginning steps to 20 demonstrating that you are able to analyze 21 something, solve a problem, you've acquired critical 22 thinking skills. 23 So things such as describing the research 24 phase, what methodology has been applied. I have at 25 least twelve examples of projects that have been</p>

<p style="text-align: right;">210</p> <p>1 done in the last year, which teachers described</p> <p>2 exactly what those steps were. We have them submit</p> <p>3 what their project looks like, all the way down to</p> <p>4 the culminating activity, or describing the feedback</p> <p>5 and revision process.</p> <p>6 We understood that we collectively didn't</p> <p>7 understand projects. What does it look like? How</p> <p>8 do you demonstrate the work along the way? Do you</p> <p>9 use documentation panels to show where you are from</p> <p>10 beginning to end?</p> <p>11 We have also established partnerships.</p> <p>12 For example, right now, we're working towards a</p> <p>13 drone project, and it's a collaboration with the</p> <p>14 New Mexico -- Northern Community College and</p> <p>15 Los Alamos chapter. We're using a particular model</p> <p>16 of -- 3-D models. And students are using drones to</p> <p>17 capture aerial imagery of buildings and landscapes.</p> <p>18 That's a project that's been established</p> <p>19 with a partnership like Los Alamos and Northern</p> <p>20 New Mexico. So that's an evolution of a project</p> <p>21 that's much more project than it is activity.</p> <p>22 So, like, anywhere where people are at</p> <p>23 different stages of learning, we realize that, yes,</p> <p>24 some are new. If you're a Level 1 or 2 teacher, you</p> <p>25 might be new to the concept of projects. If you</p>	<p style="text-align: right;">212</p> <p>1 yes.</p> <p>2 MR. DANIEL PEÑA: Uh-huh.</p> <p>3 THE CHAIR: I guess my challenge is you</p> <p>4 put this in. There's only three pieces -- three</p> <p>5 components to your ed program from the last</p> <p>6 contract. So the fact that it wasn't -- you</p> <p>7 weren't -- apparently, you weren't sure what</p> <p>8 project-based learning was at that moment in time,</p> <p>9 but yet you've said, "This is what we are."</p> <p>10 And you committed to this as a -- as a</p> <p>11 core component of your ed programming. And now</p> <p>12 we're still kind of in the learning phases. That</p> <p>13 challenges me that this is what you were -- you</p> <p>14 know, you -- I have difficulties with the fact that</p> <p>15 this state is part of -- you didn't -- so was there</p> <p>16 any discussion ever that you would change your</p> <p>17 contract, and this wouldn't be a core component?</p> <p>18 Or that you just understood that you</p> <p>19 weren't abiding by a core component of your</p> <p>20 contract?</p> <p>21 You know, that's where I'm -- that's where</p> <p>22 the tension is at this point in time. This is what</p> <p>23 you came to -- we didn't say, "You're going to be a</p> <p>24 project-based school."</p> <p>25 You said, "This is what we are. And this</p>
<p style="text-align: right;">211</p> <p>1 come from another school and never done projects, we</p> <p>2 realize we have to leverage the understanding first</p> <p>3 on projects.</p> <p>4 So our intent has been that we don't let</p> <p>5 projects go by the wayside, but we realized that we</p> <p>6 had to really unravel and sort out the</p> <p>7 misunderstandings of what a project is, and then</p> <p>8 those who really understand the concept would run</p> <p>9 with it, and we've monitored that along the way.</p> <p>10 But we have addressed it through training,</p> <p>11 through redefining what a project would look like,</p> <p>12 versus a task or an activity, and then just setting</p> <p>13 expectations around what projects look like.</p> <p>14 We also have one model right now. It's a</p> <p>15 garden project that is a collaboration of social</p> <p>16 studies and science. It's not just gardening; it's</p> <p>17 understanding cultivating. It's understanding</p> <p>18 history, digging down into elements of soil and</p> <p>19 elements of how a particular crop sustains a</p> <p>20 community.</p> <p>21 So it's getting better. It's definitely</p> <p>22 an area in need of improvement.</p> <p>23 THE CHAIR: So are your projects tied to</p> <p>24 content standards?</p> <p>25 MS. ANGELA ESQUIBEL-MARTINEZ: Absolutely,</p>	<p style="text-align: right;">213</p> <p>1 is what CSD is going to see when they come into the</p> <p>2 school."</p> <p>3 So that have there been discussions</p> <p>4 with -- and I don't know if there's anyone from your</p> <p>5 governance council here.</p> <p>6 MR. DANIEL PEÑA: Uh-huh.</p> <p>7 THE CHAIR: Has there been discussions</p> <p>8 with the governance council that we're not doing</p> <p>9 this? We're not following what we said in the</p> <p>10 contract?</p> <p>11 MR. DANIEL PEÑA: Yeah. We've discussed,</p> <p>12 you know, what Charter School Division has come</p> <p>13 forth and said that what they've seen as far as</p> <p>14 project-based learning.</p> <p>15 You know, I had mentioned that during the</p> <p>16 pandemic, we had to put a pause. Before -- I'm</p> <p>17 trying not to sound like we're making an excuse</p> <p>18 here.</p> <p>19 We were a different staff here. We had a</p> <p>20 whole new staff that came out after the pandemic,</p> <p>21 and we made an effort to make some changes in that</p> <p>22 way. And so we had to retrain. We had to work with</p> <p>23 everybody. And we had to -- like Angela was saying,</p> <p>24 we had to decide. We had to learn what's a task and</p> <p>25 what's a project.</p>

<p style="text-align: right;">214</p> <p>1 And we had to -- I guess, for the lack of 2 a better word, we had to start over and start 3 looking at what are projects and what do they look 4 like, and what do they look like in a bilingual 5 setting, and what do they look like across the 6 school? 7 THE CHAIR: I hear that. What -- if I was 8 going to put this in my contract as a core component 9 of my contract, I would have had that discussion 10 five years ago -- 11 MR. DANIEL PEÑA: Uh-huh. 12 THE CHAIR: -- instead of saying no -- now 13 you're saying five years in -- now we're at the end 14 of this contract, and now you're saying we're having 15 these discussions about what a project looks like, 16 when you came to us and said, "We are a 17 project-based learning school." 18 So that's where I have that challenge, 19 that it was you saying, "This is what we do," not, 20 "This is what we..." -- because if you had said, 21 "We'd like to move to this," it wouldn't have 22 been -- my recommendation would have been, "Well, 23 don't make it a core component of your contract 24 because you're not there yet." 25 And there's -- everything that you do in</p>	<p style="text-align: right;">216</p> <p>1 sitting here now, and five years into this, you 2 haven't held to fidelity to the contract on this 3 component piece. 4 So -- and thank you for the time. I 5 really do. So I'm kind of done for now. 6 Commissioner Beck. 7 SECRETARY BECK: Hi. I really appreciate 8 all the work you're putting in. There were a few 9 things that I thought were really strong. I love 10 your idea of the acknowledgment of the importance of 11 soft skills. 12 I had a -- I was in the textile business, 13 had my own business for 25 years, my wife and I. 14 And we interviewed multiple, multiple people. 15 And I -- I'll be honest with you. There's 16 a bias towards soft skill management. That's an 17 important piece. Because if I'm hiring a 18 salesperson, I want to make sure that they present 19 themselves correctly. So I think that's -- that's 20 really important. 21 I have a few questions. 22 One, I don't -- I don't -- I was a teacher 23 for the last 13 years of my career. From starting 24 at the age of 52 until three years ago, I was a 25 teacher at Sandia High School. I thought -- don't</p>
<p style="text-align: right;">215</p> <p>1 your school doesn't have to be outlined as a key 2 element of your program. 3 But the educational program is -- when the 4 charter school comes in, this is what you're going 5 to see. This is what we're going to be rated on. 6 And, aspirationally, if you want to say, 7 "Hey, this is something we think could work for our 8 school, and we're going to do professional 9 development, and we're going to try to do that," 10 great, you know. We support innovation. 11 But when you come to us and say, "This is 12 absolutely what we are..." -- and I'm also going to 13 say -- 'cause I hear Commissioner Carrillo say it 14 all the time. I don't want to hear COVID as an 15 excuse. 16 But I've seen, over these now past several 17 years, so many schools that did incredible 18 project-based on Zoom. 19 MR. DANIEL PEÑA: Uh-huh. 20 THE CHAIR: That it was hard. It was. 21 But they -- because they were committed to it, and 22 their kids thrived through it. 23 So that -- but I think if you had known 24 more what a project was, you would have been more 25 able to do that. But that's where, you know, I'm</p>	<p style="text-align: right;">217</p> <p>1 English and math have to be a full year? How can it 2 be -- 3 THE CHAIR: They're on block scheduling. 4 SECRETARY BECK: We did block scheduling. 5 Okay. I get it. It's the amount of hours necessary 6 to accomplish that. 7 That concerns me, because one of the 8 things we always dealt with -- and I was -- the 9 chair of the -- whatever it was -- the curriculum 10 committee, whatever it was. It's so long ago, I 11 don't remember. And I was department chair for 12 eight years. 13 And we always had problems with students 14 coming back in September and losing a tremendous 15 amount of skill sets that they had over the summer, 16 you know. So I couldn't even imagine what it would 17 be like, you know, if you have English or math from 18 August to December, and then you don't pick it back 19 up until the next August. I would find that 20 problematic. 21 Is that going to be fixed in this new 22 system, new program that you're going to be doing? 23 MR. DANIEL PEÑA: Yes, sir. We're going 24 to be changing our schedule to a traditional 25 schedule.</p>

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1 SECRETARY BECK: Okay. Okay. Good. Do
 2 you do any of kind of summer catch-up? Any type
 3 of --
 4 MR. DANIEL PEÑA: We do provide -- you
 5 know, with -- if the funding is available, we do
 6 provide credit recovery programs.
 7 SECRETARY BECK: Okay. So they have the
 8 opportunity to be able to do that through the
 9 summer.
 10 MR. DANIEL PEÑA: That is correct.
 11 SECRETARY BECK: Besides -- I'm very
 12 unfamiliar with this, so you can help me with it.
 13 Besides Santa Fe Community College, do you interact
 14 with any other colleges when you're doing these dual
 15 credit?
 16 MR. DANIEL PEÑA: Yes, sir. Over the
 17 course of this contract, we worked with Northern
 18 New Mexico College. We worked with IAIA. Those
 19 three colleges specifically, we worked with.
 20 SECRETARY BECK: All right. I'm going to
 21 get to the final thing here in just a second.
 22 But I looked at your financials, because
 23 that's my background. And from fiscal year 20- --
 24 and I understand you do some higher-incentive
 25 salaries. I get that. I get that. But I doubt if

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1 it's this big.
 2 From fiscal year 2022 to fiscal year 2023,
 3 your total expenses went from \$2.8 million to
 4 \$3.5 million, a \$700,000 increase. But in direct
 5 instruction, you went from \$1.4 million to
 6 \$1.9 million, half a million dollars in direct
 7 instruction. Did you add new teachers? New staff?
 8 New EAs?
 9 MR. DANIEL PEÑA: Yeah. We brought in --
 10 what year was that again?
 11 SECRETARY BECK: Fiscal year 2022 to 2023.
 12 MR. DANIEL PEÑA: We made the decision to
 13 bring Mr. -- using our cash balance, we brought in a
 14 dean of students temporarily. And we brought in --
 15 it was an SLA teacher, I believe, if I remember
 16 correctly.
 17 SECRETARY BECK: Yeah. Because it reduced
 18 your cash on hand by \$330,000.
 19 MR. DANIEL PEÑA: Uh-huh.
 20 SECRETARY BECK: Putting back on my
 21 teacher hat here, with the challenges you have
 22 specifically in math, but also, very honestly, in
 23 ELA and science, what -- what type of professional
 24 development do you have for your staff? How does
 25 that look? What does that look like?

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1 How many times a week? How is it
 2 structured? Is it structured vertically?
 3 Horizontally? That kind of -- are they PLCs? Do
 4 you analyze student work and -- what does that look
 5 like?
 6 MR. DANIEL PEÑA: PLCs meet weekly, every
 7 week. It's by department. So English Language Arts
 8 meets together. Spanish Language Arts. They all
 9 meet together weekly for an hour.
 10 Professional development days, we have one
 11 per month. And it's -- you know, honestly,
 12 sometimes it's based on need. There's some
 13 compliance things we have to do sometimes that take
 14 up most of our PD days.
 15 We've brought -- we work real closely with
 16 an organization called Kite & Associates. They've
 17 done a lot of work with us as far as unpacking
 18 standards, identifying standards, our standards as
 19 well, because we are a block schedule.
 20 Yeah. I mean, those Fridays that we have,
 21 we do a lot of that staff-wide type of training.
 22 SECRETARY BECK: Yeah. I had it at
 23 Sandia. And I always had a problem with it, because
 24 it was, like, quantity of professional development
 25 versus quality of professional development. And,

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1 you know, we had all the, you know, outside speakers
 2 come in and do that, and everybody would fall asleep
 3 because it was after school, and us old guys would
 4 be going like that. (Indicates.)
 5 I think you want to look at the -- you
 6 might want to relook a little bit at how you can dig
 7 professional development into your educational
 8 programs and do that.
 9 Do you have a specific written strategic
 10 plan on how to improve your math or how to improve
 11 your ELAs, like, specifically, step by step? Is
 12 that -- is that in the works? Is that done? How is
 13 that -- what's that look like?
 14 MR. DANIEL PEÑA: I would consider that in
 15 the works. Because we've started our PLC work, and
 16 we've started, just recently, looking at, within our
 17 PLCs, working vertically also. So it's in the
 18 works.
 19 SECRETARY BECK: You're going to do it
 20 vertically as well as as horizontally.
 21 MR. DANIEL PEÑA: Uh-huh.
 22 SECRETARY BECK: Yeah. I think that's a
 23 critical piece that needs to be worked on for sure.
 24 So -- okay. One last question based on my history
 25 as a teacher.

<p style="text-align: right;">222</p> <p>1 Do you have a cell phone policy?</p> <p>2 MR. DANIEL PEÑA: Yes, we do.</p> <p>3 SECRETARY BECK: And what would that look</p> <p>4 like?</p> <p>5 MR. DANIEL PEÑA: Students have to put</p> <p>6 their phones away from a classroom. We have a -- I</p> <p>7 guess, a bin that they have to put them in. And we</p> <p>8 don't have a problem with cell phones used in the</p> <p>9 school that way. I mean, do we have the occasional</p> <p>10 student who kind of keeps it? Obviously. But it is</p> <p>11 not an issue as far as use -- teachers actually will</p> <p>12 stand at the doorway with their baskets, and the</p> <p>13 kids put them in as they walk into class.</p> <p>14 SECRETARY BECK: Good. I'm all for that.</p> <p>15 All right. That's all I have. Thank you.</p> <p>16 THE CHAIR: Commissioner Brauer.</p> <p>17 COMMISSIONER BRAUER: Thank you, Chair.</p> <p>18 Thank you, Mr. Peña and team. It's good to have you</p> <p>19 here.</p> <p>20 I just appreciate all the work that you</p> <p>21 all do for our students and our families. I --</p> <p>22 Chair Gipson, you took what I was going to say.</p> <p>23 Like, I felt like I was stage left here</p> <p>24 the last time that you all were up here in 2019.</p> <p>25 And I did peruse the overall student academic</p>	<p style="text-align: right;">224</p> <p>1 said you were not completing the material parts of</p> <p>2 your contract; correct?</p> <p>3 MR. DANIEL PEÑA: Correct.</p> <p>4 COMMISSIONER BRAUER: Okay. It looks like</p> <p>5 there was a little bit of -- last year there was a</p> <p>6 little bit of Working to Meet on that part of the</p> <p>7 performance framework, because the Language and</p> <p>8 Culture Division came in, and they were, like,</p> <p>9 "You're more of a heritage language."</p> <p>10 And then, now, we're here hearing a</p> <p>11 different story.</p> <p>12 So it's not a good story right now for the</p> <p>13 present. But I would offer that it's not</p> <p>14 necessarily for the last five years, since we've</p> <p>15 seen you last up here, that it's -- that it hasn't</p> <p>16 been that case.</p> <p>17 MR. DANIEL PEÑA: Thank you. Correct.</p> <p>18 COMMISSIONER BRAUER: And I would love to</p> <p>19 hear you respond on that. And I don't know if Chair</p> <p>20 heard this. But like, that's my interpretation of</p> <p>21 what's going on.</p> <p>22 Is that fair -- is that a fair</p> <p>23 representation of, like, this -- you have been</p> <p>24 fulfilling the requirements of your contract with</p> <p>25 regard to the material parts of your education plan</p>
<p style="text-align: right;">223</p> <p>1 results. And they're very, very similar to what</p> <p>2 they were then.</p> <p>3 I do have a little bit of trepidation. I</p> <p>4 won't re- -- I won't badger the witness on -- on</p> <p>5 what Chair Gipson has already mentioned.</p> <p>6 But I hope I give a little bit of a</p> <p>7 glimmer of an offering here, too.</p> <p>8 It is -- it is your material part of your</p> <p>9 contract to be a dual language school, to do</p> <p>10 project-based learning. I know in the past, I think</p> <p>11 you all were actually an expeditionary learning</p> <p>12 school, I think -- right? -- in the last contract?</p> <p>13 Do I have that right?</p> <p>14 MR. DANIEL PEÑA: Uh-huh.</p> <p>15 COMMISSIONER BRAUER: So I'm looking -- in</p> <p>16 terms of the performance framework ratings in the</p> <p>17 last couple of years, I see that in 2021, 2021-'22,</p> <p>18 2022-'23 were all in green, Chair.</p> <p>19 So I'm thinking -- I'm assuming that the</p> <p>20 Charter School Division came in and saw that you</p> <p>21 were upholding the material parts of your contract.</p> <p>22 I have to -- I don't know if that's true.</p> <p>23 I don't need -- I could ask. I don't know if that's</p> <p>24 fair right now. But I'm assuming, based on the</p> <p>25 information we have, it -- there was not a flag that</p>	<p style="text-align: right;">225</p> <p>1 until recently?</p> <p>2 MR. DANIEL PEÑA: Yes, sir.</p> <p>3 COMMISSIONER BRAUER: Okay. So I do think</p> <p>4 there's an opportunity -- I'm not sure anybody is</p> <p>5 listening to me anymore.</p> <p>6 But -- so I think that -- I was saying,</p> <p>7 Vice Chair and Chair, that it looks like this issue</p> <p>8 is a little bit more immediate as opposed to a</p> <p>9 historical, all four or five years, that we've seen.</p> <p>10 That's up for a different interpretation.</p> <p>11 But, like, they -- when you guys were talking, they</p> <p>12 did say -- like, they affirmed that. That has not</p> <p>13 been happening since 2020.</p> <p>14 The one thing that I just look at. You</p> <p>15 mentioned growth. I still am a proficiency person.</p> <p>16 I think we need to make sure we have -- and when I</p> <p>17 see 5 percent for math -- and I know all the</p> <p>18 reasons -- potential reasons why, and, like -- and</p> <p>19 I -- and I'm not asking you to, like, not try to</p> <p>20 make an excuse as has happened already.</p> <p>21 I'm not -- but I just look at that, and I</p> <p>22 just think -- like, my heart sinks on that. Like,</p> <p>23 5 percent of the students that are taking a test in</p> <p>24 the two years that you have them where it's a</p> <p>25 test-taking year, they're 5 percent.</p>

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1 And I know that's not representative of
2 the brilliance of your students. I know it can't be
3 completely representative of the teaching of your
4 students. But I've got to understand, like, what
5 the plan is.

6 When I look at that, there's only one way,
7 and it's up. And those numbers are very similar to
8 what they were from 2015 to present, not that much
9 different in math.

10 I'm not trying to bring up older contracts
11 in here. But it's hard to, like, not to see that
12 part of the story. And that's heartbreaking.

13 So I just kind of want to know, like,
14 what's the -- you know, as we move to renew you all,
15 what's going to be different? What's going to be
16 different five years from now? Are we going to see
17 something dramatically different?

18 We're going to see -- and I also want to
19 say two things can be said at the same time.

20 So 5 percent and the K-12 proficiency
21 scores is not good. It's heartbreaking. I can also
22 say I'm really glad your students are taking dual
23 credit courses, and they're getting college credit
24 while they're with you. I think that's great. I
25 think that's really good.

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1 and not take it again till August of the next year.

2 We're going to be -- I can sit here and
3 tell you we're going to see this. But that is our
4 plan is that we're going to start moving toward a
5 more -- we're going to be moving toward a
6 traditional schedule. We're going to be researching
7 more curriculum, research-based curriculum that we
8 can implement within a full-year schedule instead of
9 a block schedule.

10 COMMISSIONER BRAUER: Got it. In terms of
11 the way that you shared and characterized the
12 hardship of finding -- you didn't call them the
13 unicorns, the teachers. The golden unicorns? I
14 wonder -- I don't think that -- I don't think that
15 situation is going to be any easier in the years to
16 come, to be quite frank.

17 And so I wonder, what's Plan B?

18 And then I also wonder, you're not the
19 only dual language school. And so I'm wondering
20 what have you learned from other schools that are in
21 -- have to be in a similar situation and draw from a
22 similar pool of candidates? I'm wondering, like,
23 creative approaches that you're thinking about to
24 ensure that you have the staff that you are required
25 to have to be a dual credit school.

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1 But it doesn't change the fact that
2 5 percent is awful, and it's not truly showing the
3 brilliance of your students. What's the plan to
4 really increase that, you know? And, you know,
5 reading scores can absolutely go further than where
6 you are. Science can go further than where you are.
7 I'm just curious about what you all are thinking
8 about.

9 MR. DANIEL PEÑA: Are you asking me to
10 answer that? Or is it something to think about for
11 the next five years?

12 COMMISSIONER BRAUER: I'm asking you to
13 think about that. I know that you've -- unless you
14 haven't been aware, Mr. Peña, you're thinking about
15 this all the time. I just think that, for me, if
16 I'm going to renew -- renew you all, I just want
17 to -- I want to be convinced a little bit about
18 what's going to be different in proficiency scores
19 as your students leave you and go on to college,
20 that they're going to be ready for college math,
21 especially. If we can highlight, I like that part.

22 MR. DANIEL PEÑA: Correct. Again, like I
23 said earlier, our plan is to move to -- out of the
24 block schedule, because we know that that's an issue
25 you had mentioned earlier, if they take it in August

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1 MR. DANIEL PEÑA: Dual language school?

2 COMMISSIONER BRAUER: Dual language
3 school. Sorry.

4 MR. DANIEL PEÑA: Yeah. Angela -- I'm
5 sorry. I didn't mean to say "yeah."

6 Commissioner, we are working toward
7 working with the Language and Cultural Division,
8 working with them, saying, "With the resources that
9 we currently have, what is that going to look like?
10 Do we need to step out of a dual language program?
11 Or can we have components of a dual language program
12 within the Heritage Model?"

13 We're having those conversations with them
14 now, because you're right. Are we going to be -- I
15 can't tell you that I'm going to walk out here today
16 and say, "I will find those teachers," because we
17 don't know.

18 But given what I have right now, I'm
19 working with the Language and Culture Division and
20 saying -- and we've had great work sessions with
21 them -- "What can our program look like, given the
22 resources we have? And can we continue to
23 provide..." -- I mean, we do have a very strong,
24 within our model right now, dual language strand of
25 kids coming -- working through our system, about 25

<p style="text-align: right;">230</p> <p>1 of them, 25 kids within the dual language model 2 right now. 3 We're reaching out to them and saying, 4 "This is what we have." 5 We know we have to pick one or the other. 6 But how can we continue to support students who are 7 going to come out dual-language proficient and 8 continue to provide that service that we heard 9 parents say about the program that we have? 10 How do we continue to do that with the 11 resources that we do have? 12 Now if it's impossible, it's impossible. 13 But right now, we're working with them and saying, 14 "Okay, what's this going to look like? What can we 15 do with these resources?" 16 And so that's where we're at right now, 17 working with the Language and Cultural Division. 18 COMMISSIONER BRAUER: I also think that 19 it's -- Commissioners, I do think that it's a 20 great -- do you remember the numbers again around 21 the number of students who were getting the 22 bilingual seal? But I think that's -- I think 23 that's fabulous. Like, 75, I think -- 74 or 75 for 24 the last couple of years. 25 MR. DANIEL PEÑA: 75 percent.</p>	<p style="text-align: right;">232</p> <p>1 This is not a get-you thing. This is, like -- I'm 2 also interested in, like, how. 3 MR. DANIEL PEÑA: As you had mentioned 4 earlier, it's just been the last year or so that 5 we've had these challenges within our program, 6 because in order to get the bilingual seal, as you 7 know, they have to have X number of hours in Spanish 8 language arts, X number of instructional hours in 9 core content. 10 We had that. We had that. So we were 11 able to keep running these -- our kids through those 12 programs. Even within our limited program, we were 13 able to keep a cohort going through so they could 14 continue getting the -- and working towards that 15 bilingual seal. 16 So it's been a lot of work. Ms. Angela 17 will sit there and work on the master schedule and 18 trying to figure out how do we get this and how do 19 we get this, and, at the same time, how are we 20 getting that strand of bilingual seal students 21 through so they can continue earning and receiving 22 those number of hours that we need. 23 I hope that answers your question. But 24 that's kind of how we have been -- just, like you 25 had mentioned, it's just been within the last year</p>
<p style="text-align: right;">231</p> <p>1 COMMISSIONER BRAUER: I think that is, 2 like, amazing. That's almost -- I don't know -- I 3 taught first grade, so I'm far away from where you 4 all are. And I just think about how are your 5 students coming in with, like, a really secure 6 Spanish language, as they see you. If you don't 7 have a strong dual language program, the support, 8 you know, of that, I'm just, like -- I'm in awe that 9 students are getting prepared for that. 10 And maybe those two things are not 11 connected. Maybe you could help shed light on that. 12 But I'm just thinking if they're not getting the 13 Spanish Language Arts core in there, how in the 14 world are they becoming -- like, 75 percent of them 15 are becoming the bilingual seal? Because I know 16 that is, like, really difficult. 17 I think if the school districts had that 18 number, we would be in such a different spot, you 19 know, especially the larger school districts having 20 75 percent of their students graduating with a 21 bilingual seal. So I just -- how can those two 22 things be true, you know? 23 MR. DANIEL PEÑA: If I may, Commissioner 24 Brauer? 25 COMMISSIONER BRAUER: I want to make sure.</p>	<p style="text-align: right;">233</p> <p>1 or two, we've had these challenges within the dual 2 language program. 3 COMMISSIONER BRAUER: There is, like, 4 taking -- in the seat time. But students do have to 5 pass -- what's the assessment that they have to pass 6 at the end? 7 MR. DANIEL PEÑA: CLEP, CLEP Assessment. 8 COMMISSIONER BRAUER: So I feel like I 9 have a lot -- I have some trepidation. I'm still 10 leaning towards renewal, for sure, like, I feel like 11 that's where my heart is. I think that there's 12 probably going to be some Commissioners -- I don't 13 want to speak on anyone's behalf, and I'm not 14 looking at anyone specifically -- that there might 15 be some people who might say, instead of a 16 five-year, a three-year. 17 I want to support your school. I think -- 18 I want to make sure that we have this -- what I'm 19 going to call an acute problem right now with 20 that -- with the education plan. Because we know -- 21 we know what's at stake, too. If we have 75 percent 22 of our students becoming bilingual -- and, again, I 23 just don't know of any other school or districts 24 that does that that high. I just don't know, off 25 the top of my head.</p>

<p style="text-align: right;">234</p> <p>1 I remember when I was getting my 2 leadership degree, and I had somebody who said that 3 there was 81 kids, 81 students who were graduating 4 in all of APS -- that was in 2017-'18 -- who had a 5 bilingual seal. So I think that is phenomenal. 6 So we've got to, like, right the ship on 7 this and figure out how to do that. 8 We've also got to double down and triple 9 down, quadruple down on the math proficiency and 10 really ensure that that's also an indicator of 11 student brilliance. And I just -- I really want to 12 see that happening. 13 I think we need time. But we don't have 14 time to waste. And I thank you for, like, taking my 15 questions. 16 MR. DANIEL PEÑA: Thank you, Commissioner. 17 THE CHAIR: Commissioner Carrillo. 18 VICE CHAIR CARRILLO: It's always great to 19 see you, Danny, and Angela, and to the time I spent 20 at your school. I really enjoyed being there. And 21 I remember meeting Fin and coming to the event for 22 The Empathy Project. 23 And it was really impressive. And the 24 people in the community, other charters that were 25 there and organizations.</p>	<p style="text-align: right;">236</p> <p>1 work with. 2 MR. DANIEL PEÑA: I work with Nicki [ph] 3 out there. 4 VICE CHAIR CARRILLO: So it's -- I'll come 5 back to that. 6 So I wrote down here in really big caps, 7 like if I was the former president tweeting, all 8 caps, in bold, I wrote down here with exclamation 9 marks, "Interventions." 10 So I think that Commissioner Brauer used 11 the word "acute". I would say "on fire, an 12 inferno," relative, especially, to math. 13 You know, you know that there are a lot of 14 schools who are below 15 percent on the math side. 15 Coming out of the "P" word? No, it's just that a 16 lot of people really suffered there. 17 And it's not just that only. It's the way 18 we teach math and the way we do or do not accept 19 where a student is at any given time learning math. 20 Math-phobic is what I say a lot of the times. 21 We've had a couple of our State charters 22 who have addressed that part of it. Maybe we're not 23 teaching math in a way that kids can really hear us 24 or that's relevant or that addresses their phobia 25 around math. And that can be something to look</p>
<p style="text-align: right;">235</p> <p>1 So that's a great thing that you've -- 2 that was the inaugural event, if I'm recalling 3 correctly. I was happy to be a part of that. And 4 young Fin was certainly a very impressive young 5 woman, for sure. 6 And so I echo everything said to my right 7 and to my left. And the soft skills being so 8 incredibly important. You know, just taking -- most 9 of my notes are on this other page. 10 Do you, at all -- and I imagine Marcos is 11 the person at the community college who we've worked 12 with in the past. Do you track the percentage of 13 your students who have to take remedial classes? 14 I know at SFPS, when I was on the board, 15 12 percent needed to take remedial English and math. 16 It's not just that district. I know it's all over 17 the state. It means we're failing our kids. 18 Do you have any idea what it might be at 19 your school? 20 MR. DANIEL PEÑA: I don't have that number 21 with me right now, you know. But, you know, it's 22 definitely -- we have a great working relationship 23 with them. It is something that I can reach out to 24 and get those solid -- 25 VICE CHAIR CARRILLO: They're wonderful to</p>	<p style="text-align: right;">237</p> <p>1 into. 2 I know there's really good programs around 3 that, specifically. And if you want to look at one 4 school that's knocking it out of the park that was 5 really suffering, NMSA. And they're our neighbors. 6 And I'm sure Eric would be happy if you give him a 7 call and say, "Steve mentioned you guys turned this 8 around, and this is why." 9 So I would definitely contact Eric and see 10 what their math people did. 11 While this is stuck on my list here, 12 you'll know. Did they apply for the grant? 13 Okay. So your homework -- today is what? 14 Today is Wednesday. They all blend together now. 15 Your homework honestly by Friday is to apply for 16 this, to open the e-mail we sent in October. I know 17 you get a million e-mails from PE- -- sometimes I'm 18 sure it's like, "Ay-yi-yi, another one." 19 We are taking back our part of the 20 2 percent that the State would revert back to the 21 General Fund. Because it's your money. Doesn't it 22 make sense that we have give it back to you? We're 23 doing that now, with project-based grants, \$10,000 24 for a school that applies. And it just has to be 25 used for something to improve an area from your</p>

<p style="text-align: right;">238</p> <p>1 performance framework. This could be a piece of the 2 math intervention.</p> <p>3 MR. DANIEL PEÑA: Correct.</p> <p>4 VICE CHAIR CARRILLO: Okay? And I'm going 5 to call you on Friday morning, because I can.</p> <p>6 MR. DANIEL PEÑA: I know I can.</p> <p>7 VICE CHAIR CARRILLO: Because I'll see you 8 on Friday.</p> <p>9 MR. DANIEL PEÑA: You better do it 10 before --</p> <p>11 VICE CHAIR CARRILLO: The other school 12 that -- Turquoise Trail. Ms. Behning said she's 13 putting us at the very, very top of her to-do list. 14 This is a school that was here yesterday.</p> <p>15 MR. DANIEL PEÑA: It's already there for 16 us, sir. I see Angela writing it down. So we're 17 going to take care of that.</p> <p>18 VICE CHAIR CARRILLO: Don't leave money on 19 the table. Would any (audio distortion) leave ten 20 grand sitting on the table?</p> <p>21 THE CHAIR: So, unfortunately, the e-mail, 22 when I sent it out it, it does say "PED" on it. And 23 I think that's sometimes why people just go -- 24 but -- so it went to you, and it went to the head of 25 your GC.</p>	<p style="text-align: right;">240</p> <p>1 Patty -- and who was the other person? -- and Bekka, 2 Rebekka Burt.</p> <p>3 THE CHAIR: (Inaudible due to simultaneous 4 speaking) this year so that we're using it down. So 5 that you can get it and potentially reapply. If 6 there's still money there, it will be awarded. But 7 there's no guarantee that it's going -- it's going 8 to be there next year, because we don't know what 9 that -- what that looks like.</p> <p>10 VICE CHAIR CARRILLO: Just talked about 11 this. So I have a contract up right here. And I 12 see where it's the one of the three.</p> <p>13 I think you may be in a situation where 14 you're going to have to rethink your school. 15 Because we can't get teachers, and we can't get them 16 maybe beyond the two years. They have to go back. 17 And to get teachers with the certifications. And 18 (audio distortion) of us that you need, thinking 19 about what's realistic in terms of staffing.</p> <p>20 And there's no question you and I -- I 21 went to one of the dual language classes. You 22 explained to me everything that's going on. And I 23 understand the hardships you have when, all of a 24 sudden, these people have to leave for whatever 25 reason and we can't get new people.</p>
<p style="text-align: right;">239</p> <p>1 So there's a link there for the -- to fill 2 out -- it's a short application. If, for some 3 reason you don't have it, send me an e-mail, and 4 we'll -- I'll -- so Julia is going to resend it to 5 you; okay?</p> <p>6 MR. DANIEL PEÑA: Okay. Thank you.</p> <p>7 THE CHAIR: Because it's a real, real 8 short application. It's hard to even call it an 9 application.</p> <p>10 MR. DANIEL PEÑA: Okay.</p> <p>11 VICE CHAIR CARRILLO: You're getting your 12 money back is all you're doing. Yeah.</p> <p>13 So...</p> <p>14 MR. DANIEL PEÑA: Is this a renewal grant?</p> <p>15 VICE CHAIR CARRILLO: Probably apply for 16 something else next year.</p> <p>17 The thing -- it all depends on the monies 18 that are available. But there's typically a certain 19 amount of money that's left. And it doesn't make 20 any sense at all for it to go into the General Fund 21 and revert, when, in fact, it's your money that you 22 paid out to begin with.</p> <p>23 So we want to do everything we can to 24 support you. That's why this exists now. And as 25 the brain child of -- not me, the -- it was Mike,</p>	<p style="text-align: right;">241</p> <p>1 If I'm making widgets, and I can't get 2 people to produce a certain widget, I have to 3 rethink what widget I'm making.</p> <p>4 That's a tough thing to say. And I 5 imagine you've had those conversations around the 6 table without me having to say it. But it's -- so 7 when the next contract time comes around -- and I'm 8 saying that because I fully intend to renew -- that 9 when the next contract time comes around, you're 10 shaping things in a way that you know you can live 11 up to and staff.</p> <p>12 MR. DANIEL PEÑA: Correct.</p> <p>13 VICE CHAIR CARRILLO: Okay?</p> <p>14 On the project-based learning piece, and 15 in the same way that I suggested referring out to 16 NMSA -- so -- was that this morning? Was that this 17 morning? It all blends in.</p> <p>18 The ASK Academy. Okay. They were here 19 this morning.</p> <p>20 SECRETARY BECK: It was this week.</p> <p>21 VICE CHAIR CARRILLO: But, anyway, are you 22 familiar with ASK Academy, the charter down in 23 Rio Rancho? They're, like, 100 percent 24 project-based learning. It's just what they do. 25 And they're really good at it.</p>

<p style="text-align: right;">242</p> <p>1 And, you know, I always say that one of 2 the things I love working -- about working with -- 3 in the charter movement, and, specifically, State 4 charters, is we all learn from each other. We see 5 what works. And -- 'cause all of us want all of our 6 State charters to succeed.</p> <p>7 I would say you may want to reach out to 8 them. "This is what we've been doing. These are 9 the hardships we're looking at. What's your 10 suggestion how we get over the hump?"</p> <p>11 I say that only because they are knocking 12 it out of the park on that. That's their thing; 13 right? And it's really around the bio-med fields 14 and engineering fields.</p> <p>15 I mean, like, that's it. They're 16 laser-focused, obviously having to meet core content 17 and everything else. So that that might be 18 something that you want to look at.</p> <p>19 I have a question about -- I'll get to 20 scheduling next. But a -- the curriculum 21 assessment. I'm going to tell you my perception of 22 the bilingual seal. It's much like the way we 23 graduate kids in districts. You can graduate with a 24 D; right? You can graduate with a D. So to me, the 25 diploma becomes a little bit of paper of time</p>	<p style="text-align: right;">244</p> <p>1 New Mexico? One of the things that they suggested 2 for districts in New Mexico, 'cause it's working all 3 over the country -- because you said you were going 4 back to a traditional schedule. And I was thinking 5 what may -- something to look at also is the 6 balanced schedule, not where people have ten weeks 7 off, where you're in school year-round with those 8 two- or three-week breaks so there's not the loss of 9 learning.</p> <p>10 And everywhere that's done in the country, 11 kids are doing much better. And it's the whole 12 loss-of-learning thing.</p> <p>13 And I know it seems like -- I mean, for 14 me, if I was a kid in high school, I'd be really 15 pissed if the whole concept of taking away what I've 16 learned to be my summer. My summer; right?</p> <p>17 But as schools have gotten in sync with 18 that, and parents, also, it's been really 19 successful. And -- you know, to address the loss -- 20 learning loss.</p> <p>21 And I'm saying all these things because, 22 yes, I'm going to support your renewal definitely 23 with conditions. We need to see this turn around. 24 And I'm not going to be here in five years because 25 my next term is only four. So somebody will be</p>
<p style="text-align: right;">243</p> <p>1 served, not really what was accomplished.</p> <p>2 When we started with the bilingual seal 3 when I was on the Santa Fe board, I just got the 4 sense that the rigor wasn't there, relative to 5 achieving the bilingual seal. And I know what your 6 intent is. We've talked about this in your dual 7 language program and the intensity of that.</p> <p>8 So the CLEP Assessment, what does -- is 9 that a really rigorous exam or -- it is?</p> <p>10 Okay. I'm happy that that's the case.</p> <p>11 So when someone passes the CLEP exam, it's 12 not just as though they've taken these classes; 13 they've done well.</p> <p>14 MR. DANIEL PEÑA: They've done well. And 15 they've also earned some college credit in Spanish. 16 I can't remember how many credits it is. It's 17 anywhere between four and eight, Eva? Depending on 18 their score, it's four college credits in Spanish or 19 eight college credits in Spanish.</p> <p>20 VICE CHAIR CARRILLO: I'm very happy to 21 learn that. I had no idea. I have more confidence 22 in the -- so the scheduling thing. I'm happy to 23 hear that you're going to more traditional from 24 block.</p> <p>25 Do you know the organization, Think</p>	<p style="text-align: right;">245</p> <p>1 coming around the following December and saying -- 2 holding us accountable for whatever we approved 3 contract-wise. The answer is yes.</p> <p>4 SECRETARY BECK: I just want to add one 5 little thing about the scheduling. I want you to 6 think about something. If you are in the 7 educational plan going forward with project-based 8 learning, it's really difficult to do that in a 9 40-minute period. Our block schedule was four 10 blocks Monday through Thursday, and Friday, 40 11 minutes. And that worked really -- it was called a 12 4-and-1 or whatever it was.</p> <p>13 I want you to really think through that, 14 because then that allows for project-based learning. 15 It's hard to do it in 40 minutes. Just a thought.</p> <p>16 THE CHAIR: I'll echo that. I started 17 project-based learning in the -- well, I started -- 18 so I'm going to tell you. I started project-based 19 learning in the full-year calendar. And in the 20 45 minutes that we had for each day, it was 21 extraordinarily hard to really do, because by the 22 time you start getting going, it's over.</p> <p>23 And so it is difficult.</p> <p>24 Then we switched to a block schedule, 25 which was semester-ized. So I've taught -- loved</p>

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1 it. And we saw incredible growth when we did just
2 the semester-ized -- you know, 90 minutes. I mean,
3 90 minutes --

4 SECRETARY BECK: Like, math would be,
5 90 minutes on Tuesday, 90 minutes -- we did --

6 THE CHAIR: We did Monday through Friday,
7 90 minutes. And then we ended -- then the course
8 was over in January. And then the new courses
9 started. We did what they're doing now. So we
10 didn't do every other day.

11 SECRETARY BECK: Okay. We did.

12 THE CHAIR: So we only did -- we did every
13 day for half a year for each course. And it -- it
14 was hard with AP-1, U.S. History-1. But...

15 VICE CHAIR CARRILLO: I'm taking my floor
16 back.

17 THE CHAIR: Sorry.

18 VICE CHAIR CARRILLO: So one of the (audio
19 distortion) charter is just do what you think is
20 best; right? And there's nobody sitting at
21 610 Alta Vista Street or somebody here at
22 300 Don Gaspar that's going to tell you what to do.

23 You know what's best for your families and
24 your kids. You know what our expectation is.

25 And I want you to know that you're not

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1 getting a school where we're saying, hey, we're
2 figuring out -- to the fire. I mean, like, on the
3 fire, the coals, because of where we are.

4 And so when it's contract time, you come
5 back with a good plan, we'll come up with
6 conditions. Usually, I'm the one that only wants to
7 give a school three years if I think they're really
8 in trouble. But I'll support a five-year contract
9 here.

10 The next section I am going to -- are
11 there any board members here? And if you are,
12 you're going to have to come up and answer a
13 question, actually. So you may as well come and
14 introduce herself and spell your last name, please.

15 We see Stewart, yeah.

16 MR. JOSEPH SALAZAR: Madam Chair, board
17 members, Commissioners, my name is Joseph Salazar.
18 S-a-l-a-z-a-r. I am the president of
19 Tierra Encantada's governance board.

20 THE CHAIR: Thank you.

21 VICE CHAIR CARRILLO: So you became the
22 board for this year? Because I remember there was
23 another gentleman who spoke at graduation. He was
24 the board president when I was there for grad?

25 FROM THE FLOOR: No.

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1 MR. DANIEL PEÑA: He was a board member.
2 VICE CHAIR CARRILLO: I thought he was
3 board president, maybe.

4 So, oftentimes, when we see a school
5 struggling in a different area, often on the
6 academic side, it's the board. It can't only be --
7 it can't only be Mr. Peña and Ms. Martinez, because
8 you and your board have to have oversight.

9 And I would say -- and I'm not being -- it
10 is absolutely the case that when schools start to
11 swirl downhill academically, generally, it's because
12 the board is not performing their role in oversight.

13 I don't know what your board meetings look
14 like. I haven't attended one.

15 On the agenda, typically, on very
16 successful schools, there's always a section, even
17 if there's just a placeholder, there's always a
18 section on academic reporting, so you don't get to
19 this point where math is at 5 percent. You see it
20 going in a direction, and you're holding your head
21 administrator's feet to the fire really early on.

22 So for me -- and I have no problem, you
23 know -- (audio distortion) calling boards out. You
24 shouldn't be at this point. We should not be at
25 this point right now.

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1 So I would ask you, Mr. Salazar and the
2 other members, to think about what you can do to be
3 much more supportive of admin in reaching their
4 goals and communicating regularly.

5 And I'm not just trying to scold somebody
6 for the sake -- scold you for the sake of -- I'm not
7 scolding you. I'm letting you know our experience
8 with our 58 charter schools.

9 But that's what my experience has been in
10 these last four years is that it's at the board
11 level.

12 So I really -- my wish for you is to be
13 much more hands-on with Mr. Peña and Ms. Martinez.
14 And the minute you even see an ember in an area that
15 could end up being a challenge, just stomp on that
16 ember. Get on it. This is a serious situation
17 today.

18 MR. JOSEPH SALAZAR: If I may, to
19 Mr. Peña's defense, he has kept us aware of the
20 situation. The financial and the academic aspects
21 of finding the qualified personnel to do the work
22 has always been the challenge. And, again, that
23 being said, we have a great staff, teaching,
24 facilities, admin.

25 But how do you recruit individuals to

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1 fulfill the gap that you're needing that don't come
2 forward, or you can't financially pay the higher end
3 as private schools do?

4 Now, I'm an engineer by trade. My son
5 started at this school. And I was a parent, just a
6 parent. And he's progressed to the point where he
7 graduated, got a degree at Highlands, and now he's
8 in New Zealand getting his master's because of this
9 school; all right?

10 I pulled him out of private schools
11 because of that reason. He got a better education
12 here than he did in a private school.

13 And, like parents said here -- and it -- I
14 echo what they say -- is it's a family. There's no
15 bullying. The teachers take account for the
16 students, as far as their welfare, their education.

17 The bilingual aspect of it is something
18 inherited (verbatim) to the geographic area of this
19 state. That's what is so important, that both the
20 relationship -- whether you're bilingual or not, you
21 have that cultural interface with this society and
22 this geographic area.

23 I own a business in this town, and I see
24 that all the time. And it's very important that
25 these students learn the cultural difference, as it

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1 gives them the self-confidence to go out in society
2 and excel themselves. That's the way I see it.

3 VICE CHAIR CARRILLO: And I agree with
4 you. And I remember you. And I remember how you
5 pulled your kids. It was down at St. Mike's, wasn't
6 it? I remember our talking about that when I was at
7 The Empathy Project as well as at the graduation.

8 My saying this doesn't mean I don't
9 understand the incredible value and success on all
10 these other levels of the school. I do. I get it.
11 The kids that I spoke with, Danny, when you took me
12 around, and I understand in listening to the people
13 that came today, I get all that. And I also am
14 acutely aware of where we are on certain academic
15 levels.

16 And I'm just wanting -- anything we can do
17 to help you, we're here to help. We'll never
18 intervene, because that's the beauty of being a
19 charter.

20 MR. JOSEPH SALAZAR: At the same time, I
21 would like to say that, knowing Danny, he will focus
22 on the aspects that you have seen as something that
23 needs to be improved or as a deficiency. Knowing
24 him and why we hire him from year to year is because
25 those challenges, he does take on.

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1 We don't change out directors in the
2 middle of a horse race.

3 VICE CHAIR CARRILLO: I agree.

4 MR. JOSEPH SALAZAR: And this is a tough
5 situation.

6 VICE CHAIR CARRILLO: I agree. I
7 remember -- and I've told you this, Danny, before --
8 I remember where the school was when you came on.
9 You and Angela took it to the next level and to the
10 next level.

11 Because I was on the Santa Fe board when
12 we weren't going to renew you.

13 No, you -- I know that you see these
14 happening, and you're going to tackle them. I have
15 every confidence, and every confidence in you, sir.

16 MR. JOSEPH SALAZAR: I thank you for that.
17 But all the credit goes to the director. We
18 supervise the director.

19 And you're correct. Yes, we are the
20 guardians of the land, per se. But, again, we have
21 to leave it to the professionals that work with the
22 students every day.

23 VICE CHAIR CARRILLO: Absolutely.

24 MR. JOSEPH SALAZAR: All right.

25 VICE CHAIR CARRILLO: Thank you very much.

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1 Thank you, sir, for your service. I'm good.

2 THE CHAIR: Yeah. Nope, it went down.
3 Commissioner Ingham, do you still want to say
4 something?

5 COMMISSIONER INGHAM: Yeah. I --
6 actually, I was concerned if there wasn't a board
7 member there that was -- that was going to be very
8 concerning to me.

9 But -- so I was thankful that Commissioner
10 Carrillo did ask that question.

11 I am -- this is a rough situation. And we
12 do have to call schools to account when they have
13 this level of academic -- I'm just going to have to
14 say failure.

15 And so I -- I know what we're -- the
16 conditions we're going to put on you. We're going
17 to ask you to come back by your contract
18 negotiations with a strategic plan to change this.

19 And I do -- would encourage the board to
20 get involved with that -- that planning and get
21 this -- get some realistic -- 'cause Commissioner
22 Carrillo always likes to say hope is not a strategy.

23 At this point, we have to have some real
24 concrete ideas from you of how you're going to turn
25 your academic ship around.

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1 I do applaud you with the -- your
 2 bilingual -- with those students that are getting
 3 that certification. But I -- I am anxious that, as
 4 a guardian of the public money, that when we have
 5 that small of a percentage of your population
 6 proficient, that is a really challenging
 7 understanding.
 8 So I also want to challenge the students
 9 in the room. If you really like this school, and
 10 you really are -- are committed to it, then you need
 11 to be committed to your end of that bargain, and
 12 that is to be diligent about your studies and not be
 13 lackadaisical about this.
 14 Because this is a serious matter. And I
 15 just want to reiterate. Thank you.
 16 THE CHAIR: We've parsed it out. So we
 17 need a minute here to get it all set.
 18 (Brief period off the record.)
 19 THE CHAIR: Commissioner Carrillo.
 20 VICE CHAIR CARRILLO: It's that time.
 21 The -- I move that the Public Education
 22 Commission approve the renewal application for
 23 Tierra Encantada Charter School for a five-year term
 24 with the following condition:
 25 **A. That the school's Record of**

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1 **Performance demonstrates improved student academic**
 2 **growth and proficiency in all academic areas.**
 3 **And, B. That the school identify a robust**
 4 **strategic educational plan to improve student**
 5 **outcomes, which includes:**
 6 **1. Appropriate staff professional**
 7 **development related to content instruction.**
 8 **And, 2. A specific plan to improve each**
 9 **academic area and each element of the educational**
 10 **program.**
 11 **The specific immediate actions needed**
 12 **above will be outlined in the school's negotiated**
 13 **contract documents.**
 14 **The first Annual Report will confirm**
 15 **completion of these items listed above, or, if the**
 16 **concern is not corrected, will identify the**
 17 **uncorrected unsatisfactory performance on each item**
 18 **that will be subject to further PEC action.**
 19 THE CHAIR: Second.
 20 There's a motion by Commissioner Carrillo,
 21 and a second by Commissioner Gipson.
 22 Commissioner Beck.
 23 SECRETARY BECK: Commissioner Ingham.
 24 COMMISSIONER INGHAM: Yes.
 25 SECRETARY BECK: Commissioner

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1 Clahchischilliage.
 2 (No response.)
 3 SECRETARY BECK: Commissioner Burt.
 4 COMMISSIONER BURT: Yes.
 5 SECRETARY BECK: Commissioner Manis.
 6 COMMISSIONER MANIS: Yes.
 7 SECRETARY BECK: Commissioner Brauer.
 8 COMMISSIONER BRAUER: Yes.
 9 SECRETARY BECK: Vice Chair Carrillo.
 10 VICE CHAIR CARRILLO: Yes.
 11 SECRETARY BECK: Commissioner Gipson --
 12 Chair Gipson.
 13 THE CHAIR: Yes.
 14 SECRETARY BECK: Commissioner
 15 Clahchischilliage.
 16 (No response.)
 17 SECRETARY BECK: Secretary Beck, yes.
 18 There are eight -- seven votes for, zero
 19 goats against. The motion passes. Congratulations.
 20 MR. DANIEL PEÑA: Thank you very much.
 21 THE CHAIR: And we are in recess until
 22 8:00 a.m. tomorrow.
 23 (Proceedings in recess at 4:16 p.m.)
 24
 25

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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
 13 virtually and in the State of New Mexico, County of
 14 Santa Fe, in the matter therein stated.
 15 In testimony whereof, I have hereunto set my
 16 hand on December 30, 2024.
 17
 18
 19
 20

 21 Cynthia C. Chapman, RMR-CRR, NM CCR #219
 22 BEAN & ASSOCIATES, INC.
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 24 Albuquerque, New Mexico 87102
 25 License Expires: December 31, 2025

Job No.: 9246N (CC)

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2 STATE OF NEW MEXICO

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BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
CHARTER SCHOOL RENEWAL HEARINGS

December 12, 2024

DAY FOUR

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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JOB NO.: 9247N (CC)

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7 REBEKKA BURT, Member

8 SHARON CLAHCHISCHILLIAGE, Member

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4

1 THE CHAIR: Good morning, everyone. I'm

2 going to bring back to order this meeting of the

3 Public Education Commission. We are on our fourth

4 and final day of renewal hearings. So thank you all

5 for coming.

6 Thank everyone here for, so far, surviving

7 these four days. It's been -- it's been joyful, by

8 and large. So we're -- this is one of the best

9 renewal rounds that I think we've had. So it's --

10 sorry -- I always have to have a happy sound in the

11 morning. And that goes off, like, when I'm in the

12 supermarket. People are looking, like --

13 So we have two schools today. And our

14 first school up is Aldo Leopold.

15 So if the folks from Aldo want to come up,

16 whoever's going to speak -- not public speaking, but

17 if you're doing presentation. Well, if you need to

18 move chairs, you can move chairs, whatever, as long

19 as you're in reach of the microphone.

20 And they're quite sensitive so you don't

21 have to get that close -- oh, my goodness. So if

22 you signed up for public comment -- okay. Got you.

23 I'm fine. Yeah, that's fine.

24 I will just ask that before you start

25 speaking, you state your name, the role that you

3

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5

1 have in the school, and also spell your last name.

2 And you don't have to get that close to the

3 microphone. They're pretty sensitive.

4 So -- we have a court reporter transcriber

5 that's online that's doing the transcript for us, so

6 she'll let us know if something can't be heard.

7 So thank you. So what we -- what we do is

8 the Charter School Division will do their

9 presentation and recommendation. Then I don't think

10 there will be -- but we do have on the agenda a spot

11 for tribal input, any tribal entity who wants to

12 offer comment. And then the school will have their

13 time to do the presentation. Then there be public

14 comment, and then questions from the Commission.

15 So thank you.

16 FROM THE FLOOR: Thank you.

17 THE CHAIR: And who's doing it? Cheryl?

18 MS. CHERYL ROWE: Good morning, Chair

19 Gipson and Commissioners. My name is Cheryl Rowe,

20 R-o-w-e, Authorizing Practices Administrator for the

21 Charter Schools Division.

22 I'm here to provide the PED evaluation for

23 Aldo Leopold Charter School.

24 CSD conducted our renewal visit to

25 Aldo Leopold Charter School on October 15th, 2024.

6

1 Dr. Brigitte Russell, Lucy Valenzuela, and I visited
 2 the school in person. Martica Davis, Kenneth
 3 Norris, Betty Seeley, and Corina Chavez joined
 4 remotely.
 5 Aldo Leopold opened in 2005 with Silver
 6 Consolidated Schools as their authorizer. The
 7 school renewed their charter with the PEC in 2010.
 8 This will be Aldo Leopold's fourth renewal with the
 9 Public Education Commission.
 10 At Aldo Leopold, the human and natural
 11 environment serve as text and lab for learning
 12 through direct experience, inquiry, and stewardship.
 13 The Charter Schools Division recommends
 14 that Aldo Leopold Charter School be renewed for a
 15 term of five years with the following condition:
 16 Due to repeated audit findings and subpar
 17 financial ratings on the performance framework over
 18 the charter term, Aldo Leopold Charter School failed
 19 to meet generally accepted standards of fiscal
 20 management. Therefore, school leadership and the
 21 governing board will provide a financial report and
 22 finance committee minutes to the CSD quarterly
 23 beginning in July 2025 with the final quarter of
 24 FY24 information.
 25 The school leadership and governing board

7

1 will improve financial systems and will continue to
 2 show consistent improvement on financial indicators
 3 and audit results over the next charter term.
 4 The recommendation is based on the record
 5 of the school's performance over the course of the
 6 contract term, the renewal application, which
 7 highlights adult actions and programs in the service
 8 of student progress, and verification of those
 9 programs and ultimate adult actions during our
 10 renewal site visit and annual visit.
 11 Aldo Leopold Charter School has been
 12 designated a Spotlight School for the three years
 13 that ratings have been available and have earned
 14 additional Distinctions of Excellence in 2022-'23 in
 15 English language arts and College and Career
 16 Readiness.
 17 Aldo's students have outperformed the
 18 district and State in English language arts and
 19 science each year of the charter term.
 20 The school cites their experiential
 21 outdoor programming as responsible for their high
 22 science proficiencies. Aldo's math proficiencies
 23 are closer to the district and State; however, the
 24 school's MAPs data shows growth over time from sixth
 25 grade to twelfth grade in math. And according to

8

1 Vistas, their math growth percentiles exceed the
 2 district and State.
 3 Financial compliance at the school has
 4 been improving, but this is an area that needs
 5 attention. While the total number of audit findings
 6 has declined each year, issues of repeat audit
 7 findings and significant deficiencies persist,
 8 indicating a breakdown of internal controls and
 9 insufficient oversight by the governing board.
 10 To improve financial management, the
 11 school has contracted a new business manager, as
 12 well as an on-site school employee who will assume
 13 the role of business manager after a period of
 14 training.
 15 In terms of governing board, Aldo has
 16 maintained a full board for the duration of the
 17 contract; however, there have been repeated issues
 18 with meeting reporting requirements. See 3.c. on
 19 the performance framework.
 20 The application cites adult actions to
 21 improve reporting, such as better communication and
 22 clarified roles.
 23 The board has improved over the charter
 24 term in terms of meeting training requirements.
 25 The school's ratings on Part B of the

9

1 renewal application are as follows:
 2 They Met the Standards in student
 3 outcomes, mission-specific goals, education program,
 4 equity and identity.
 5 They Demonstrate Substantial Progress in
 6 governance responsibilities and other performance
 7 framework indicators.
 8 Their -- they Failed to Demonstrate
 9 Progress in financial compliance.
 10 Aldo Leopold Charter School has a unique
 11 educational program that meets the needs of a wide
 12 variety of student needs and learning styles. The
 13 experiential hands-on learning has resulted in high
 14 engagement and proficiencies for most students.
 15 As part of the Youth Conservation Corps,
 16 students frequently participate in outdoor learning
 17 opportunities, serving the community through
 18 environmental restoration and stewardship by
 19 restoring trails, waterways, and more, and city
 20 beautification projects, such as painting murals
 21 throughout Silver City.
 22 Students also participate in hiking and
 23 backpacking expeditions, developing leadership
 24 skills and building confidence.
 25 Students, parents, and teachers agree that

<p style="text-align: right;">10</p> <p>1 the experiential learning focus of the school is 2 tremendously rewarding and engaging. Even students 3 who didn't like hiking when they first enrolled said 4 they quickly grew to love it, as the hikes foster 5 feelings of inclusivity and connection to the 6 community and nature. 7 Thank you. 8 THE CHAIR: Thank you. 9 MS. MELISSA BROWN: Is there anybody 10 online who is here representing a tribe or a nation? 11 Please raise your digital hand. 12 THE CHAIR: We had a school of 13 kindergarteners the other day, and they all raised 14 their hand. 15 MS. MELISSA BROWN: We do have a person, 16 Jackie Riley, who has raised their hand. So just 17 clarifying, Jackie -- you put your hand down. You 18 are tribal? No? Okay. 19 FROM THE FLOOR: She's our assistant 20 business manager. 21 THE CHAIR: Then we're okay. So whenever 22 you're ready. 23 MS. FIONA BAILEY: Okay, Commission. Is 24 it -- I push it the whole time? 25 THE CHAIR: You don't have to keep your</p>	<p style="text-align: right;">12</p> <p>1 who is our experiential education coordinator; 2 Deandra Medina, one of our special education 3 teachers; Pete Rankin over here. He's one of our 4 high school social studies teachers. 5 We were hoping Mike Vigil, one of our 6 financial team, was going to be here, but he doesn't 7 seem to be. But we do have Harry Browne, our 8 governing council chair and one of our previous 9 finance guys. We also have Will Tracy, who is our 10 experiential consultant from WNMU. 11 And we have a few of our amazing high 12 school students: Matthew Medina, Dierdranee Abeyta, 13 Jessi Crocker, Faith Pellegrino, Iris Cottingham, 14 and Cesar Acosta. 15 So if you can start us all off with our 16 PowerPoint. 17 And we're very excited that we'll be 18 celebrating our twentieth year coming up. 19 Okay. That's the end. Okay. Yeah. 20 That's -- so that's the beginning. And -- okay, 21 yes. 22 So next slide. 23 So today we will be speaking about the 24 craft community, curiosity, conservation, 25 compliances, collaboration, and then we'll draw</p>
<p style="text-align: right;">11</p> <p>1 finger on it. 2 MS. FIONA BAILEY: It's on. Okay. The 3 screen is on. 4 Thank you, Commissioners, so much for 5 having us. Cheryl, thank you for the nice report, 6 and, hopefully, that information that you just heard 7 in the report, we can help bring to life for you 8 today. 9 So I am here representing Hannah Wecks on 10 the screen. And I'm also the Title I specialist and 11 reading specialist, so I'm here in both capacities. 12 VICE CHAIR CARRILLO: Would you mind 13 stating your name? 14 MS. FIONA BAILEY: Bailey is the last 15 name. Sorry. 16 VICE CHAIR CARRILLO: What is your first 17 name? 18 MS. FIONA BAILEY: Fiona. 19 VICE CHAIR CARRILLO: Terrific. Thank 20 you. 21 THE CHAIR: Spell your last name. 22 MS. FIONA BAILEY: B-a-i-l-e-y. So I've 23 already messed up, so you guys should be all fine; 24 right? Okay. 25 And I have here with me today Maia Chaney,</p>	<p style="text-align: right;">13</p> <p>1 conclusions that make our school the great school 2 that it is and the unique school that it is. 3 So we're going to begin with our students 4 as they explain the craft of creating and 5 experiential ed program. 6 FROM THE FLOOR: My name is Iris 7 Cottingham. C-o-t-t-i-n-g-h-a-m. I joined Aldo in 8 seventh grade from being homeschooled. And right 9 away, Fridays became my favorite part. 10 (Incomprehensible) school Fridays get out of the 11 classroom and help the community with fun hands-on 12 learning, which has been shown to motivate me to 13 come to school and help me with learning new things. 14 I love being able to be part of my 15 community. It makes me happy when people ask if I 16 go to Aldo, and I can say that I do. 17 (Incomprehensible) when I am a freshman in 18 high school and on Fridays have become more involved 19 in the community and help -- as well as helping 20 restore natural areas in this community. This 21 slight change is helping prepare me for my next 22 years at Aldo, where I will be more involved with 23 Aldo in either doing YCC or internships. 24 FROM THE FLOOR: Hello. I am Jessi 25 Crocker, C-r-o-c-k-e-r. And I am a current senior</p>

<p style="text-align: right;">14</p> <p>1 at Aldo Leopold Charter School. And the unique 2 thing about our school is that once you reach tenth 3 grade, you are given the opportunity to participate 4 in local internships that interest you. 5 These internships have helped me discover 6 new career paths and also reassure me in the future 7 career path that I have chosen. 8 I have done multiple internships 9 throughout my time at Aldo, and they have all been 10 very beneficial to me. My favorite and most 11 impactful opportunity was being able to work with 12 Gila Resource Information Project, or GRIP, in 13 partnership with NM-INSPIRES and Aldo Leopold 14 Charter School. 15 During this internship, I had the chance 16 to work firsthand with professionals in their field 17 and be treated like a valuable member of a team. 18 The main premise of this job was to raise 19 awareness locally about air quality in the Grant 20 County area, while also installing air quality 21 monitors. 22 The environmental aspect of this really 23 spoke to me as I plan to major in environmental 24 studies while away at college. 25 Because of this opportunity provided to me</p>	<p style="text-align: right;">16</p> <p>1 be applied towards the future. 2 I truly believe that experiential 3 education has set myself and others up for a 4 successful future, and I hope that future students 5 get to have this opportunity. 6 FROM THE FLOOR: Hello. My name is Faith 7 Pellegrino. P-e-l-l-e-g-r-i-n-o. 8 And I'm going to be reading a little 9 script I wrote on my phone. 10 I'm going to talk about Aldo Leopold's 11 academics today. 12 Aldo Leopold Charter School's academics 13 cover a vast selection of different core subjects 14 that allow for a multitude of diverse students to 15 learn and gain a better understanding of the world 16 around them. 17 Aldo offers advanced placement classes, 18 such as literature and composition, language and 19 composition, world history, United States history, 20 and human geography. 21 Being located on the Western New Mexico 22 University campus, students gain easier access to 23 college dual credit courses, helping students to 24 push themselves and gain college credits. 25 Having transferred from a traditional high</p>
<p style="text-align: right;">15</p> <p>1 by Aldo Leopold, I am now confident that I will 2 enjoy and thrive in a scientific and social 3 environment, whether that is in college or a 4 professional setting. 5 I feel that Aldo Leopold has prepared me 6 for my future and allowed me to take my future into 7 my own hands. I feel so lucky to be given the 8 chance to explore the world around me and also very 9 proud to be a part of a school that gives this 10 opportunity to all of the students. 11 Among these opportunities is YCC. 12 FROM THE FLOOR: Hello. My name is 13 Dierdranee Abeyta. A-b-e-y-t-a. 14 I'm a senior attending Aldo Leopold 15 Charter School. I've been at Aldo since the seventh 16 grade, and I'm happy to say that this (inaudible) 17 working with the Youth Conservation Corps is one of 18 the many opportunities that is provided by the 19 school that allows students to gather skills and 20 knowledge. 21 This helps (incomprehensible) and 22 strengthen the strains of your future, whether 23 that's in the workforce or in general. 24 Students have a very impactful and unique 25 experience while learning valuable lessons which can</p>	<p style="text-align: right;">17</p> <p>1 school to Aldo, halfway through my high school 2 career, I feel that Aldo's academics better suits my 3 personal needs and allows me to thrive academically. 4 In the year and a half I've spent at Aldo, 5 I've earned a 3 on the AP Literature test and taken 6 college-level political science, Spanish, and 7 United States History. 8 Aldo's combination of informative core 9 classes and experiential learning allows students to 10 have a broad understanding of the world around them. 11 FROM THE FLOOR: Hi. My name is Cesar 12 Acosta. A-c-o-s-t-a. And Aldo Leopold Charter 13 School builds our experiential education through 14 restoration projects, where we do anything from 15 restore the Signal Peak wet meadows -- help restore 16 them -- to build a -- what was it? -- a naturalized 17 park in Hurley. 18 It's just a way to give back to the 19 community and nature while being immersed in it. 20 Another thing we do is we do Gila 21 backpacking trips, where we go out to different 22 parts of the Gila for a week. And we get to be 23 fully enveloped in nature, and, like, we get to see 24 the problems they're affecting and how to fix it. 25 You know, I just had to help.</p>

18	<p>1 When I first came to Aldo from a different 2 school, I didn't really have any life goals or 3 dreams; nor did I plan on any. But Aldo helped me 4 curate my -- my passion for plants and animals and 5 helped me get a job during -- with field biology 6 during the summer and helped me profit off my 7 passions.</p> <p>8 Aldo really grabbed my potential, every 9 strand and string of it, and weave it into a basket 10 that holds my future.</p> <p>11 MS. FIONA BAILEY: Thank you so much -- 12 oh. And then we have an alum. Thank you. I 13 forgot. This is alum Maya Reeves.</p> <p>14 FROM THE FLOOR: Good morning. My name is 15 Maya Reeves. R-e-e-v-e-s.</p> <p>16 And having gone through the entire Aldo 17 experience, from sixth grade to graduation, I can 18 credit this wonderful school for many different 19 experiences and opportunities that have guided me to 20 the next point in my life.</p> <p>21 One of my most notable experiences at 22 Aldo Leopold was working with the YCC eco-monitoring 23 program every Friday. It brought me a wealth of 24 knowledge about the natural world, along with a 25 deeper care and interest for our planet.</p>	20	<p>1 FROM THE FLOOR: And now, if you look at 2 the picture up there, we have a sample for each of 3 you made by our -- you have a thing? Okay. So 4 before we pass them out, I would like to talk a 5 little bit about the yucca bracelets you are about 6 to receive. Students from Aldo Leopold have 7 handmade these woven yucca bracelets while in 8 Primitive Skills, one of the many engaging electives 9 at Aldo.</p> <p>10 These bracelets represent the diverse 11 strands that are woven together in our school. The 12 diversity of our students, similar to these strands 13 of yucca, allow us to create beautiful pieces such 14 as these bracelets in our vibrant Aldo community.</p> <p>15 THE CHAIR: Thank you, Jessi.</p> <p>16 MS. FIONA BAILEY: All right. Enjoy. 17 Excellent.</p> <p>18 So our next "C" is "Community." What are 19 our demographics?</p> <p>20 Because of the mission of our school, we 21 attract many students whose parents understand that 22 their child learns differently.</p> <p>23 Currently, 36 percent of our students have 24 an IEP. The hands-on experience and play-space 25 learning we provide provides deeper understanding of</p>
19	<p>1 This, along with many other outdoor 2 integration opportunities that Aldo has offered, 3 ultimately guided me to make my decision to move to 4 New Zealand and pursue a degree in marine biology in 5 the coming months.</p> <p>6 Another notable experience that Aldo 7 assisted with was my acceptance into a semester 8 school in the Bahamas, which offered me an intensive 9 marine-biology-focused curriculum. I was accepted 10 in the spring of 2023 as one of 52 students 11 worldwide and the second person in New Mexico to 12 ever attend.</p> <p>13 Aldo's outdoor education inspired me to 14 apply and also aided in my acceptance into this 15 life-changing program.</p> <p>16 The last thing I would like to touch on is 17 I have been lucky enough to travel to several 18 countries around the world. And whenever asked 19 about the high school that I attended, I also have 20 responses like, "Wow, you are so lucky," and, "I 21 wish I was able to go to a high school like that." 22 I truly believe that Aldo has provided me 23 with so many opportunities and perspectives, and I 24 will carry this with me throughout the next phase of 25 my life, and I am eternally grateful.</p>	21	<p>1 students of all abilities.</p> <p>2 Additionally, we serve students from every 3 background represented in our community.</p> <p>4 Now, Maia is going to talk about another 5 portion of our community, engagement.</p> <p>6 MS. MAIA CHANEY: Good morning. My name 7 is Maia Chaney. C-h-a-n-e-y. And I'm the 8 experiential education coordinator at our school.</p> <p>9 Will you go to the next slide, please?</p> <p>10 Connecting to our local community is key 11 to our experiential learning program, which, in 12 turn, is essential to the curriculum at our school.</p> <p>13 This program allows us to maintain a high 14 level of engagement and enrichment through shared 15 experiences that create a sense of belonging.</p> <p>16 Students leave campus nearly every Friday 17 to work, play, discover, and reflect on what they 18 have learned in places like the Gila River, Little 19 Cherry Creek, San Vicente Trail, The Wave climbing 20 wall, Boston Hill, art galleries, and local 21 businesses. In middle school, we call these days 22 "Fabulous Fridays."</p> <p>23 As students advance to the high school, 24 these Fridays become Community Orientation, a course 25 that allows high school freshmen and students new to</p>

<p style="text-align: right;">22</p> <p>1 Aldo a way to orient or find their way in high 2 school, as well as in our surrounding community. 3 Following community orientation, high 4 school students spend Fridays working and learning 5 in the community through internships or on Youth 6 Conservation Corps crews. 7 Community partnerships make our Friday 8 programs possible. Some of our partnerships include 9 the Common Center for Food Security and 10 Sustainability, Fort Bayard Historic Preservation 11 Society, The Nature Conservancy, Gila National 12 Forest Service, New Mexico Game and Fish, River 13 Source, Pitchfork Ranch, Western New Mexico 14 University, and Silver City Recycles, as well as 15 local art galleries and food co-ops. 16 Beyond Fridays, middle-school students 17 attend two overnight camping trips, one in the fall 18 and one in the spring. 19 Eighth-grade students prepare for high 20 school by participating in an overnight backpacking 21 trip. In high school, students participate in an 22 annual four-day backpacking trip, along with at 23 least one out-of-town grade-level trip. 24 Besides integrating curriculum and 25 building a stronger school community, these trips</p>	<p style="text-align: right;">24</p> <p>1 achievement, which compares each student to the 2 national mean. 3 Looking at this more extensive data in 4 math, we see the following: 5 So for both achievement and growth, I 6 calculated the percentage of students at each grade 7 level who scored at or above the national mean in 8 each area. 9 The blue bar shows the students -- the 10 percentage of students at each grade level who 11 passed the mean for both achievement and growth. We 12 are excited to see that those blue bars steadily 13 increase through the grades. 14 The green bars show that their achievement 15 was at or above the mean, even if their growth was 16 not. So whether we take both the blue and the green 17 bars together, that is the percentage of our 18 students above the academic achievement national 19 mean, according to NWEA assessments in math. 20 Equally as important is the gray bar. 21 That gray bar shows the growth of our students is at 22 or above the national average, even if they haven't 23 yet reached the full academic achievement. 24 The importance of this gray bar is because 25 many of our students begin at Aldo far behind the</p>
<p style="text-align: right;">23</p> <p>1 allow students to expand their self-confidence and 2 find previously unknown strengths inside themselves. 3 MS. FIONA BAILEY: All right. 4 So building these community connections 5 helps build curiosity. Experiential learning in 6 core classes, whether out and about or in the 7 classroom, helps build student learning. 8 Our students take the NWEA academic -- 9 Measure of Academic Progress assessment three times 10 a year. Collecting the NWEA assessment data each 11 year allows us to track student progress in both 12 reading and math. It gives us a more comprehensive 13 picture of student growth than looking only at our 14 annual State testing data. 15 In reading, ELA, our State assessment 16 scores closely match our scores on the NWEA MAPs 17 assessment. However, compared with the snapshot on 18 the annual State assessment in math, our NWEA math 19 assessments tell a more detailed story. 20 What you see on the screen is a graph 21 that's generated by the NWEA assessment for each 22 student. And it's an example of how I look at the 23 students' growth over time. 24 I also use, if you can see up at the very 25 top there, the norms percentiles for both growth and</p>	<p style="text-align: right;">25</p> <p>1 national mean. So making adequate or even greater 2 growth is a huge success. It may take time to fill 3 in the gaps. But learning in an experiential way 4 makes that growth and achievement solid and lasting. 5 Okay. Conservation. Maia and Pete. 6 MS. MAIA CHANEY: Conservation, 7 stewardship, and restoration are all connected 8 through the shared value of care. At Aldo, we give 9 students opportunities to learn and practice this 10 value through these methods. 11 At the middle-school level, students are 12 introduced to the principles of "leave no trace," a 13 national education program that teaches how to 14 minimize human impact on the natural environment 15 while enjoying outdoor activities. Students learn 16 practices like planning ahead, staying on the trail, 17 disposing of waste properly, respecting wildlife, 18 and leaving places better than you found them. As 19 students spend time outside, they learn to 20 appreciate nature themselves and each other. 21 MR. PETE RANKIN: Hey. Good morning. My 22 name is Pete Rankin. R-a-n-k-i-n. I've been an 23 educator in New Mexico's public schools since the 24 year 2000. My first ten years were at a 25 conventional high school, Farmington High School in</p>

<p style="text-align: right;">26</p> <p>1 the northwestern part of the state. And my last 2 twelve have been here at Aldo.</p> <p>3 Thank you for providing our school with 4 this opportunity to speak today. As you can see 5 from these amazing students, this is experiential 6 education. Four of the students here are in my 7 government class. I teach U.S. Government and 8 New Mexico History, AP U.S. History, AP World 9 History, and I also drive the bus.</p> <p>10 The -- my words this morning are going to 11 be focused upon our restoration projects.</p> <p>12 We use project-based learning at Aldo. 13 And as part of that focus, we -- we have grades 9 14 through 12 out in the community two days in November 15 and two days in January. And so that's 16 approximately 100 students divided up between three 17 different restoration sites. Over time, we've had 18 more sites than that.</p> <p>19 And each of these sites are focused upon 20 trees. So I am going to ask a question of you right 21 now, and it's in the form of a joke.</p> <p>22 Why -- why did the dendrochronologist have 23 a hard time finding a date?</p> <p>24 Because they only ever dated trees. 25 The students behind me are no doubt</p>	<p style="text-align: right;">28</p> <p>1 has passed through many different hands. And now 2 it's being restored.</p> <p>3 And you can see in this slide here 4 students working in a greenhouse. Each of these 5 sites have to do with trees. That's why I asked 6 that joke.</p> <p>7 And so many trees have been planted here. 8 You've already heard about the YCC plan. The 9 eco-monitors have planted many trees there. The 10 trails crew has worked on trails at this site.</p> <p>11 And so when 30 percent of the high school 12 goes to this site four times throughout the year, 13 it's all day for those four days. They're working 14 on continuing that tradition at this site.</p> <p>15 So next slide, please.</p> <p>16 This slide is in the mining district. As 17 some of you might know, the Santa Rita Mine is owned 18 by Freeport-McMoRan and is the largest employer in 19 our county. When I say the mining district, Hurley 20 is one of the mining communities there. Quite a few 21 of our students actually commute every morning 22 30 minutes or more to get to school coming from the 23 mining district.</p> <p>24 So we're really excited to partner with 25 the town of Hurley at this site, planting trees, as</p>
<p style="text-align: right;">27</p> <p>1 rolling their eyes right now. They've heard this 2 before. It's a good way to learn a new vocab word, 3 and it's terribly relevant today.</p> <p>4 As we know from tree ring data, the last 5 30 years have seen a severe drought in New Mexico. 6 We're dealing with a number of ecological crises, 7 the biodiversity crisis, the climate crisis. And 8 these projects are really focused upon the 9 stewardship aspect of our mission and vision, and, 10 as part of that, restoring our community 11 economically, ecologically, and socially.</p> <p>12 And so as you can see from the slides that 13 are -- that are -- we're going through right now, 14 I'm going to start with San Vicente Farms. This is 15 one of our outdoor classrooms. It's a 16 collectively-owned farm south of town. It's built 17 on one of our historic sites. It was called the 18 Chinese Gardens.</p> <p>19 The Chinese Gardens, tragically enough, as 20 some of you may know -- our community relies on the 21 extractive industry, the mining industry. In the 22 1870s, many Chinese immigrants came in and did a 23 large part to build our town, and then, with the 24 Chinese Exclusion Act of 1882, were driven out. 25 And they -- then over time, this property</p>	<p style="text-align: right;">29</p> <p>1 you can see in the photo, and restoring public 2 spaces there.</p> <p>3 So next slide.</p> <p>4 The -- the Urban Forestry Restoration 5 site, this one, we just started this year in 6 Santa Clara, which is another of the mining 7 communities in the mining district. And we -- 8 this -- it's part of the Urban Forestry Grant. We 9 partner with a group called the Gila Resources 10 Information Project, who -- and also Western 11 New Mexico University.</p> <p>12 And they have landed this grant -- it's 13 over a million dollars -- to plant trees throughout 14 southwestern New Mexico. And so at this site, 15 that's what you see the students working on in this 16 slide.</p> <p>17 Next slide, please.</p> <p>18 The Waterworks site is actually a site 19 we've completed. We've been there for five years 20 now. And this is in partnership with the town of 21 Silver City. It's town-owned property. It's a 22 historic site as well.</p> <p>23 The Waterworks was the first source of 24 municipal water in Silver City. And for many 25 decades, it was largely used just to store materials</p>

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1 for city work projects and kind of run down. Really
 2 amazing, beautiful building, which is not in this
 3 photo.
 4 But students have been there building
 5 trails, planting trees. And it's now a stopover
 6 site -- stopover place for Continental Divide Trail
 7 hikers, who are hiking from Canada to New Mexico.
 8 Really amazing place. So now the town is, in the
 9 next couple of months, going to be renting out
 10 campsites providing revenue and employment for our
 11 community.
 12 The idea is diversifying our economy to a
 13 recreation economy instead of just extractive
 14 industries. So a really exciting project we've been
 15 involved with.
 16 So I'm going to conclude right now with --
 17 by inviting one of our seniors back up here. Faith
 18 is going to talk about her -- so as part of her
 19 annual projects, the fourth component is passion
 20 projects, where ten students get to apply to be part
 21 of passion projects, where -- by "apply," I mean
 22 they have to meet pretty rigid deadlines. They have
 23 to be able to prove that they can work
 24 independently.
 25 And then they dig into something that

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1 they're really passionate about that's related to --
 2 again, as part of our mission, conservation and
 3 sustainability; in other words, stewardship.
 4 So, again, thank you for hearing us today
 5 and providing our students with this -- another
 6 great opportunity to learn in this setting.
 7 And so, Faith, could you come back up?
 8 FROM THE FLOOR: Hello again. This is my
 9 passion project, part of it, from last year. What
 10 my project was, was I wanted to make a calendar.
 11 And I personally am very interested in
 12 art -- and -- sorry -- and painting and stuff like
 13 that.
 14 So what I did is I picked twelve different
 15 birds from the Gila. I believe I did six
 16 woodpeckers and five wrens and one painted redstart
 17 for one of my teachers because he asked me to.
 18 I researched each of these twelve birds
 19 individually, and I wrote up a paragraph, kind of
 20 describing the migration habits, the diets, the
 21 habitat, and then the coloring and the visuals of
 22 the bird.
 23 And then I printed it, and I put it on a
 24 canvas. And then what I did is I went back with
 25 oil, and I painted the bird on top of each of the

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1 paragraphs that I wrote.
 2 And I have twelve of them. So I put them
 3 all into a calendar, and now we sell them at our
 4 school. So if people wanted to buy one of my
 5 calendars, they're free to.
 6 Yeah. It was a very fun project, and I
 7 learned a lot. It was one of my first times doing
 8 oil paints. So I learned a lot about blending and
 9 colors and the difference between oil and acrylic,
 10 because I mostly had done acrylic before that.
 11 And I learned about the birds of the Gila
 12 and specifically, like, when they're in the Gila,
 13 kind of, based on when they migrate and the
 14 differences in the birds and how they are.
 15 I was really grateful for the opportunity
 16 to express my art passion and have time set aside to
 17 do that, along with the opportunity to be
 18 independent and do it at my own pace, but also have
 19 the responsibility of getting it done; so -- thank
 20 you.
 21 MS. FIONA BAILEY: Our next is all of our
 22 compliances. So Mike Vigil.
 23 THE CHAIR: He just went out with the
 24 phone.
 25 MS. FIONA BAILEY: Let's skip ahead, then,

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1 and we'll have Harry Browne talk about the governing
 2 council, and then we'll call Mike back up.
 3 MR. HARRY BROWNE: I'm not going to give
 4 Mike much time.
 5 Harry Browne. Browne, B-r-o-w-n-e. I'm
 6 the governing council chair since July 1 of this
 7 year. I was business manager for the first 16 years
 8 of the school's existence. And I'm here to assure
 9 you that the governing council takes its reporting
 10 requirements very seriously, that I have good
 11 communication with Missy Brown, and I don't
 12 anticipate any additional findings that we have
 13 reported things late.
 14 That, I assume, shows up in your framework
 15 reporting on us. And that won't happen again.
 16 That's all I was intending to say. But if Mike's
 17 back, I can --
 18 MS. FIONA BAILEY: We'll -- it's -- okay.
 19 MR. HARRY BROWNE: We'll fill in.
 20 MS. FIONA BAILEY: We'll fill in and get
 21 Mike up here.
 22 The next one is in special education. So
 23 our special education team works diligently to meet
 24 the needs of our 72 special education students. And
 25 when you're working diligently to meet needs, you

<p style="text-align: right;">34</p> <p>1 have to have a director that's getting all that 2 paperwork done. 3 So we did hire an off-site special 4 education director this year. And so our reporting 5 has tightened, and our IEP meetings run very 6 smoothly. 7 Ideally, we will again have an on-site 8 special ed director. So that's our goal and to keep 9 that strong. 10 Next is collaboration. So, Will? 11 MR. WILL TRACY: Good morning, 12 Commissioners. Thank you for having us and allowing 13 us to share this space with you all. 14 My name is Will Tracy. T-r-a-c-y. 15 And I teach outdoor leadership at Western 16 New Mexico University. I manage the outdoor program 17 at Western New Mexico University, and I'm the 18 owner/operator of Adventure Experiences, LLC, an 19 outdoor education consultation business. 20 As you've heard from all of our students 21 and staff here, we are engaged in the community 22 quite a bit. I'm going to speak specifically about 23 the work with WNMU. 24 So if you look up at the slide there, 25 you'll see that we have an excellent dual enrollment</p>	<p style="text-align: right;">36</p> <p>1 experiential ed at Aldo, you have to meet certain 2 professional standards and credentials. One of 3 those is Wilderness First Responder or Wilderness 4 First Aid, both courses offered at Western 5 New Mexico University offered for both students and 6 staff. 7 Next slide, please. 8 So last summer, we offered the first 9 summer backpacking institute for staff at Aldo. 10 This looks like me offering a course on how to lead 11 backpacking trips. 12 I have been leading outdoor adventure 13 experiences for 15 years all across North America in 14 K through 12 and higher ed. And we went on a 15 backpacking trip in the Gila, where we learned about 16 developing structure and professionalism to make our 17 experiential component at the highest level that it 18 can be. 19 Experiential ed is not as simple as 20 conventional learning. It requires quite a bit of 21 preparation, and it requires that you practice what 22 you preach, which is where I have congruency in 23 there. 24 We ask our students to go out in the 25 wilderness and do things that are uncomfortable,</p>
<p style="text-align: right;">35</p> <p>1 program. As you heard from some students, they're 2 able to obtain college credits and work on their 3 career development and career pathway at an early 4 time. 5 Additionally, the research shows, as I'm 6 sure you are all aware, that the outdoor industry in 7 New Mexico is one of the fastest growing industries. 8 And I'm from New Hampshire. And what we 9 have found is a lot of the professionals in 10 New Mexico for the outdoor industry are coming from 11 out of state. 12 And so part of the model with Western 13 New Mexico University is developing a workforce for 14 the outdoor industry. And so that looks like having 15 students who are outdoor leadership students at 16 Western New Mexico University come to Aldo Leopold 17 and help lead backpacking trips, including myself. 18 I led one of the backpacking trips this fall. And 19 we also foster internships. So students at Aldo can 20 come do an internship at WNMU, learn more about the 21 outdoor opportunities in the state and at the 22 university specifically. 23 And one of the last pieces about our 24 collaborative effort is wilderness medicine 25 training. So if you are going to be doing</p>	<p style="text-align: right;">37</p> <p>1 because that's where you learn things. 2 By offering a summer backpacking 3 institute, we are practicing that ourselves, which 4 develops a connection, makes teachers, staff, 5 everyone, more comfortable when they're offering 6 that experience. 7 I also mention on there it's an important 8 tradition to have this sort of professional 9 development at a school that emphasizes experiential 10 education so much. 11 Another piece of my work is with working 12 with Pete, largely, and Maia around risk management 13 documentation and systems. How do we take our 14 students into these spaces, offer these experiences 15 in a way that is safe and managed appropriately. 16 That is a continual work in progress. That is 17 following the standards set by the Association of 18 Experiential Education. 19 One of the last things I'll mention is 20 alumni. So in my time at WNMU, I have been 21 fortunate in having many Aldo students come through 22 as college students. And a quick example of that is 23 I had a student last summer who was in the outdoor 24 leadership program. And I was able to get him a job 25 in New Hampshire leading backpacking trips for</p>

38	<p>1 students at another experiential school on the 2 East Coast.</p> <p>3 So this is just -- I hope that what you 4 are hearing in the collaboration portion of this, 5 and from all the students and staff here, is 6 collaboration at Aldo Leopold Charter School really 7 looks like the fostering and facilitation of a 8 learning ecosystem. The students are out in the 9 world, like they will be when they graduate.</p> <p>10 And I will end from a quote from Aldo 11 Leopold, which I think really sums this up really 12 well. That is, "There are two things that interest 13 me, the relation of people to each other, and the 14 relation of people to the land."</p> <p>15 So with that, thank you.</p> <p>16 THE CHAIR: Mike, I think you're the man 17 of the hour now.</p> <p>18 MS. MELISSA BROWN: They're closing up on 19 their time.</p> <p>20 THE CHAIR: Okay. I think you'll be back.</p> <p>21 MR. MIKE VIGIL II: Well, hello. Good 22 morning, Madam Chair, members of the Commission. My 23 name is Mike Vigil. Last name, V-i-g-i-l. We 24 actually just started working with Aldo Leopold I 25 think six months ago, five or six months ago.</p>	40	<p>1 MS. FIONA BAILEY: Hang on. 2 THE CHAIR: We'll be back. Thanks. 3 MS. FIONA BAILEY: So we were going -- we 4 were going to conclude with a great little video. 5 But we're -- it feels like we're out of time. And 6 it is an eight-minute video. 7 THE CHAIR: How long? 8 MS. FIONA BAILEY: Eight minutes. 9 THE CHAIR: Fun. 10 MS. FIONA BAILEY: Do you want to see it? 11 THE CHAIR: Yeah. 12 MS. FIONA BAILEY: So lean in and 13 experience our school, Aldo Leopold Charter School, 14 through this video created by our alum, Escher 15 Bowers. And the music, "Home Again," is written by 16 our alums, Poppy and Rory, and performed by their 17 band, Stockdale. 18 MS. MISSY BROWN: I have to stop share and 19 then reshare. Takes me a little bit every time. 20 THE CHAIR: So while she's doing that, we 21 can take roll. We didn't take roll. 22 SECRETARY BECK: We're going to take roll 23 with little old me. 24 Chair Gipson. 25 THE CHAIR: Here.</p>
39	<p>1 So I stand for questions. I understand 2 that there has been potential concerns. And as I 3 think especially the Chair has seen, we like to take 4 this role very seriously in turning around 5 potentially difficult situations when it comes to 6 finances.</p> <p>7 And, yeah, again, I stand for questions. 8 I think we have a good plan in place. 9 But, again, we are third party. So I do think that 10 it does have to be an administrative role. And I 11 had a very serious conversation with Ms. Weeks this 12 past Tuesday about how, you know, we can only do so 13 much on our side, and they have to consider what 14 it's going to take to build processes internally, 15 because The Vigil Group is -- we have our internal 16 controls on our side. But they only have to 17 dovetail into the governmental side. And it has to 18 be a twofold process.</p> <p>19 So, again, stand for any questions. But 20 I'm not necessarily concerned at this point compared 21 to other situations I may have been sitting here 22 for.</p> <p>23 MS. FIONA BAILEY: All right. 24 THE CHAIR: We're not quite at the 25 question part yet. So we'll --</p>	41	<p>1 SECRETARY BECK: Vice Chair Carrillo. 2 VICE CHAIR CARRILLO: Here. 3 SECRETARY BECK: Commissioner Ingham. 4 COMMISSIONER INGHAM: Here. 5 SECRETARY BECK: Commissioner 6 Clahchischilliage. 7 (No response.) 8 SECRETARY BECK: Commissioner Brauer. 9 COMMISSIONER BRAUER: Here. 10 SECRETARY BECK: Commissioner Manis. 11 COMMISSIONER MANIS: I'm here. 12 SECRETARY BECK: Commissioner Armijo. 13 (No response.) 14 SECRETARY BECK: Commissioner Taylor. 15 COMMISSIONER TAYLOR: Here. 16 SECRETARY BECK: Commissioner Burt. 17 COMMISSIONER BURT: Here. 18 SECRETARY BECK: And Secretary Beck, here. 19 We have eight present. There is a quorum. 20 (Video is played.) 21 MS. FIONA BAILEY: Thank you so much for 22 our time. 23 THE CHAIR: Thanks. And thanks everyone. 24 We truly appreciate the time and effort that goes 25 into this and bringing the students up and hearing</p>

<p style="text-align: right;">42</p> <p>1 from the students. It's really important to us, and 2 we enjoy hearing that. 3 So I guess I'll just -- I'm sorry. Oh, 4 God. I forgot. It's been a long -- 5 MS. MELISSA BROWN: It's been a long week. 6 THE CHAIR: Apparently not. 7 MS. MELISSA BROWN: We have four people 8 online for public comment. 9 Our first is Claire Bergeron. 10 Claire, if you can remember to please 11 spell your name, and try to keep your comments for 12 two minutes. If you can share your name, that would 13 be awesome. 14 FROM THE PUBIC: My name is Claire 15 Bergeron. I'm a parent. I'm asking the committee 16 to renew Aldo Leopold's charter. Just a couple of 17 years ago, I commuted one hour each direction just 18 for my son to attend Aldo. 19 We now commute 30 minutes one way for both 20 of our children to attend this school. It's not the 21 most convenient option for us. But I know that 22 after exploring other options, that it's the best 23 and only option I would consider for my children. 24 There are many more families -- (Recording 25 stopped -- recording in progress) -- that make this</p>	<p style="text-align: right;">44</p> <p>1 experience -- learning experiences that make 2 learning meaningful and engaging. Like, they've 3 already mentioned the community-based projects, the 4 YCC, the internships, the backpackings. I think all 5 of that is so wonderful and necessary. 6 And also the ethic of sustainability that 7 reflects our family and community values. So I hope 8 that my children and others in the community are 9 allowed the opportunity to thrive by being able to 10 continue to attend Aldo. 11 So -- also, I don't know if there's time. 12 But I have -- there was another parent that was not 13 able to attend. So I don't know if there's enough 14 time for me to also read her letter. 15 MS. MELISSA BROWN: Go ahead. 16 FROM THE FLOOR: Okay. So this is from 17 Nancy Stevens. 18 "I have two children, ages 12 and 16. 19 They both attend Aldo Leopold Charter School. I 20 come from a long line of public school teachers, and 21 public education is important to me. 22 "Aldo does a wonderful job of balancing 23 academics with hands-on, outdoor education. My son 24 just made a bow and arrow in his Primitive Skills 25 elective class. He also joined Aldo's mountain bike</p>
<p style="text-align: right;">43</p> <p>1 long daily drive for the same reasons. So these are 2 some of the reasons why. 3 One is the respectful and democratic 4 approach, like, through student-led conferences, 5 developing norms and expectations with students. 6 This empowers the students and encourages them to 7 participate and care about their own education. 8 The second thing, the supportive 9 family-like atmosphere, which provides an atmosphere 10 for academic excellence. 11 Third, the integration of the school with 12 the community. A high degree of participation in 13 the community and high degree of community members 14 that participate in the school promotes community 15 engagement and diversity. 16 Academic comments and encouragement and 17 large availability of college courses and AP 18 classes. 19 And high expectations for students. 20 So, for example, my son's teacher 21 encouraged him to take an AP class that he wasn't 22 going to. I love that the teachers know my children 23 well enough to be able to support them in developing 24 their full potential. 25 It's a really unique, hands-on learning</p>	<p style="text-align: right;">45</p> <p>1 team this year, and is gaining confidence and 2 endurance. 3 "My daughter scored a 5 on her AP World 4 History last year, thanks to her amazing teacher. 5 She has taken two dual enrollment classes through 6 Western New Mexico University and earned A's in 7 both. She has taken part in Youth Conversation 8 Corps, and is now doing community internship at the 9 public library. 10 "She is part of Aldo's Envirothon team and 11 is learning about forestry, soils, aquatics, and 12 wildlife. This knowledge will be helpful in her 13 ability to choose a career that helps solve climate 14 challenges. 15 "I'm grateful that our small town has a 16 public school with so many opportunities. 17 Sincerely, Nancy Stevens." 18 Thank you so much for your time. 19 MS. MELISSA BROWN: Thank you. Next we 20 have Chris Bickford. B-i-c-k-f-o-r-d. Go ahead. 21 FROM THE PUBIC: Good morning, 22 Commissioners. My name is Chris Bickford. I'm here 23 in strong support of the charter renewal application 24 being sought by Aldo Leopold Charter School. 25 Currently, I have one daughter, a</p>

46	<p>1 ninth-grader, attending Aldo, and will be applying 2 for my youngest daughter to attend Aldo next year 3 when she begins sixth grade.</p> <p>4 I feel the experiential education Aldo 5 provides is a great benefit for all Aldo students, 6 and, more broadly, for our Silver City community.</p> <p>7 The experiences Aldo provides have 8 benefited my daughter greatly. This is my older 9 daughter's first year at Aldo. And from her first 10 day, she felt welcomed by the school community.</p> <p>11 Part of this was facilitated by the 12 school's annual fall backpacking trip into the Gila 13 National Forest. And that did a wonderful job of 14 building community among incoming high school 15 students.</p> <p>16 Another element that has impressed me is 17 the weekly community orientation events. Through 18 these events, my daughter and her classmates have 19 opportunities to visit and engage with a wide 20 variety of activities in our community.</p> <p>21 In recent weeks, they toured a local 22 restaurant kitchen, a commercial bakery, and a local 23 maker space.</p> <p>24 Similarly, class lessons often move 25 outside the traditional classroom, as with my</p>	48	<p>1 the experience of the other parents of Aldo students 2 as you deliberate the renewal of this school's 3 charter. We have a gem here in Aldo Leopold Charter 4 School, and we very much want to continue having 5 Aldo be part of our Silver City community. Thank 6 you.</p> <p>7 MS. MELISSA BROWN: Thank you. 8 Next we have Jodi Edens-Crocker. 9 E-d-e-n-s hyphen C-r-o-c-k-e-r.</p> <p>10 FROM THE PUBIC: Good morning. Thank you. 11 Aldo Leopold has provided individualized 12 attention that my two children would not have had as 13 students at a traditional school. Aldo has provided 14 a learning environment in and out of the classroom 15 that has challenged, encouraged, and met both of 16 their individualized paths of education and 17 self-development.</p> <p>18 Our daughter, Jessi, shared her 19 experiences with you there today. We have seen how 20 her participation has influenced shaping her hopeful 21 view of the world.</p> <p>22 William, our son, born with childhood 23 apraxia, was nonverbal until the age of nine and is 24 still marginally intelligible to those who are 25 familiar with him, has also -- he began attending</p>
47	<p>1 daughter's math class visited a local historical 2 site, Fort Bayard, and used how to use a map and 3 compass while also learning the accompanying 4 calculations. My feeling is that this kind of 5 applied geometry lesson is the kind of lesson that 6 sticks.</p> <p>7 I also want to mention the close 8 relationship that others have mentioned between Aldo 9 and Western New Mexico University and how the dual 10 enrollment program allows for students to take 11 college courses.</p> <p>12 I think this is a great opportunity for 13 Aldo's students. And one of the first things we did 14 among -- when we got here was meeting a former Aldo 15 student who had just graduated from high school with 16 a welding certificate, which is kind of awesome.</p> <p>17 My young daughter is excited to take 18 college-level ceramics classes next semester.</p> <p>19 Looking forward, we're really excited that 20 students get engaged with internships. And I think 21 that these -- this opportunity for students to 22 intern at local businesses and organizations is 23 great for the students, and it's great for our 24 community.</p> <p>25 I hope you'll consider my experience and</p>	49	<p>1 Aldo in the seventh grade with only first-grade 2 writing and reading capabilities.</p> <p>3 The staff and administration have embraced 4 his uniqueness and have provided critical one-on-one 5 support so that he can participate and learn to the 6 best of his abilities.</p> <p>7 He loves going to school. When asked on 8 any given day how it was, his response is, 9 "Awesome."</p> <p>10 Though there are frustrations and 11 challenges, the hands-on and experiential 12 opportunities have allowed William to actively 13 contribute to his community, to feel seen and 14 included. Backpacking has given him a sense of 15 independence and helped build coping skills. The 16 weekly inclusion of community outings and 17 flexibly-focused educational time with his 18 activities has provided him with life skills to 19 become a productive citizen and a happy individual.</p> <p>20 My husband and I feel strongly about the 21 value that Aldo brings to our community, but, in 22 particular, to those students who are thriving and 23 reshaping their outlook on education and their 24 possible impact on the world.</p> <p>25 Having an experiential opportunity as an</p>

<p style="text-align: right;">50</p> <p>1 alternative way to embrace learning, participate in 2 collaborative community, and come to know that doing 3 things differently doesn't make you different. It 4 makes for a unique character-building that carries 5 over into becoming a good citizen and a good adult. 6 Thank you so much. 7 MS. MELISSA BROWN: Thank you. And, 8 finally, we have Maria Stevens-Cook. S-t-e-v-e-n-s 9 hyphen C-o-o-k. 10 Go ahead. 11 FROM THE PUBIC: Good morning, dear chair 12 members of Santa Fe. I am writing to express my 13 deepest appreciation for Aldo Leopold Charter School 14 and the positive impact it has had on my daughter, 15 Mia, who is currently in eighth grade. 16 As a parent, finding the right educational 17 environment for my child has always been a top 18 priority, and I feel so fortunate that Mia is part 19 of the Aldo Leopold Charter School community. 20 One of the most remarkable aspects of 21 Aldo Leopold Charter School is the positive and 22 nurturing atmosphere it fosters. Compared to our 23 experiences with regular public school, I have 24 noticed a significant reduction in issues like 25 bullying. This allows Mia to focus her energy where</p>	<p style="text-align: right;">52</p> <p>1 administration, and I look forward to seeing how 2 Aldo Leopold Charter School continues to positively 3 shape Mia's educational journey. 4 Thank you for allowing me to share my 5 thoughts and opinions. Warm regards, Maria 6 Stevens-Cook. 7 MS. MELISSA BROWN: Thank you. That 8 concludes public comment time. And I would like to 9 let the Commission know that Hannah Weeks had to 10 leave for a doctor appointment. 11 THE CHAIR: Thanks. Thanks once again. 12 I mean, it's -- it's more than obvious 13 that what this school does for and with the -- with 14 the community and the successes that you're having 15 with your students. So that you should be -- you 16 should celebrate and applaud, and we appreciate. 17 And it's unfortunate that more students 18 don't have similar opportunities. So, really, I 19 only have two kind of questions. 20 One is fairly broad, and that's with the 21 finances. You know, there's a -- I have confidence 22 with Harry on the board, you know, because I've had 23 a long experience with Harry as a finance person, 24 originally with Aldo when I came on. And the Vigil 25 Group ends up being the cleanup crew often.</p>
<p style="text-align: right;">51</p> <p>1 it matters most, on her education and her personal 2 growth. 3 The emphasis on kindness, respect, and 4 inclusion creates a sense of safety and belonging 5 that has made all the difference in Mia's school 6 experience. 7 Additionally, the supportive environment 8 at Aldo Leopold enables students to thrive 9 academically. I have watched Mia grow not only in 10 her knowledge and skills, but also in her confidence 11 and enthusiasm for learning. The smaller class 12 sizes and individualized attention she receives 13 there allow her to feel seen and valued, which 14 motivates her to do her best. 15 It is my sincerest hope that Mia will have 16 the opportunity to continue her education at 17 Aldo Leopold Charter School through high school. I 18 truly believe that the values and principles 19 Aldo Leopold Charter School embodies will provide 20 her with a strong foundation for her future, both 21 academically and personally. 22 I would like to thank Aldo Leopold Charter 23 School for creating such a special place for 24 students like Mia to learn and grow. I am grateful 25 for the dedication of the teachers, staff, and</p>	<p style="text-align: right;">53</p> <p>1 But I guess the -- and I don't know if 2 anyone can answer them. But it's, like, how did we 3 get to that point where someone's overspending? 4 And there's this apparent fairly 5 consistent lack of meeting deadlines for reporting 6 with the audit with -- I think with School Budget, 7 that -- so where -- where was the checks not being 8 done to make sure that -- that it shouldn't have 9 happened? 10 And I don't know who can answer that, if 11 anyone can. 12 MR. HARRY BROWNE: Madam Chair, thank 13 you -- red is off. There you go. Green is on. 14 Thank you for the question. It is the 15 important question. But I have to say it's a 16 question that requires the respondent to throw 17 someone under the bus. And I'm not too happy about 18 that. And, partly, I would throw myself under the 19 bus. 20 I gave myself a year to train my 21 successor. And I didn't do a good enough job. And 22 that implies that my successor didn't quite know 23 what she should have known, and I think that's the 24 case. She came to us from the judicial branch of 25 government. She had worked for the Administrative</p>

<p style="text-align: right;">54</p> <p>1 Office of the Courts in the District VI court as 2 their chief financial officer.</p> <p>3 When we hired her, we felt that gave her 4 the experience required.</p> <p>5 But PED rules are arcane. And I don't 6 think she mastered all of them.</p> <p>7 And you mentioned overspending. Without 8 wanting to contradict you, I want to note that we 9 did have cash carryover. We never had a cash 10 problem. We overspent in functions. The normal way 11 a financial person would handle that is to do 12 cleanup BARs at the end of the year, make sure all 13 the functions are covered, nothing is negative. And 14 that didn't happen a couple of years in a row.</p> <p>15 I really can't tell you why. I divorced 16 myself from the school for a couple of years before 17 coming back as governing council. And I'm not sure 18 how that happened, because, frankly, that's a rookie 19 error and easy to clean up.</p> <p>20 I think the other finding that really 21 bothers me -- and, Mike, I'd appreciate your input, 22 if you have any, about this -- was the finding that 23 journal entries were being done without a second 24 pair of eyes. That's potentially an extremely 25 serious thing. If you're going to do some</p>	<p style="text-align: right;">56</p> <p>1 THE CHAIR: Are you on monthly reporting? 2 MR. HARRY BROWNE: We're on quarterly. 3 MR. MIKE VIGIL II: And, Madam Chair, if I 4 may.</p> <p>5 So we have done a thorough review. And we 6 share the same concerns with the journal entries. 7 But there has been no malfeasance, so nothing that 8 we found.</p> <p>9 The function cleanup, I really appreciate 10 his confidence in our group in not letting that 11 happen again.</p> <p>12 You know, everyone's human. But, yes, we 13 do have processes in place. But at the end of the 14 day, we really -- we rely on the school to be the 15 ones that take responsibility for their budget. And 16 that's why we report monthly.</p> <p>17 And we have budget-to-actual reports both 18 on the revenue and expenditure sides, and it should 19 be very apparent when things are out of line.</p> <p>20 So, yeah. It may or may not happen. I 21 can't promise that. But we have those processes in 22 place. And, again, I don't think it's anything as 23 major as maybe seen based on some sort of audit 24 issues.</p> <p>25 THE CHAIR: All right. I didn't see an</p>
<p style="text-align: right;">55</p> <p>1 shenanigans, that's the way to accomplish them.</p> <p>2 I'm convinced there were no shenanigans, 3 that it was just a matter of convenience to perform 4 those journal entries without explaining them to the 5 director and getting her signature or his signature 6 for a while.</p> <p>7 We had a -- we had a six-month interim 8 director from out of state. And, frankly, that may 9 have contributed to the issues; again, unfamiliar 10 with New Mexico PED requirements.</p> <p>11 So with apologies to my friends whom I've 12 just thrown under the bus, I think that's the 13 explanation.</p> <p>14 And I think we're on the right footing 15 now. I really appreciate the Vigil Group's 16 professionalism. There is no chance they will make 17 the function error that we've made with budgets 18 showing up negative at the end of the year. I 19 believe they're going to help us.</p> <p>20 We also had a travel and per diem finding, 21 and I believe they'll help us make sure we've got 22 all our ducks in order for travel and per diem 23 issues.</p> <p>24 Mike, I don't know if you want to add 25 anything to that.</p>	<p style="text-align: right;">57</p> <p>1 issue with it. But the finance committee meets 2 regularly?</p> <p>3 MR. HARRY BROWNE: Thank you again. We 4 are now. We are meeting -- this was another 5 problem. We are meeting monthly, a core group, to 6 be able to tell the governing council at its monthly 7 meetings what's happening, and then quarterly with a 8 broad group. The core group is just two governing 9 council members, business manager, school director. 10 And then the broader group includes parents and, 11 we're hoping, a student -- he hasn't joined us 12 yet -- and our assistant business manager.</p> <p>13 So yes, we are now.</p> <p>14 THE CHAIR: Okay. Thank you.</p> <p>15 MR. HARRY BROWNE: Yeah.</p> <p>16 THE CHAIR: I think I'm asking this 17 question more of the Charter School Division. I 18 didn't realize -- it's a requirement that all audit 19 committee members attend the exit audit? 'Cause I 20 saw that as a finding for the rating that not all 21 committee members -- and I -- I thought that was -- 22 I never saw that before. So I didn't know why that 23 was noted in the ratings that not all audit 24 committee members attended the exit audit.</p> <p>25 DR. BRIGETTE RUSSELL: Chair Gipson, it's</p>

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1 from the Charter Schools Division's rubric for a
 2 rating.
 3 THE CHAIR: So the Charter School Division
 4 is asking all audit committee --
 5 DR. BRIGETTE RUSSELL: The audit committee
 6 members to attend the audit exit.
 7 THE CHAIR: Mike?
 8 MR. VIGIL: If I could just speak to that,
 9 Madam Chair, members of the Commission. In my
 10 experience, CliftonLarsonAllen, Moss Adams,
 11 Jaramillo Accounting Group, they all just want to
 12 have one governing council member that sits on the
 13 audit committee, business manager, head
 14 administrator.
 15 And we know that the audit committee
 16 members on the volunteer side are volunteers, and
 17 it's going to be difficult to get them to attend.
 18 So in my experience, I understand it might
 19 be a rubric thing. But the auditors themselves,
 20 when they turn that into the Office of the State
 21 Auditor, do not require it.
 22 THE CHAIR: Okay. Thank you.
 23 So thanks for all of that. I think it
 24 kind of settles people down a little bit about
 25 that -- about that concern.

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1 I -- my second question is where are you
 2 going to be in two years, you know? That's --
 3 MS. FIONA BAILEY: Yeah, it is. So Hannah
 4 Weeks has developed a really good relationship with
 5 the superintendent of schools in Silver City. And
 6 so the Silver City school district knows that they
 7 have a lot of empty space. And so they're working
 8 on a plan to coordinate -- or to consolidate, at
 9 least -- one of their elementary schools into
 10 another.
 11 And so it will free up one or possibly two
 12 buildings in the district. And they've already --
 13 he and Hannah have been in constant communication
 14 this whole semester about what that might look like,
 15 how that might happen, and the amount of money it
 16 would take to bring the building up to -- up to
 17 standards for us to move in.
 18 And so we're saving all of our -- all of
 19 our money that can go in the building fund -- I'm
 20 talking outside my realm when I talk money -- but in
 21 the building fund. And, so that we can make
 22 those -- those refurbishments to move into that.
 23 THE CHAIR: Will you be purchasing it?
 24 MS. FIONA BAILEY: We would be purchasing
 25 it, a legal purchase.

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1 MR. HARRY BROWNE: Straight up.
 2 THE CHAIR: Oh, a straight-up purchase.
 3 Okay. Deputy Director?
 4 DR. BRIGETTE RUSSELL: Chair Gipson, to
 5 clarify, I consulted our rubric. And one of the
 6 indicators does have, "The audit committee and
 7 finance committee are properly constituted and meet
 8 as required."
 9 But there is no requirement in the rubric
 10 that all members of the audit committee attend the
 11 audit exit. And Ms. Rowe consulted our -- our --
 12 our annual ratings. And the school did not -- was
 13 not rated down for that.
 14 THE CHAIR: There was the notation there
 15 in it that says, "Not all audit committee members
 16 attended the audit."
 17 Okay. I'm going to have to find it again,
 18 because I went off that page, because I know I saw
 19 it. I'll try to find it.
 20 DR. BRIGETTE RUSSELL: We're looking at
 21 Part A, and we don't see it.
 22 THE CHAIR: I'm looking -- that's where
 23 I'm on. I will look at it -- but because I know --
 24 I swear I saw it.
 25 But Commissioner Brauer had a question, I

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1 think, related to this. So I'll let him go, and
 2 I'll try to look.
 3 COMMISSIONER BRAUER: Thank you,
 4 Madam Chair. And thank you to the Aldo community.
 5 It's great to have you all show up here. I know
 6 it's, like, 18 hours to come up here. And so it's
 7 great to have you here.
 8 And thank you to the students and the
 9 leadership that you all reflected today. It's
 10 really -- it's just always great.
 11 We've had a chance to see so many
 12 different students this year -- or this week --
 13 sorry. And it's just really awesome to see how you
 14 all come in and just share how the school has
 15 impacted you.
 16 I'm also -- I would be remiss not to say
 17 that I'm a Mustang. But I'm one of those Mustangs
 18 that went to the Gallup Graduate Study Center. And
 19 I've never stepped foot at WNMU campus. So it's
 20 nice to see the pictures. And one of these days,
 21 the goal is for me to get down to visit both you all
 22 and the campus that I got my first master's at.
 23 I -- so I have just a few questions.
 24 Thank you for the -- for the updates on the
 25 financial planning that you all are doing,

<p style="text-align: right;">62</p> <p>1 Mr. Vigil. I know that you all are stepping in, and 2 you're good at the work that you do. 3 And you also -- I love how you are sharing 4 that this is the school's responsibility, and you 5 are the technical assistance to support them in 6 meeting where they need to be for their students. 7 I have a question about the operational 8 cash balance. I know sometimes this can be funky. 9 The 30 days cash on hand is something that we've -- 10 we'd like to see. It looks like you all have met 11 that threshold, except for fiscal year 2024, there 12 was a dive, and you're in the negative in there. 13 I know this is likely in a lot of the 14 information we received. But I just wanted to get a 15 sense of -- that's, like, a sharp difference there. 16 And then when I hear, "We're buying a 17 building outright," I'm assuming foundation-wise? 18 Or how would that work if -- I'd love just to hear a 19 little bit about the -- like, why that dipped so far 20 down and what -- how does that -- how does that 21 intersect with your plans to buy a building in two 22 years? 23 MR. HARRY BROWNE: Thank you, Commissioner 24 Brauer. 25 Let me first address the building.</p>	<p style="text-align: right;">64</p> <p>1 especially the Youth Conservation Corps project. 2 Another portion was the fact that we knew 3 a large chunk of money was coming in through the 4 university that was a legislative allocation for us. 5 And I believe the business manager felt that she 6 could spend down, knowing that that was coming in, 7 even though it hadn't hit the books yet. 8 By the end of the year, you'll have seen 9 the cash balance was actually quite healthy. And 10 that was largely because of that \$1 million 11 allocation. I would guess that that was part of it. 12 I don't actually know that that was the case. I 13 just believe it. 14 COMMISSIONER BRAUER: Thank you so much. 15 I wonder -- that helps me a lot with that. I know 16 that this is a one-moment-in-time kind of thing. 17 We've talked about this. I think I may have even 18 talked about this. 19 How do we -- depending on what time of the 20 year and what moment of your reimbursements. And, 21 still, I'm hoping that our PED can just continue to 22 level-set around getting reimbursements out. 23 I know I'm on another governing board, and 24 I know it's always, like, a thing, especially at the 25 end of the year when you're carrying so much. And</p>
<p style="text-align: right;">63</p> <p>1 Superintendent Hawkins has offered to sell us the 2 building for one dollar. He doesn't yet have 3 authority to do that. He's established a task 4 force -- I've been invited to participate on that 5 task force -- to evaluate Silver's facilities. But 6 the Public Schools Finance Authority has let the 7 district know that their overcapacity is 8 unsustainable. They're definitely under some 9 pressure to consolidate. I expect it to go forward. 10 So I don't think we're going to need to 11 dip into cash reserves to purchase that. 12 As Fiona mentioned, the current weighted 13 New Mexico composite index for that building is too 14 high. So there is some work to be done to bring it 15 into standards for us to occupy it. 16 Oddly, it is currently occupied. But, 17 apparently, it's different if you move in than if 18 you currently occupy. 19 To address your question about operational 20 balance, which was before the Vigil Group's time 21 with us, part of that, I believe, was postponed 22 reimbursement requests. We do a lot, of course, on 23 a reimbursement basis, perhaps more as a proportion 24 than most schools due to the large portion of our 25 budget that is experiential ed that is funded,</p>	<p style="text-align: right;">65</p> <p>1 so it's hard, and it's also the system that we -- 2 there's no surprises. That's how our system has 3 worked. 4 There's not necessarily a big excuse 5 there. But it is a thing that we've just got to 6 level-set in our state. So I feel you all on that. 7 I think that -- I think those are, like, 8 the big questions that I have. 9 I think it's awesome to see that your 10 students -- your students who identified as special 11 education and your students who are identified as 12 economically disadvantaged are tracking above, in 13 many places, above the State averages. And I think 14 that that's something that I've seen with a couple 15 of other schools this week, too. 16 And that's just, like -- that, like, 17 heartens me that that's happening. And continued 18 work around all students in all subgroups, 19 especially given your model of getting especially 20 young people of color involved in outdoor education 21 and agriculture, I think it's something that's just 22 a beautiful thing. 23 And so I just commend you all for that. I 24 look forward to how you all level-set this in a few 25 years, to come down and see you at WNMU or the new</p>

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1 building in the years ahead. And so thank you so
2 much for all the work that you're doing, and thanks
3 again to the students.

4 THE CHAIR: So piggybacking on that idea,
5 have you had any conversations about the possibility
6 of being able to run a bus down into Hurley and --
7 because I think that would certainly open up the
8 opportunities more.

9 MS. FIONA BAILEY: Yeah. So that's a good
10 question. It is one that we bounce around a lot.
11 But it just seems like there's so much -- just as
12 another layer of -- of -- of responsibility and
13 finances.

14 Because the -- as I understand it, the
15 buses that run daily have a different set of
16 requirements and everything than our travel buses.
17 So we would have to have a bus -- a newer bus to
18 do -- to do that.

19 Harry, do you know historically why we've
20 kind of shied away from it?

21 MR. HARRY BROWNE: I really don't,
22 actually. I don't think we've ever conducted an
23 in-depth study of the finances. My guess is that
24 our size is so small that it would be hard to pay
25 for the bus and the operation. But the fact is we

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1 haven't actually done a study of that.

2 THE CHAIR: I don't know. Does Silver run
3 buses down to --

4 MR. HARRY BROWNE: It's a different school
5 district.

6 THE CHAIR: That's right. Hurley does
7 have --

8 MR. HARRY BROWNE: The entire mining
9 district is in the Cobre district.

10 THE CHAIR: Yeah. Yeah.

11 MS. FIONA BAILEY: And my understanding
12 even if students want to go to Cliff, which is out
13 of town but part of the Silver schools, it's the
14 parents' responsibility to at least get them to a
15 certain point where the bus picks them -- picks them
16 up.

17 So -- so -- and you know, we also have a
18 number of Suburbans, and we would love to figure out
19 a way to -- to, you know, send Suburbans out to pick
20 up those kids.

21 THE CHAIR: I remember that Suburban memo.
22 Don't want to -- you don't want to relive that.

23 MS. FIONA BAILEY: It's, like -- you know,
24 it's just one of those things that we can't do. And
25 yet it's like that would -- that, to me, seems like

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1 it would be the most sensible way, rather than a
2 bus.

3 THE CHAIR: It does open up -- it does
4 help open up that equity lens a lot more if you
5 can -- there's greater access. Because, as you
6 mentioned, those committed parents that are -- you
7 know. But there's so many parents, because of work
8 schedules, they just don't have that --

9 MS. FIONA BAILEY: We have a number of
10 families who carpool.

11 THE CHAIR: -- that carpool, yeah.

12 MS. FIONA BAILEY: And even carpools
13 without -- without all parties driving. Like, one
14 family will bring -- is the one that always brings
15 the kids from -- from out in the Gila region. So --
16 you know. So the community pulls together as much
17 as they can. So, yeah.

18 THE CHAIR: Yeah. Thank you.

19 MS. FIONA BAILEY: Uh-huh.

20 THE CHAIR: Commissioner Beck.

21 SECRETARY BECK: All right. Thank you.

22 What a great story. It's awesome. And thanks for
23 coming 18 hours up here to be with us.

24 I hope you had a nice night in Santa Fe
25 last night, because I doubt if you started at 2:00

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1 in the morning or 1:00 in the morning coming up
2 here. I hope not.

3 I just -- I have a few real quick
4 questions.

5 It's great that we're seeing the growth in
6 the NWEA on the math side. I'm sure you're still
7 not happy with where you are on that level, so I'm
8 just curious.

9 What's your strategy, specific strategy --
10 what has been your specific strategy to attain that
11 growth? And what's your strategy to now take it to
12 the next level, where I think you want to start to
13 be at?

14 MS. FIONA BAILEY: So -- so we adopted --
15 or Ms. Chaney was our math -- seventh-grade
16 math/science teacher. And she found a really great
17 hands-on math program that then the eighth-grade
18 teacher started using. And now we're working to use
19 that throughout so that we have a consistent math
20 program throughout.

21 And it really follows the style of
22 teaching that our -- that our teachers use in all
23 subject areas, which is very, "Here's the problem.
24 Here's what we need to solve. And how are you going
25 to do that?"

70	<p>1 And then, by discovery, the kids come up 2 with various formulas and things for -- for example, 3 finding area. Right now, all -- all three grades in 4 middle school are working on proportion. And as the 5 Title I teacher, I'm going into those classes, so I 6 get to see that continuity in the middle school 7 and -- and really watch that grow.</p> <p>8 SECRETARY BECK: Do you do project-based 9 learning in math?</p> <p>10 MS. FIONA BAILEY: So it's -- what's the 11 name of the program? Why am I blanking on it? 12 Illustrative Math. And it's a program that we first 13 just found as a free online, and now we've purchased 14 the whole curriculum.</p> <p>15 And it's not -- it's not project-based as 16 much as activity-based. So it sets up an activity 17 for the kids to do. And then that --</p> <p>18 SECRETARY BECK: It's close to 19 project-based. It's fairly close.</p> <p>20 MS. FIONA BAILEY: A little bit, yeah. 21 Yeah. And so last year, our eighth-graders had 22 worked in that math program for two years. And 23 their scores jumped huge. And looking at where 24 they're at now in ninth grade, they've maintained 25 that. And so that's what we're really hoping to see</p>	72	<p>1 adopting Illustrative Math, we had a math committee. 2 And that included all of the teachers who teach math 3 and really delved into what it was, and including 4 special ed as well.</p> <p>5 So we do have a lot of good work happening 6 with our special ed students and -- and so there are 7 some -- some students who have self-contained math.</p> <p>8 SECRETARY BECK: Super. And your weekly 9 schedule -- Fridays are specifically for the 10 experiential Fridays; right? The --</p> <p>11 MS. FIONA BAILEY: So even though 12 experiential learning happens throughout the week, 13 Fridays are designated. So we have a four-day 14 academic schedule and then a separate Friday.</p> <p>15 SECRETARY BECK: That's kind of what I 16 thought. Okay. Great.</p> <p>17 So this one's real quick to either Dr. or 18 Mr. Rankin, I don't know which ones you are. Mr.? 19 Okay, Mr.</p> <p>20 I taught AP Econ and AP Gov and History of 21 the Americas. Do you have a vibrant economic or 22 financial literacy component into your civics or 23 into your social studies program? Is there anywhere 24 where the kids really delve into economics or 25 financial literacy?</p>
71	<p>1 now throughout --</p> <p>2 SECRETARY BECK: And you carry that 3 through in your PLCs and your professional 4 development? Do you do PLCs by department? Is that 5 how you do it?</p> <p>6 MS. FIONA BAILEY: By department is really 7 hard.</p> <p>8 SECRETARY BECK: Because of the number of 9 teachers, I get it.</p> <p>10 MS. FIONA BAILEY: Well -- so if we had 11 department meetings, this one sixth-grade teacher 12 would have to go to all of them. Everybody plays -- 13 has so many hats. I was hired originally as the 14 reading specialist. Then I also became the 15 assistant principal, and, you know, it just goes 16 on --</p> <p>17 SECRETARY BECK: You do have time to 18 collaborate together.</p> <p>19 MS. FIONA BAILEY: We do. We collaborate 20 a lot. It just looks different that --</p> <p>21 SECRETARY BECK: Right. Yeah. I was a 22 teacher for 13 years at Sandia High School. So it's 23 a little different than where you are. They had 24 different --</p> <p>25 MS. FIONA BAILEY: So leading up to</p>	73	<p>1 Because that could also cross over to the 2 math side and help the math side a little bit. I 3 was just curious about that.</p> <p>4 MR. PETE RANKIN: Yeah. Thank you, 5 Commissioner Beck. The -- so we offer economics in 6 the ninth-grade year. It's a course called Cultural 7 Geography and Economics. It's a hybrid between the 8 two. And then as seniors, students take a financial 9 literacy course.</p> <p>10 SECRETARY BECK: Awesome. That's great. 11 Do you teach that?</p> <p>12 MR. PETE RANKIN: I taught the Cultural 13 Geography Economics class for my first eleven years. 14 This is my first year not doing that. I'm also the 15 Risk Management Committee chair. So I'm taking on a 16 lot more duties.</p> <p>17 SECRETARY BECK: All over the place. Hats 18 here. Hats there. Got you.</p> <p>19 MR. PETE RANKIN: Just very briefly, as 20 part of our restoration projects that I spoke about 21 earlier, this year, as an integrating text for that, 22 we're focusing on Greta Thunberg's The Climate Book. 23 I don't know if anyone is familiar with that.</p> <p>24 But it's -- Greta Thunberg, as you well 25 know, is a youth client activist, not too much older</p>

<p style="text-align: right;">74</p> <p>1 than our students. And this book, she -- it's 2 broken down into, I think, three dozen different 3 subareas. And each area, it has an expert scientist 4 who's interviewed and who writes that portion of the 5 book. 6 And as part of restoration projects, all 7 of the groups in the high school -- all of the 8 students in the high school are in groups of three 9 or four, and they take on one of those subsections, 10 which is really heavy on math and economics as well 11 as science. 12 So we're really excited this year to see 13 how that comes out and the reflection on these 14 projects, where they do a capstone presentation to 15 the whole community at WNMU, presenting their 16 section of the book and how it rolls out, and 17 planting trees and doing all of that. 18 SECRETARY BECK: Super. Yeah, that stuff 19 is just great. What you guys are doing down there 20 is just awesome. That's really great. 21 MR. PETE RANKIN: Really grateful to be 22 here, after teaching at a school like Sandia for a 23 very long time. You were one of our primary 24 competitors. I was the head boys soccer coach at 25 Farmington High School.</p>	<p style="text-align: right;">76</p> <p>1 (Verbatim) approach to Aldo's learning, alongside 2 the creative and personal aspect. That's how they 3 kind of mesh together. 4 SECRETARY BECK: Awesome. Awesome. Great 5 stuff. Thank you. 6 THE CHAIR: Commissioner Carrillo. 7 VICE CHAIR CARRILLO: Faith, don't get up. 8 So it's interesting. He -- Commissioner Beck 9 touched on a lot of things. So you -- first off, I 10 also -- I thought the woodpecker was great. I 11 totally got the thing of having it be on top of the 12 text. I thought that was super cool. 13 The -- now, you had said you used the 14 phrase "my passion project." So is this your 15 passion project? Or is it, like -- does everyone 16 have a passion project that they do maybe when 17 they're in their, like, junior or senior year? 18 DR. PELAYO: So how it works is you can 19 choose to do restoration days and work at one of the 20 three to four sites, or you can do a passion 21 project. And there's no age limit. As long as 22 you're in the high school you can do a passion 23 project. But you do have to submit a thing that 24 basically describes what it is and kind of an idea 25 of how you're going to do it and your deadline, so</p>
<p style="text-align: right;">75</p> <p>1 SECRETARY BECK: Oh, okay. There you go 2 so you ran into Coach Allen and all those. 3 MR. PETE RANKIN: Yeah. 4 SECRETARY BECK: All right. Last 5 question. And this one goes to Ms. Pellegrino. 6 I love your calendar. It's great. I love 7 your artwork. It's great. 8 But my question is how can the students 9 read your paragraph of research when it's 10 over-painted by the bird? 11 FROM THE FLOOR: It's an artistic choice. 12 That's the point. It's an artistic choice. That's 13 the point. The paragraphs are kind of not intended 14 to be read. 15 I do have all of the paragraphs available. 16 Like, if anyone was, like, "Can you send me the 17 paragraphs?" Sure. I have them all. They're real 18 paragraphs, I wrote them. I didn't just copy-paste. 19 SECRETARY BECK: (Inaudible due to 20 simultaneous speaking) either one, going back and 21 forth (audio distortion). 22 FROM THE FLOOR: But I decided to put the 23 bird over as an artistic choice. I would say it's 24 kind of -- it could be representative of the meshing 25 of the logical and more scientific- based</p>	<p style="text-align: right;">77</p> <p>1 they know you're serious about it, and they know 2 you're not going to waste your time. 3 It's really important that you're driven, 4 because there is some -- you have a mentor. But a 5 lot of it is independent work, and it's all entirely 6 on your own. So you have to be able to push 7 yourself and get your passion done. But if you're 8 passionate about it, that shouldn't be hard; so... 9 VICE CHAIR CARRILLO: There you go. Thank 10 you very much. 11 The -- can you touch -- Commissioner Beck 12 touched on math. And you're not alone. I mean, 13 you'd be surprised at scores we see that are 5, 14 8 proficient. I mean, really, the State struggles 15 in math. 16 And what's one of the great things about 17 charters, of course, is you can identify the problem 18 and come up with your solution; right? 19 So in the way that we see arts-embedded 20 education, it was just, like, the other day or 21 something, I just started thinking about 22 math-embedded. Because when we think about it, it's 23 in everything. 24 We don't think of it necessarily that way. 25 It's, like, oh, yeah, I'm solving this problem</p>

<p style="text-align: right;">78</p> <p>1 mathematically. And it's just -- if your brain is 2 taught that way, it just comes natural.</p> <p>3 So just an idea of a way also to kind of 4 creatively -- and with more relevance, try to use 5 math to get the score up. Because, clearly, in the 6 other areas, you're knocking it out of the park. 7 You're doing really well.</p> <p>8 MS. FIONA BAILEY: And we are trying to 9 build more math into our Friday activities. One of 10 the high school math classes went out to Bayard to 11 do a really hands-on angles lesson and things like 12 that.</p> <p>13 And, for example, our eighth-grade 14 math/science teacher, his final -- final for the 15 students in both math and science, they have to 16 create a -- an amusement park, and they have to do 17 the scale. They have to do rotations and 18 reflections and translations. And they have to -- 19 also, then, they're doing the different types of 20 energy, the science component, so they have to 21 explain the different energies that are being 22 represented by all the different rides in their 23 amusement park.</p> <p>24 Faith is not our only very artistic 25 student. We have so many really artistic students.</p>	<p style="text-align: right;">80</p> <p>1 And so we're making that a priority, 2 because it would seem like one school district or 3 another, it's Cobre, you said, that's down there 4 with Silver City schools or something? I'm not as 5 familiar with that part of the state. But I want to 6 get down there. It's so beautiful. All the 7 pictures were amazing.</p> <p>8 It would seem like there's a bus that's 9 running somewhere right by these areas and right by 10 your school. And we just want districts to be more 11 cooperative, and we want there to be the money.</p> <p>12 Certainly, if there's a lobbyist you've 13 used before, or, certainly, through PCSNM -- I see 14 Wayne over there -- to help make transportation a 15 priority.</p> <p>16 Because, as Chair Gipson said, it's an 17 equity issue. A lot of kids may not think they can 18 go to your school for that reason. Is food done -- 19 does the district provide food? Or how do you do 20 food?</p> <p>21 MS. FIONA BAILEY: So the local private 22 Montessori school, Guadalupe Montessori, prepares 23 their food in house. And a lot of it comes from, 24 like, their gardens and things like that. And so 25 it's extremely healthy.</p>
<p style="text-align: right;">79</p> <p>1 These final projects are going to be beautiful. 2 Everything some of our students do, they just have 3 to have that beauty component to it as well, that 4 artistic component.</p> <p>5 And so it is, it is all just meshed 6 together. And so in doing this they are really 7 realizing that, oh, my art has math in it, you know. 8 These things that I do in real life have math in it.</p> <p>9 So, yes, it is a big part of what we're 10 thinking about. Thank you.</p> <p>11 VICE CHAIR CARRILLO: My pleasure. Of 12 course. The -- okay.</p> <p>13 So as mentioned on transportation, the -- 14 and it's -- I know that our Commission, as well as 15 the New Mexico School Boards Association, is making 16 transportation a priority in this next legislature, 17 because, of course, it's an equity issue. And our 18 feeling is that the State -- no district or school 19 should have to tap into operational money to get 20 kids to school. It's just wrong.</p> <p>21 For God's sakes now -- I don't know if you 22 read the paper yesterday -- the extra money, again, 23 that they're going to have in the next year that 24 they can allocate. And they -- for some reason, 25 transportation always gets the short end.</p>	<p style="text-align: right;">81</p> <p>1 And they do all the different dietary 2 restrictions that students might have.</p> <p>3 And so we contract with them. And every 4 day, our lunch people head over and bring it all 5 back in all the special containers and everything 6 and serve it.</p> <p>7 And so, yeah, all kids have access to free 8 lunch. And it's really yummy and healthy. It's 9 their favorite meal. But, yeah.</p> <p>10 SECRETARY BECK: A school a couple of days 11 ago -- everything is blending together -- and they 12 brought us lunch -- oh, Turquoise Trail Charter. It 13 was really good. They're making their food in 14 house. Real healthy ingredients.</p> <p>15 The schools love it. Sometimes I love to 16 go to schools, their cafeterias, and serve food to 17 the children and everything. It's just really fun. 18 When I was in the Santa Fe Public Schools, it's 19 amazing how much is thrown away. It's staggering. 20 At Turquoise Trail, they're eating their meals, and 21 I'm sure at your school.</p> <p>22 MS. FIONA BAILEY: What doesn't get eaten 23 by the kids goes into the compost or to the pigs. 24 So we have different -- different buckets for 25 different things.</p>

<p style="text-align: right;">82</p> <p>1 VICE CHAIR CARRILLO: (Inaudible due to 2 simultaneous speaking) some chickens, your own 3 mini-farm? 4 MS. FIONA BAILEY: No. But out at the San 5 Vicente farm that was in one of the pictures that we 6 collaborate a lot with. 7 VICE CHAIR CARRILLO: So when you find a 8 new location -- because, I mean, I've not been to 9 your facility. But how much right now of all of the 10 kind of outdoorsy stuff is right either next to or 11 part of your current campus, or -- 12 MS. FIONA BAILEY: Very little. We have 13 what we call the "rock garden," and it was 14 developed -- it was professionally kind of sculpted 15 originally. And then the kids from the trail crew 16 and the gardening crew have been working to -- to 17 make sure all the different ledges of it and all the 18 rocks and the -- and the erosion control and 19 everything is -- is taken care of. 20 And they've planted lots of the different 21 plants in there. But that's where the middle school 22 get to go daily for -- before school, lunch, and -- 23 and during free times and play. 24 VICE CHAIR CARRILLO: In the pictures that 25 you've showed us, there's this really beautiful two-</p>	<p style="text-align: right;">84</p> <p>1 learning, because we hear all the time, people 2 just -- it's become jargon. They throw in 3 experiential, project-based, college-ready. It's, 4 like, you can't do all of this. 5 But your fidelity to the program and 6 everything you were mentioning -- I just took a 7 whole bunch of notes here. I just -- very impressed 8 with you and with your school for maintaining that 9 identity, that foundational identity, because it's 10 all jargon. I saw you nodding your head there. It 11 just gets crazy in public ed. 12 You know, I think that's it. I know there 13 are other areas I know others will touch on. The 14 last thing I -- two things. One is -- so I met this 15 person -- I don't know how -- but her husband -- oh, 16 is she a client? She's a client. 17 And sometimes it's so long ago that I 18 wrote someone up -- her husband counts mountain 19 lions for the Department of Game and Fish. It's 20 like the coolest thing ever. 21 And people oftentimes -- people oftentimes 22 don't realize the amazing opportunities career-wise 23 in, like, the New Mexico Department of Environment 24 or in Game and Fish, where you can be outdoors. You 25 can be and live your passion, but also have a super</p>
<p style="text-align: right;">83</p> <p>1 or three-story structure, very dated. Is that one 2 of your buildings? I can't remember. 3 MS. FIONA BAILEY: Yeah. Fort -- 4 (off-mic) 5 VICE CHAIR CARRILLO: Oh, neat. Okay. 6 So, let's see. 7 MS. FIONA BAILEY: Also, on food, we had 8 been just having parents volunteer to send food in 9 for the morning. And now we are doing a 10 school-based breakfast program; so -- yeah. 11 VICE CHAIR CARRILLO: That's fantastic, 12 because that can be something that you're doing that 13 we find that's an equity issue, too. We have 14 schools that do no food at all, and we know why 15 their population is what it is, because they're not 16 taking care of the population to make it more -- 17 better demographics, if you will. 18 So I wanted to say -- let's see. He kind 19 of touched on it. 20 Civics, I imagine, Mr. Rankin, is kind of 21 your -- a robust civics program is part of your 22 whole government thing. That is something that just 23 statewide, we lack, the focus on civics. 24 Mr. Tracy -- so what I find striking about 25 your school is your fidelity to experiential</p>	<p style="text-align: right;">85</p> <p>1 steady job that has great benefits and a pension. 2 And it's, like, I wish I had known more 3 about those kinds of opportunities when I was in my 4 20s. 5 So just keep that in mind, if there's ever 6 a job fair or something like that. 7 And the last thing I'll say, I wrote down 8 here, "Why I love charters. Aldo Leopold." 9 And we all -- we're all involved in State 10 charters for a reason. And you're living the State 11 charter dream and doing what you're supposed to do, 12 and it makes us so proud to be able to serve you in 13 any way. 14 I love our State charters. We perform 15 better than district schools statewide, and even 16 locally chartered schools statewide. And it's 17 because of schools like you, and the kids, your 18 passion. And so thank you very much for being here. 19 I have no idea, but I just thought that 20 was the coolest thing ever. But that's his job. 21 (Off-mic discussion.) 22 THE CHAIR: He'll probably be replaced by 23 a drone. 24 VICE CHAIR CARRILLO: How unfun is that? 25 SECRETARY BECK: Mountain lions in</p>

86	<p>1 New Jersey.</p> <p>2 THE CHAIR: We had mountain lions in</p> <p>3 New Jersey. Not where I lived, but there are</p> <p>4 mountain lions in New Jersey.</p> <p>5 Commissioner Ingham.</p> <p>6 COMMISSIONER INGHAM: I just want to say,</p> <p>7 first off, how wonderful it is to be your</p> <p>8 Commissioner. I came down and visited your school</p> <p>9 almost as soon as I got started. And just -- I just</p> <p>10 love it. Just am very thrilled to be your</p> <p>11 representative.</p> <p>12 I wanted to make one remark. To</p> <p>13 Commissioner Carrillo's opportunities, I had a guy</p> <p>14 that I worked with at APS who was -- he worked for</p> <p>15 the Department of the Interior as a structural</p> <p>16 engineer. He designed the catwalk in the Gila.</p> <p>17 And I'm just going to say he had about a</p> <p>18 35-year -- until MS kind of took him out of being</p> <p>19 able to be as physical as he needed to be -- but he</p> <p>20 had an incredible career doing that.</p> <p>21 And so I -- I think -- you know, you don't</p> <p>22 have to be just with conservation and stuff like</p> <p>23 that. There are careers as engineers. And they are</p> <p>24 really -- am I -- okay.</p> <p>25 So let me ask you -- so I do have a couple</p>	88	<p>1 Mr. McIntosh, I don't know if you want to add</p> <p>2 anything. He's another of our board members who's</p> <p>3 new.</p> <p>4 THE CHAIR: You have to -- yeah.</p> <p>5 FROM THE FLOOR: That's right. Hi. Good</p> <p>6 morning. I'm Jim McIntosh. M-c- capital</p> <p>7 I-n-t-o-s-h.</p> <p>8 And I taught at Aldo Leopold for almost 14</p> <p>9 years. And after I retired, I applied to the</p> <p>10 governing council, because I love the school so</p> <p>11 much. I don't -- I feel like there's some -- there</p> <p>12 are people with long experience at the school. So</p> <p>13 it's not a complete -- it's not a complete flip.</p> <p>14 I know that we have a very young new</p> <p>15 member who joined us, who works with me on Search &</p> <p>16 Rescue, and is very intrepid and a back-country</p> <p>17 enthusiast, works at the Montessori school.</p> <p>18 So we are picky about who ends up -- I</p> <p>19 think we're picky about who ends up on the governing</p> <p>20 council. But I -- I love serving the school. And</p> <p>21 I'm so happy that I came here today. I was sort of</p> <p>22 debat- -- it's a long trip, and I'm not required to</p> <p>23 do this.</p> <p>24 It makes me miss the school very much to</p> <p>25 see what I see. I see some of my former students</p>
87	<p>1 of questions, and one of them with regard to the</p> <p>2 board.</p> <p>3 So, Mr. Browne, you are now the chair</p> <p>4 because -- so the -- where the application, it shows</p> <p>5 you as the secretary at that time, apparently.</p> <p>6 MR. HARRY BROWNE: That was my former</p> <p>7 position, yeah.</p> <p>8 THE CHAIR: Is Mr. Alec still involved --</p> <p>9 is he still on the board?</p> <p>10 MR. HARRY BROWNE: It might be Alex</p> <p>11 Taylor, who's actually a "she." She's still on the</p> <p>12 board.</p> <p>13 COMMISSIONER INGHAM: It does look like</p> <p>14 your board has done almost a 180-degree replacement</p> <p>15 in a lot of ways with a whole new group. And it</p> <p>16 seems appropriate. And I don't want to disparage</p> <p>17 that.</p> <p>18 I just want to get what your feelings are</p> <p>19 about -- has this been a positive thing? Have</p> <p>20 you -- by doing this, basically turning over a whole</p> <p>21 board, is this going to be a -- are they going -- is</p> <p>22 everybody going to be committed for a relatively</p> <p>23 long period of time so that we don't have the issues</p> <p>24 that brought this financial crisis there?</p> <p>25 MR. HARRY BROWNE: I believe so.</p>	89	<p>1 speaking so eloquently.</p> <p>2 That's all I have to say, I think.</p> <p>3 MR. HARRY BROWNE: Jim, you can stay, in</p> <p>4 case there are more questions. One more thing.</p> <p>5 I think it's typical that those members of</p> <p>6 governing boards who are parents tend to rotate off</p> <p>7 when their students graduate, maybe not immediately,</p> <p>8 but right away.</p> <p>9 So my guess is that we will continue to</p> <p>10 see some rotation there but that we have a core who</p> <p>11 are actually not parents -- community members -- who</p> <p>12 will be long-term.</p> <p>13 COMMISSIONER INGHAM: That's what we're</p> <p>14 hoping to see, because we do see -- I --</p> <p>15 Commissioner Carrillo is very -- talks about it a</p> <p>16 lot. We see -- when boards have problems, schools</p> <p>17 have problems. And -- and you certainly have to</p> <p>18 take your role very seriously.</p> <p>19 I really appreciate how you -- everybody</p> <p>20 has got to stay in their lane, but they have to be</p> <p>21 committed to this.</p> <p>22 And I understand there's going to be</p> <p>23 turnover as far as that goes. But we need a core</p> <p>24 group of people that have skills that are going to</p> <p>25 be committed to the school.</p>

<p style="text-align: right;">90</p> <p>1 And since it's -- I mean, I have a -- I 2 mean, this is kind of important to me. I really 3 want to see your school be a shining star. And you 4 are, clearly.</p> <p>5 And to let, you know, the financial 6 matters -- personally, I -- I -- what is super 7 important to me about your school, you guys are 8 knocking it out of the park. We've just got to get 9 the adults in line and get the finances straightened 10 out. And you're not going to have any problems with 11 that.</p> <p>12 I do want to speak to the facilities. 13 And, Mr. Tracy, I might at least ask you something. 14 It appears to me -- and I'm going to be really 15 blunt -- that the university was very helpful and is 16 engaged with the school in many ways, and offered 17 them a facility and then didn't support that 18 facility.</p> <p>19 I mean, I find that to be really difficult 20 for me, the fact that they had an elevator that they 21 refused to fix for three years -- or two years or 22 whatever it is -- is wrong. You can't rent a 23 building to somebody and then not take care of it.</p> <p>24 And so I think the school is very 25 committed to being a part of the academic community,</p>	<p style="text-align: right;">92</p> <p>1 work with you guys in transportation. I think 2 there's some -- you have a wonderful situation as 3 opposed to some of our other charters who are in 4 districts that are just dogmatically opposed to 5 their existence.</p> <p>6 You guys don't have that. And I think 7 that is a beautiful thing.</p> <p>8 So I would very much hope that you engage 9 with the district and work together, because I think 10 they're going to benefit from that, too. And that's 11 what -- that's what -- in public education in 12 general, the traditional school has got to 13 understand that they benefit from a thriving charter 14 school.</p> <p>15 So as far as my -- my concern is, I would 16 hope that you would go back to the university's 17 administration and -- I'm okay. You can tell them 18 I'm the one having heartburn over this.</p> <p>19 But the reality here is they did not treat 20 the school well as an administration and in their 21 facilities side, and that's deplorable. Now it's 22 causing a big old problem for this wonderful school.</p> <p>23 You know, it's a wonderful school. I hope 24 that they -- I want them to repent from their -- 25 that was wrong how they dealt with the school.</p>
<p style="text-align: right;">91</p> <p>1 but the facility side has been stubborn and 2 problematic.</p> <p>3 And now we're talking about moving off of 4 the university and losing that opportunity for those 5 kids to take the, you know, courses at the 6 university because now there's going to be 7 transportation in between.</p> <p>8 And you know what? They had a very nice 9 setup there. I know the building is old. And I 10 know it needs a lot of work. I think you're jumping 11 into -- out of the frying pan and into the fire.</p> <p>12 I have spoken to PSFA. I'm relatively 13 involved with them. And I hope you will challenge 14 them to help to fund -- bring in that building. 15 But, you know, PSFA is kind of resistant to charters 16 taking on old buildings, because there's a lot of 17 problems. And there's a lot of stuff that you 18 better know what you're getting into, because there 19 are big problems with facilities that are very old 20 that are -- I'm going to say you can fix anything if 21 you got a big enough wallet. But there are things 22 that are going to tax you. Or there possibly could 23 be.</p> <p>24 I think it's wonderful that the Silver 25 district is working with you guys. I hope they do</p>	<p style="text-align: right;">93</p> <p>1 I don't know if it's a done deal already. 2 I do believe it's a really important thing, and that 3 you might have a facility with a cafeteria with a 4 kitchen, all sorts of stuff that you don't have at 5 the university.</p> <p>6 MS. FIONA BAILEY: I will add that both of 7 the schools that are a possibility are still within 8 walking distance to the university, and our kids 9 walk a lot.</p> <p>10 You know, so they're used to that. But 11 one is -- one is downtown, located in the downtown 12 area. And one is next door to that project called 13 The Waterworks. It's right next door to there, and 14 it has all kinds of beautiful gardens and things 15 already, and it's an easy walk to the university. 16 So we wouldn't be giving up that connection 17 completely; so...</p> <p>18 COMMISSIONER INGHAM: I have committed to 19 Hannah and to PSA to work with you guys to do 20 whatever we can. And I hope that we can -- at 21 PSCOC, that we can come to be funding some of our 22 wonderful charter schools. They've been kind of 23 unwilling to get into that realm.</p> <p>24 So you're going to have to push them. 25 You're going to have to make those applications.</p>

<p style="text-align: right;">94</p> <p>1 That facility is really on the list of most needy 2 facilities.</p> <p>3 So I don't know. I don't know. It's 4 going to be a challenge. But I will be -- I will be 5 supporting your school with everything I have that I 6 can do. And I just hope you will -- I just wish you 7 the best. I think this is a great, great school.</p> <p>8 MS. FIONA BAILEY: Thank you so much.</p> <p>9 THE CHAIR: Commissioner Burt.</p> <p>10 COMMISSIONER BURT: Thank you. Good 11 morning. I mean, this -- I actually don't have a 12 lot to say, because I would probably just be 13 repeating a lot of everything that's already been 14 said.</p> <p>15 But I did just want to express some 16 appreciation for the presentation that you gave 17 today.</p> <p>18 First of all, all the student focus and 19 work on it was incredible. It really was special to 20 see that level of the -- the videos, everything is 21 so, so cool. Definitely adds that special context 22 to your school that you don't get from just reading 23 about it on paper. So I'm grateful for that.</p> <p>24 But then, in addition, just having -- 25 like, recognizing the issue areas, being able to</p>	<p style="text-align: right;">96</p> <p>1 that's what leads schools to shut down even when 2 you're performing so well and doing such a great 3 service in the community.</p> <p>4 So just knowing the seriousness of that 5 and being able to course-correct and make it better 6 moving into the future, I do actually have a lot of 7 confidence and hope that that's where the school is 8 going to move towards and get to.</p> <p>9 So I just wanted to express that, you 10 know, I do have serious concerns about what's 11 happened in the past, because, I mean, the -- the 12 problem with being an authorizer is we're always the 13 rearview mirror; right? We never get to look 14 forward and give you the benefit of the doubt that, 15 like, in the future, it's going to look great.</p> <p>16 It's the rearview mirror looking 17 backwards. It's always the hard part of this role. 18 So thank you. I appreciate the leadership of the 19 governing board, the head administrator, the 20 leadership team making it easier on me today to feel 21 that confidence moving forward and seeing the 22 systems improve.</p> <p>23 Because I would -- it would crush my soul 24 to have a school like Aldo not continue because of 25 things like that, especially when you are</p>
<p style="text-align: right;">95</p> <p>1 talk about it articulately really makes it helpful 2 for me to take a lot of reds on paper and feeling 3 some kind of way about it today, and then after 4 hearing the -- you know, the responsible acceptance 5 of it and how you're moving forward already makes it 6 a lot easier.</p> <p>7 So, you know, definitely happy to support 8 the school in the next five years, and adding that 9 financial condition just to -- until it really does 10 clear off. And I hope it's in the next year or two, 11 you know, it just moves away, clears off. You keep 12 doing what your plan is now, and it just goes away.</p> <p>13 Because this is, actually, like, one of my 14 most scared moments of being an authorizer is having 15 a school that's performing so well academically and 16 then having financial issues. And being the problem 17 is actually one of those scariest parts for me, 18 because I don't want schools who are doing so well 19 on all the other pieces to have -- I mean, I think 20 it's fortunate that during that time period where 21 there was so much financial issues that there was no 22 serious malfeasance -- right? -- is that because 23 that's the kind of stuff that -- just that little 24 bit of overlooking it, that little bit of not having 25 that oversight, someone does do something wrong,</p>	<p style="text-align: right;">97</p> <p>1 providing -- I mean, incredible opportunities for 2 students that they wouldn't have otherwise, without 3 you guys.</p> <p>4 So, once again, I just am grateful for the 5 students and all the work that you put in also 6 supporting your school in this renewal. It's 7 really -- it's really, really important and really 8 special.</p> <p>9 And then thank you to the leadership for 10 just being open and honest about where the school's 11 looking to improve. And I'm really looking forward 12 to what it looks like over the course of the next 13 five years for you all.</p> <p>14 So appreciate you.</p> <p>15 THE CHAIR: Commissioner Ingham, we're not 16 voting yet.</p> <p>17 COMMISSIONER INGHAM: What's that? 18 THE CHAIR: You said yes, so I said, 19 "We're not voting yet." 20 COMMISSIONER INGHAM: No, No. 21 I'm going to -- I can read the motion. 22 So as Commissioner Burt said, we're going 23 to use a condition, because we are looking in the 24 rearview mirror. 25 And so I'm going to move that the Public</p>

98	<p>1 Education Commission approve the renewal application</p> <p>2 for Aldo Leopold Charter School for a five-year term</p> <p>3 with the following condition:</p> <p>4 That the school demonstrate that it is</p> <p>5 improving its fiscal processes with a goal toward</p> <p>6 reducing audit findings and repeat audit findings.</p> <p>7 The specific immediate action needed above</p> <p>8 will be outlined in the school's negotiated</p> <p>9 performance framework. The first Annual Report will</p> <p>10 confirm completion of the item listed above, or, if</p> <p>11 the concern is not corrected, will identify the</p> <p>12 uncorrected unsatisfactory performance on each item</p> <p>13 that will be subject to further PEC action.</p> <p>14 SECRETARY BECK: Second.</p> <p>15 THE CHAIR: There's a motion by</p> <p>16 Commissioner Ingham and a second by Commissioner</p> <p>17 Beck.</p> <p>18 Roll, please.</p> <p>19 SECRETARY BECK: Commissioner Ingham.</p> <p>20 COMMISSIONER INGHAM: Absolutely.</p> <p>21 SECRETARY BECK: Commissioner Taylor.</p> <p>22 COMMISSIONER TAYLOR: Yes.</p> <p>23 SECRETARY BECK: Commissioner Brauer.</p> <p>24 COMMISSIONER BRAUER: Yes.</p> <p>25 SECRETARY BECK: Commissioner Manis.</p>	100	<p>1 not least. So welcome. And I understand that we've</p> <p>2 got some performers that are going to perform, then</p> <p>3 start the actual hearing. So whatever you have to</p> <p>4 do whenever you're ready.</p> <p>5 (Mariachi performance.)</p> <p>6 THE CHAIR: So thank you so much for that.</p> <p>7 That was quite a treat. We really appreciate it.</p> <p>8 And they're going to perform out in the lobby after</p> <p>9 we're done with this. So PED staff can come in.</p> <p>10 So if anyone wants more photo ops, that'll</p> <p>11 be nice.</p> <p>12 So thank you. We really do appreciate it.</p> <p>13 And it helps bring such joy to us. And finishing</p> <p>14 out the hearings like this, it really is nice.</p> <p>15 So -- okay.</p> <p>16 So, Lucy, if anyone, during public comment</p> <p>17 and so on, does speak in Spanish, can you translate</p> <p>18 for them, so --</p> <p>19 MS. LUCY VALENZUELA: (Witness indicates.)</p> <p>20 MS. MELISSA BROWN: We don't have any</p> <p>21 public comment.</p> <p>22 THE CHAIR: Oh. Okay. Thank you.</p> <p>23 So what we will do is the Charter School</p> <p>24 Division will give their report with their</p> <p>25 recommendations. And then we pause for a moment,</p>
99	<p>1 COMMISSIONER MANIS: Yes.</p> <p>2 SECRETARY BECK: Commissioner Burt.</p> <p>3 VICE CHAIR CARRILLO: Yes.</p> <p>4 SECRETARY BECK: Vice Chair Carrillo.</p> <p>5 VICE CHAIR CARRILLO: Yes.</p> <p>6 SECRETARY BECK: Chair Gipson.</p> <p>7 THE CHAIR: Yes.</p> <p>8 SECRETARY BECK: Secretary Beck, yes.</p> <p>9 There are eight votes for, zero votes against.</p> <p>10 Motion passes. Congratulations.</p> <p>11 THE CHAIR: Thank you very much. And we</p> <p>12 are paused until 11:00.</p> <p>13 SECRETARY BECK: Commissioner</p> <p>14 Clahchischilliage. Was she -- oh, I'm sorry,</p> <p>15 Commissioner Clahchischilliage.</p> <p>16 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>17 SECRETARY BECK: Thank you. Nine votes</p> <p>18 for. Nine votes for, zero votes against. Even more</p> <p>19 congratulations.</p> <p>20 (Recess taken, 10:12 a.m. to 11:00 a.m.)</p> <p>21 THE CHAIR: We're celebrating a number of</p> <p>22 things, because this is our last hearing of four</p> <p>23 days. So that's really, really, really -- we're</p> <p>24 proud of ourselves for doing that.</p> <p>25 And we're celebrating the school, last but</p>	101	<p>1 'cause on the agenda, there is a spot for tribal</p> <p>2 input. So we just ask.</p> <p>3 And then you'll have your opportunity to</p> <p>4 make your presentation.</p> <p>5 And then we'll skip public comment --</p> <p>6 but -- yeah, no one can sign up now, anyway. Yeah.</p> <p>7 And then we'll move to our questions.</p> <p>8 So thank you once again. And, please,</p> <p>9 when you first speak, introduce yourself, spell your</p> <p>10 last name and what role you hold in the -- in the</p> <p>11 school. So thank you.</p> <p>12 So I don't know who's doing -- Lucy?</p> <p>13 MS. LUCY VALENZUELA: Yes. Good morning,</p> <p>14 Chair Gipson and Commissioners. My name is Lucy</p> <p>15 Valenzuela, Authorizing Practices Administrator for</p> <p>16 the Charter Schools Division. And I'm here to</p> <p>17 provide the CSD/PED evaluation for Albuquerque</p> <p>18 Bilingual Academy.</p> <p>19 Albuquerque Bilingual Academy, formerly</p> <p>20 known as La Promesa Learning Center, opened its</p> <p>21 doors in 2005 with Albuquerque Public Schools as its</p> <p>22 original authorizer.</p> <p>23 This will be the school's third renewal</p> <p>24 with the PEC. They changed authorizers in 2010.</p> <p>25 The school's mission is to ensure that</p>

<p style="text-align: right;">102</p> <p>1 culturally and linguistically diverse students 2 thrive in an academic, family-centered, 3 developmentally seamless continuum of learning, 4 where high expectations, respect, pride, and 5 empowerment meet grade-level proficiency. 6 Ms. Elena Trodden serves as executive 7 director for ABA and is new to her role, along with 8 Ms. Diedra Martinez. Both are experienced 9 educators. 10 The CSD visited the school on Monday, 11 October 7th, 2024. The renewal visit team consisted 12 of myself as team lead, Dr. Brigette Russell, and 13 Kelli Renken. 14 The charter schools recommends the 15 Albuquerque Bilingual Academy be renewed for a term 16 of five years without conditions. 17 The recommendation is based on the record 18 of the school's performance during the course of the 19 contract term, the renewal application, which 20 highlights adult actions and programs in the service 21 of student progress, and verification of those 22 programs and adult actions during our renewal site 23 visit and annual visits. 24 ABA has been designated as a traditional 25 school for the last two years through the NM Vistas.</p>	<p style="text-align: right;">104</p> <p>1 The Part B ratings for the school are as 2 follows: 3 The school Met Standards for 4 mission-specific goals, educational program, and 5 equity and identity. 6 They are -- they were rated Demonstrates 7 Substantial Progress for student outcomes and 8 government responsibilities. 9 They were rated Failing to Demonstrate 10 Progress for financial compliance and other 11 performance framework indicators. 12 In conclusion, ABA is focused on providing 13 the best education to its students. In the last two 14 years of its contract term, ABA went through 15 leadership changes, which have impacted the school's 16 performance on the framework. This new team has 17 taken swift adult actions to correct many CSD 18 findings of Working to Meet and Does Not Meet from 19 the performance framework. 20 Since spring 2024 when the new head 21 administrator took over, adult actions have been 22 initiated to tackle issues, and the new head 23 administrator is making progress in addressing the 24 Working to Meet and Does Not Meet ratings. 25 Ms. Trodden, along with her leadership</p>
<p style="text-align: right;">103</p> <p>1 The school's Vistas designation for this year is 2 traditional with a score of 50.5. 3 The school's proficiencies are 38 percent, 4 ELA; 35 percent, science; and 17 percent in math. 5 This indicates that the school saw some 6 gains in ELA and math, and they also did see a small 7 decrease in science. 8 As a reminder, according to the PED 9 NM Vistas webpage, point totals from school year 10 '22-'23 and school year '23-'24 cannot be compared 11 due to changes in business rules. 12 The school's growth in performance 13 suggests that the school is making gains every year 14 even though they continue to struggle in math. 15 New leadership has established effective 16 financial management processes. But the school has 17 received multiple ratings of Does Not Meet and 18 Working to Meet on financial indicators throughout 19 the contract term. Additionally, the school has had 20 a material weakness audit finding every year. 21 While the number of findings has 22 decreased, the school cannot be rated as 23 Demonstrates Substantial Progress until audit 24 results and other fiscal data confirm that its 25 improvements are yielding positive outcomes.</p>	<p style="text-align: right;">105</p> <p>1 team, continue to learn about ABA and its contract 2 with the PEC. They are working diligently to put 3 new processes in place so they can have a fresh 4 start in July. The CSD will continue to work and 5 provide any support to Ms. Trodden and her team as 6 they need. 7 THE CHAIR: Thank you. 8 MS. MELISSA BROWN: If there's anybody on 9 Zoom or in the room who is here representing -- 10 officially representing a tribal nation or 11 government, please raise your actual hand or your 12 digital hand. 13 I don't have -- 14 THE CHAIR: So welcome once again. So 15 whenever you're ready. You have to -- yeah. Okay. 16 FROM THE FLOOR: Good morning, chair 17 Gipson, members of the Commission. I'm sure 18 everyone who comes before you has a little bit of 19 butterflies. But I have to tell you I've also been 20 so excited for this opportunity. I can't think of a 21 better way to start off by -- than our scholars 22 playing for you this morning. I think that 23 demonstrates the spirit and passion and just 24 community that our school demonstrates. 25 And I -- and, again, I am looking forward</p>

<p style="text-align: right;">106</p> <p>1 to this conversation so that you can learn a little 2 bit more about us.</p> <p>3 The first thing I want to start off with 4 is actually our portion of the -- 5 (Reporter interjection.) 6 THE CHAIR: Elena Trodden. T-r-o-d-d-e-n. 7 And I'm the executive director at Albuquerque 8 Bilingual Academy. Thank you. So sorry. 9 We will begin by going through some of our 10 data. And my intention is not to kind of go through 11 each and every score. I think, just by the bar 12 graphs, I just want you to kind of see the trends 13 and some data we've been looking at. 14 We've provided a lot of data to the team 15 that went to our school. But this particular 16 presentation has the added scores from the end of 17 last year, the spring State scores. So that was 18 something that's needed that we haven't been able to 19 present before. 20 So I'm going to start off with language 21 arts. And, again, this is from the New Mexico-MSSA. 22 And what we're looking at here to begin with, this 23 is our third grade over the last three years. 24 So that first bar is going to be the 2022 25 third-graders; the middle one is from 2023 -- again,</p>	<p style="text-align: right;">108</p> <p>1 one data point for them. This is, again, third 2 grade language arts last year. 3 We'll go to fourth grade. 4 Fourth grade have tested for two years. 5 So you can see how they tested as third grade in 6 2023 and then how they're scoring and their 7 proficiency levels last spring when they went to 8 fourth grade. 9 Next slide, we'll show you last year's 10 fifth-graders. 11 And the slide after that will be sixth 12 grade. Seventh grade. And eighth grade. 13 We'll move on to mathematics. We're going 14 to start off the same way. This first slide is 15 going to show you third grade starting in 2022. 16 Again, these are not the same cohorts of students. 17 They're just third grade in 2022, third grade in 18 2023, and then our third-graders last year. 19 As we move forward, we'll go through 20 fourth grade, fifth grade, sixth grade, seventh 21 grade, and eighth. 22 And then we will take a look -- again, 23 same -- same test. But let's look at the cohort of 24 students and how they've progressed through the 25 years. So we'll start off at third grade.</p>
<p style="text-align: right;">107</p> <p>1 just third grade -- and then our last spring scores 2 from 2024. And, again, these are not the same 3 cohort of kids. These are just our third-graders 4 each of those years. 5 So just kind of take a look. This is our 6 third-grade language arts. 7 Our next slide is fourth grade. 8 Go ahead and click through these. 9 Fifth grade, sixth grade, seventh, and 10 eighth. 11 So that's one way to look at our data, 12 just looking at the grade levels and how they have 13 performed over the course of the last three years. 14 I didn't add the two years before that, 15 because, due to COVID, there was different -- maybe 16 not everyone tested, or there was a year there I 17 don't think anyone in the State tested. So we're 18 just looking at the last three years. 19 There's a slightly different way to look 20 at those same scores, however. And we're going to 21 look at it by cohort. So, again, we're still on 22 language arts. 23 I'll have you go ahead and click forward. 24 And this is third grade last spring. That 25 was their very first time testing. So we only have</p>	<p style="text-align: right;">109</p> <p>1 Again, this is their very first starting 2 place, their baseline data last spring. And then 3 we'll look at our last year's fourth-graders. 4 Fifth grade. Last year's fifth grade, how 5 they have done since third grade. Our 6 sixth-graders. Seventh grade. And eighth grade. 7 And, again, I just want to kind of lay out 8 that framework. That was data we weren't able to 9 share with the team during their site visit. So I 10 kind of wanted to bring that together. It's one 11 data point that we do look at. 12 There's other data points that we do 13 consider. But as we move through the rest, I think 14 that that is kind of the core. We have to look at 15 data to kind of show us where we are and where we 16 would like to be. And that helps us make those 17 instructional decisions. 18 And so with that, I'm going to turn it 19 over to principal Diedra Martinez. 20 MS. DIEDRA MARTINEZ: Thank you, 21 Ms. Trodden. It's green. Thank you. Buenos días. 22 Thank you so much for having us. Chair Gipson and 23 Commissioners, thank for you having us. My name is 24 Diedra Martinez, principal. M-a-r-t-i-n-e-z. 25 Forgive me. This is my first time, so I, as well,</p>

<p style="text-align: right;">110</p> <p>1 have butterflies.</p> <p>2 Our leadership would just like to say a</p> <p>3 simple thank you to shout out to our scholars. We,</p> <p>4 you know, do this job for our scholars, so we want</p> <p>5 to say a special thank you to them.</p> <p>6 We also want to say a special thank you to</p> <p>7 our parents who have constantly supported us. We</p> <p>8 are all new, so we definitely want to say them, and</p> <p>9 trusting us with your scholars.</p> <p>10 Thank you to our parents. Thank you to</p> <p>11 our governing committee as well, to our staff.</p> <p>12 Special thank you to Ms. Pilar, Mr. Villa, and</p> <p>13 Ms. Lucero for our outstanding and honorable</p> <p>14 mariachi La Promesa team. So just wanted to</p> <p>15 definitely say thank you.</p> <p>16 I've been here at ABA for six months now.</p> <p>17 And what an exciting place to be. I've been with</p> <p>18 public education for 28 years. This is my first</p> <p>19 time I've stepped into a charter school. I'm so</p> <p>20 excited to be able to have this energy that you felt</p> <p>21 this morning that we are excited to start this</p> <p>22 journey all together.</p> <p>23 And so thank you for having us.</p> <p>24 We started off with, you know, some staff</p> <p>25 members that we needed to start off when I got there</p>	<p style="text-align: right;">112</p> <p>1 So thank you. We're going to introduce</p> <p>2 Ms. Nicaea Chavez, special ed principal.</p> <p>3 MS. NICAEA CHAVEZ: Good morning. My name</p> <p>4 is Nicaea Chavez. C-h-a-v-e-z. And as Ms. Dierdra</p> <p>5 said, I am the principal of special programs and</p> <p>6 pre-K for Albuquerque Bilingual Academy.</p> <p>7 When I came into this position, there were</p> <p>8 some processes that needed to be put in place, so we</p> <p>9 worked diligently on that. We have two full-time</p> <p>10 special ed teachers who are broken up between</p> <p>11 elementary and middle school. We have a full staff</p> <p>12 for ancillary services. So all of our students are</p> <p>13 receiving speech, OT, social work, all of those</p> <p>14 types of services. So we haven't had a break in</p> <p>15 service delivery.</p> <p>16 Our pre-K is we have a full pre-K</p> <p>17 classroom with a certified bilingual teacher as</p> <p>18 well. And so we really are starting our program for</p> <p>19 dual language from the bottom up. And so most of</p> <p>20 our pre-Ks are fluent in Spanish. And it's just so</p> <p>21 cute to hear them in the morning having their</p> <p>22 conversations in the cafeteria and over breakfast.</p> <p>23 So I'm really excited about the</p> <p>24 opportunities to come to Albuquerque Bilingual</p> <p>25 Academy. And, again, this is my first year as well</p>
<p style="text-align: right;">111</p> <p>1 in June. So having to hire a few of our staff</p> <p>2 members was a huge priority when I got there. This</p> <p>3 is what we need to do, and this is where we need to</p> <p>4 go out.</p> <p>5 Just going to a job fair at UNM, it was</p> <p>6 hard to, like, where are we going to find these</p> <p>7 people?</p> <p>8 So asking Ms. Shirley this morning, we</p> <p>9 have, I believe, twelve bilingual staff members at</p> <p>10 our school. That's a miracle. I never had more</p> <p>11 than one or two at a job site. So to be able to</p> <p>12 find the teachers in that capacity, I am very</p> <p>13 honored. So thank you.</p> <p>14 Curriculum-wise, we just met with our</p> <p>15 parents last night on curriculum. We are adopting</p> <p>16 science, but we are also talking to all our team</p> <p>17 behind us, what curriculum we would like to move</p> <p>18 forward with reading and math, because we believe</p> <p>19 that's where we need to move forward.</p> <p>20 So, again, we're constantly talking,</p> <p>21 trying to be innovative, looking at different places</p> <p>22 in New Mexico, but also out of New Mexico, to be</p> <p>23 able to empower our scholars in that curriculum</p> <p>24 department. So just wanted you to know that's where</p> <p>25 we're going to be going moving forward.</p>	<p style="text-align: right;">113</p> <p>1 to be part of the renewal process.</p> <p>2 I'm an educator who comes from a</p> <p>3 traditional public school background. So I have</p> <p>4 seventeen years, with twelve of them being as an</p> <p>5 administrator. So thank you.</p> <p>6 MS. ELENA TRODDEN: Some of the things</p> <p>7 that we wanted to -- a couple of things that we</p> <p>8 wanted to address during our presentation was also a</p> <p>9 couple of the areas that we aren't quite where we</p> <p>10 want to be with our ratings quite yet.</p> <p>11 I'm sure you'll have other questions for</p> <p>12 us. But we did just want to let you know that we</p> <p>13 are being proactive, and there are things that we</p> <p>14 are working on.</p> <p>15 One of the things that we're working on</p> <p>16 that you may find was our safety plan. That is</p> <p>17 something that, you know, I -- they explained to me</p> <p>18 that if we didn't make certain changes to last</p> <p>19 year's plan, that that could be something that was</p> <p>20 shown in our renewal process.</p> <p>21 And I said that is okay, because there was</p> <p>22 nobody listed in that safety plan last year that was</p> <p>23 left.</p> <p>24 I don't know what trainings actually took</p> <p>25 place. I don't know -- I didn't even know the place</p>

<p style="text-align: right;">114</p> <p>1 where they were -- had said they wanted to meet. 2 I -- I had never been to that place, you know. 3 It was a tennis court. I had no idea that 4 there were tennis courts nearby. 5 And so I said, "That's okay. We need to 6 completely redo this plan." 7 So that is what we did. They allowed us 8 to be in a new cohort. We have submitted our plan. 9 We're awaiting feedback. But I just wanted to be 10 very upfront about that, that that was important for 11 us, that it wasn't just something in a binder. 12 We wanted it to be meaningful. Like 13 everything that we do, we wanted it to be honest, 14 and it needed to work for us and our current 15 situation. So that was one of the issues. 16 The other piece that we heard a lot about 17 was finance. So I'm going to turn it over to my 18 CFO. 19 MS. SHIRLEY CIEREMANS: Good morning. My 20 name is Shirley Cieremans. C-i-e-r-e-m-a-n-s. I am 21 the chief finance officer for Albuquerque Bilingual 22 Academy. 23 Over the course -- excuse me -- over the 24 course of our contract term, Albuquerque Bilingual 25 Academy was rated Does Not Meet and Working to Meet</p>	<p style="text-align: right;">116</p> <p>1 One of the internal controls that I have 2 implemented is for one of the governance council to 3 select five cash disbursements from the monthly 4 list. Then I will make copies, and the other 5 governance council members will review them. 6 Sorry. The copies include the purchase 7 order, the invoice, and the voucher. 8 I feel this provides a healthy 9 relationship between the governance council, 10 executive director, and myself. 11 At this time, I have implemented internal 12 controls and processes with accounts payable 13 deposits, travel reimbursements, and will continue 14 as they come up. 15 As a result, with the assistance of my 16 mentor and my leadership team, we believe that we 17 are moving in the right direction. 18 Thank you for your time. 19 MS. ELENA TRODDEN: And for the next 20 portion, we have some of our scholars who wanted to 21 address the Commission as well and just say a little 22 bit about why they like their school, because that's 23 why we're here. And are you guys ready? Come on 24 up. 25 FROM THE FLOOR: Hi. My name is</p>
<p style="text-align: right;">115</p> <p>1 based on financial indicators of the charter renewal 2 grading rubric. Therefore, we are not rated 3 Demonstrates Substantial Progress. 4 In reviewing the financial compliance of 5 the contract term, Albuquerque Bilingual Academy has 6 had an audit finding every year. It appears that 7 internal controls and processes have played a huge 8 role in these audit findings. Although we have had 9 audit findings every year, they have been reviewed, 10 and changes have been made moving forward. 11 To assist me in all school business, we 12 have hired a business consultant in late August to 13 mentor me since the transition of outgoing 14 third-party vendors. 15 Finance meetings are held once a month 16 with the committee consisting of two governance 17 council members, a parent, our executive director, 18 my business consultant, mentor, and myself. 19 A finance packet is completed and shared 20 with the finance committee. 21 In the finance packet, it provides overall 22 visual of how Albuquerque Bilingual Academy is doing 23 financially, including expenditures, revenue, 24 budget, and balances. It also reflects our cash 25 disbursements for the month.</p>	<p style="text-align: right;">117</p> <p>1 (inaudible) Lopez. L-o-p-e-z. I have a lot of 2 reasons of why I like this -- my school. 3 My first reason, because -- is because I 4 like going to mariachi. My second reason is because 5 I like my teachers, because they teach well. 6 The reason I like my mariachi is because I 7 sing some of the songs, and I like to play guitar. 8 My last reason is because I like seeing my friends 9 and play with them in the park. 10 FROM THE FLOOR: Hello. My name is Erwin 11 Dominguez. D-o-m-i-n-g-u-e-z. Some reasons why I 12 like my school is because I have very supporting 13 teachers that care about my education. They also 14 have a unique opportunity to learn mariachi program 15 and a great sports program. 16 I really like this school because it has a 17 lot to offer, like the very fun programs and many 18 friends. Thank you. 19 FROM THE FLOOR: Good morning. Buenos 20 días. My name is Angel Castillo. C-a-s-t-i-l-l-o. 21 And one of the reasons I like being in my 22 school is because of the supportive surroundings. I 23 always like being supported by my teachers and 24 classmates. 25 Another reason is being in sports. I like</p>

118	<p>1 the ability to play sports and being in other 2 programs.</p> <p>3 My last reason is being in mariachi. I am 4 glad to have the chance to be in this mariachi for 5 the last six years and all the opportunities I've 6 had to learn new stuff.</p> <p>7 Thank you.</p> <p>8 FROM THE FLOOR: Good morning. My name is 9 Santiago Ramirez. R-a-m-i-r-e-z.</p> <p>10 I like this school because it has given me 11 great opportunities to grow. For example, it has 12 given me the opportunity to play mariachi and have 13 experience in a job that could give me money when 14 I'm older.</p> <p>15 I like the school because it has given me 16 friends. And the teachers there are very great, and 17 they -- they care about my learning.</p> <p>18 Thank you.</p> <p>19 FROM THE FLOOR: Good morning. My name is 20 Abel Rios. R-i-o-s. And I'm in eighth grade. I 21 have more than one reason for loving ABA. But my 22 main reason is the support and fairness each teacher 23 has for us. Teachers always listen and try their 24 best to help us with our problems. Whether it's 25 problems at home or here at school, they always find</p>	120	<p>1 I'm good with rhythm and sounds.</p> <p>2 FROM THE FLOOR: Hello. My name is 3 Yatsitty [ph] Lopez. L-o-p-e-z.</p> <p>4 What I like about the school is that they 5 care about our opinions. Anything we say about the 6 school, they take it as a chance to make the school 7 have happy and comfortable students.</p> <p>8 The reason I joined mariachi was because I 9 love the sound of music. It gives me chills each 10 time I listen to music, especially when I make the 11 music. Thank you.</p> <p>12 FROM THE FLOOR: Good morning. My name is 13 (inaudible) Nevarez. N-e-v-a-r-e-z. I'm in eighth 14 grade. I came to school three years ago. And since 15 then, I have had many positive experiences. 16 Starting sixth grade, I met some of the most kind 17 and helpful educators. I am now in eighth grade and 18 am still getting taught by these amazing teachers.</p> <p>19 However, the teachers are not the only 20 thing I enjoy from there school. There are also 21 after school programs managed by our school staff 22 and teachers. For me, personally, I think our 23 mariachi program is one of the best after-school 24 clubs.</p> <p>25 All of the students in this program have</p>
119	<p>1 a way to make you feel good about yourself and move 2 on.</p> <p>3 I love how it's such a small school, 4 meaning we get the opportunity for more focus on the 5 students. So, for example, I used to go to a public 6 school when I was younger, and I feel like I didn't 7 learn much because there was so many students that 8 they had to move on so quickly.</p> <p>9 And here at a charter school, I have so 10 much more opportunities, especially with the 11 teachers and the support they have for our 12 education.</p> <p>13 Thank you.</p> <p>14 FROM THE FLOOR: Hi. My name is Sofia 15 Rosales. R-o-s-a-l-e-s.</p> <p>16 I like this school because everyone knows 17 each other and the teachers focus on everybody. 18 This school loves you to be yourself and accepts you 19 for who you are. They support you, and they never 20 doubt you.</p> <p>21 FROM THE FLOOR: Good morning. My name is 22 Cy Lujan. L-u-j-a-n.</p> <p>23 I like the school because they help us 24 learn well, and they care about our health every 25 day. I joined mariachi because I like music, and</p>	121	<p>1 been led to success by our teachers, Mr. Villa, 2 Ms. Palma, and Ms. Tamara. Not only have they 3 helped me and everyone else with our instruments, 4 but have found places and events for us to perform 5 at. These teachers have also helped me with playing 6 guitarron and singing. This is what I think about 7 our school. Thank you for listening.</p> <p>8 FROM THE FLOOR: Good morning. Good 9 morning. Buenos días. My name is Alisa Mott. 10 M-o-t-t. And there's multiple reasons on why 11 Albuquerque Bilingual Academy is a great school. 12 Not only is it a great area, place to learn, their 13 after-school programs are awesome, especially our 14 mariachi program. I'm in this program, and I play 15 the guitarron. The guitarron is kind of like a 16 guitar, but instead of pulling strings -- I mean 17 instead of strumming the strings, you pull them. It 18 also sounds kind of like a bass.</p> <p>19 This school allows us to -- since it's so 20 small, it allows us to know our teachers more and 21 feel more comfortable with them. They teach us and 22 they help us when we need it.</p> <p>23 Not only is Mr. Villa, Ms. Pilar, and 24 Ms. Tamara awesome, but our middle school team staff 25 is also awesome. This school is a great school for</p>

<p style="text-align: right;">122</p> <p>1 multiple reasons. Thank you for your time. 2 MS. ELENA TRODDEN: Thank you to our 3 scholars who spoke. I know a lot of you were very 4 shy. You did a great job. One of our scholars says 5 she gets chills. And I hope some of you have time 6 to go watch them after. I don't think I've ever 7 watched them and not teared up. It's so incredibly 8 beautiful what they do. They're so talented. 9 So with that, I think that's a perfect 10 place for us to rest our presentation, and we are 11 open to questions. 12 THE CHAIR: Okay. So I thank everyone for 13 speaking. I know what it -- you know, including you 14 folks up there. I know, you know, you get in front 15 of a classroom every day and you come here, and it's 16 somewhat intimidating. So I appreciate that. 17 I want to thank you for, really, the time 18 and effort that went into the application, because 19 you delved into some areas, and you were honest 20 about some of the shortcomings. 21 And, you know, ownership of that is really 22 important. And what I'm struck by, to some degree, 23 is so many of these students expressed that they 24 feel comfortable in such a small setting. 25 You've got 400 kids. And, you know,</p>	<p style="text-align: right;">124</p> <p>1 what are some strategies to work on that? 2 MS. ELENA TRODDEN: Thank you for that 3 question, Chair Gipson. 4 Obviously, we're quite new, so I don't 5 know that I know all the whys. I can tell you what 6 we see in the data. 7 Last year there was a lot of turnover. I 8 think there were three of us that held the position 9 of executive director. So one of the things is 10 we're just really focused on building stability and 11 a plan going forward. 12 One of the things and reasons that I 13 wanted you to see that data is, obviously, one of 14 our issues is math. I've spoken with people who 15 have been here for quite a long time. And when they 16 first submitted their bilingual application and came 17 up with their mission, math is one of the subjects 18 that we do teach in Spanish. 19 However, our assessment of mathematics has 20 changed very dramatically over the course of the 21 last ten years. It's not so much computation. 22 There's a lot of language that goes into assessing 23 mathematics. There's a lot of the mathematical 24 processes about perseverance, really working through 25 problems.</p>
<p style="text-align: right;">123</p> <p>1 that's not huge, but it's really not -- compared to 2 many of our other charters, it's not small. So that 3 the fact that you've created that community, and 4 they feel -- they feel that personalized attention, 5 so that they do have that sense that it is a -- you 6 know, it is that small little school, which gives 7 me, you know, it's, like, some pause if you ever got 8 to what your building cap was, you know. 9 But it's -- I appreciate the fact that as 10 the school has grown some, it's still focused so 11 much on the students that they feel that it's that 12 family. 13 And that really is important. 14 So the -- the one real question I have is, 15 you know -- and you mentioned in the application 16 that you saw that dip in that sixth-, seventh-grade 17 area, and you showed it. And thank you for the 18 updated information. 19 So what's the -- you know, talk to us 20 about the plan for moving that up. Because your 21 retention rate is pretty good. So those are kids 22 that have been with you, by and large, you know, the 23 core of them. 24 So what -- you know, do you have any sense 25 of the why? And, more importantly, what's the --</p>	<p style="text-align: right;">125</p> <p>1 In the old days, for example, maybe there 2 was a word problem. And we have taught all of our 3 students, you know, if you see the word 4 "difference," they're asking you to subtract. If 5 you see the word "sum," then that means you're going 6 to add. Those are some things in the assessment a 7 long time ago. 8 The assessments like that today are not 9 like that. They are paragraphs where you really 10 have to search and know very specific mathematical 11 vocabulary. And mathematical vocabulary is a 12 language unto itself. 13 I usually give this example. 14 In Spanish, for example, even in English, 15 how many of us sit around the kitchen table with our 16 children, and a vocabulary word such as "one 17 one-thousandth" comes up. That's not something that 18 they utilize in their everyday vocabulary or 19 conversations, whether at home -- so, again, it's 20 very specific. 21 So one of the things that we are looking 22 at changing and putting into our next application 23 for bilingual and into our next charter is we'd like 24 to adjust the subjects that we're teaching in 25 Spanish just a little to accommodate that</p>

<p style="text-align: right;">126</p> <p>1 mathematical language.</p> <p>2 And we think if we teach that in English,</p> <p>3 still have mathematical support in Spanish to, you</p> <p>4 know, foster that understanding in their native</p> <p>5 language, that, hopefully we'll see some gains, not</p> <p>6 only for us, but we've gotten feedback from parents</p> <p>7 who have older students who have gone on to high</p> <p>8 school at various places.</p> <p>9 And they've let us know that those courses</p> <p>10 are very, very rigorous, particularly in</p> <p>11 mathematics. And so that is one of our biggest</p> <p>12 things that we would like to change, based on the</p> <p>13 evolution of mathematics instruction and assessment</p> <p>14 in New Mexico. Sorry.</p> <p>15 THE CHAIR: I appreciate that. And I --</p> <p>16 don't want to forget to applaud you for the number</p> <p>17 of TESOL and bilingual, because that's just, you</p> <p>18 know, a commitment. And I'm sure it took a lot of</p> <p>19 time and effort to try to find those folks.</p> <p>20 So I really do appreciate that, because we</p> <p>21 had a school yesterday that was struggling to find</p> <p>22 bilingual certified. So thank you for -- for doing</p> <p>23 that.</p> <p>24 I'm going to just put a quick plug in,</p> <p>25 because we have a special projects \$10,000 that you</p>	<p style="text-align: right;">128</p> <p>1 we're thinking about making that switch as well,</p> <p>2 because we have to look at that vertical line --</p> <p>3 right? -- that long-term.</p> <p>4 Another thing we have been doing to</p> <p>5 address those other concerns is actually our</p> <p>6 instructional strategies and how are we working with</p> <p>7 teachers, especially our new teachers. Because we</p> <p>8 have a lot of teachers who are Level 1 instructors,</p> <p>9 so they need a lot of support with instructional</p> <p>10 strategies.</p> <p>11 And so we've developed three collaborative</p> <p>12 team sessions. And so we look at studying, book</p> <p>13 studies and those instructional strategies and how</p> <p>14 we support them with classroom management, time</p> <p>15 management, how do we support them in building that</p> <p>16 teacher toolbox.</p> <p>17 And so there's a lot of different aspects</p> <p>18 that we have looked at in terms of how are we going</p> <p>19 to change or support our students to improve scores.</p> <p>20 So it's not just simply changing a curriculum. It's</p> <p>21 really changing how we actually teach our own</p> <p>22 teachers and the -- and providing those teacher</p> <p>23 toolboxes for them as well.</p> <p>24 THE CHAIR: Thanks. I appreciate that.</p> <p>25 Because I know in your application that each</p>
<p style="text-align: right;">127</p> <p>1 can apply for. You probably ignored the e-mail that</p> <p>2 came out by me. And that also -- that also falls on</p> <p>3 the head of your GC, because I sent it to both.</p> <p>4 So -- but it's \$10,000. So that can</p> <p>5 certainly go quite a bit for -- and it's</p> <p>6 purchase-ordered through the REC. So you can get</p> <p>7 curriculum material, you can get some, you know,</p> <p>8 hands-on goods, if that's what you need. But it's</p> <p>9 there. It's technically your money that you paid as</p> <p>10 the holdback of the 2 percent. It's money that we</p> <p>11 don't want to revert back just to the PED or the</p> <p>12 General Fund. So it's best to go to schools.</p> <p>13 The only qualifier is -- and you won't</p> <p>14 have a problem with it -- is it has -- you have to</p> <p>15 show how it's going to support improvement in the</p> <p>16 performance framework. And then it's -- you know,</p> <p>17 it's very broad on what you can do with it.</p> <p>18 So if you can -- sorry.</p> <p>19 MS. NICAIA CHAVEZ: So if I may piggyback</p> <p>20 off of what Mrs. Trodden said in terms of the</p> <p>21 feedback we got from parents.</p> <p>22 A lot of students who leave Albuquerque</p> <p>23 Bilingual Academy, they're going to high schools</p> <p>24 where math is not taught in Spanish. And so that's</p> <p>25 another disconnect that we have, the reason why</p>	<p style="text-align: right;">129</p> <p>1 homeroom teacher has a folder that has assessment</p> <p>2 data and, I guess, a variety of the things.</p> <p>3 And my question was, you know, is there</p> <p>4 collaborative time so that, you know, teachers are</p> <p>5 learning with each other on what -- what do we do</p> <p>6 with this information that I'm collecting in this</p> <p>7 folder?</p> <p>8 MS. NICAIA CHAVEZ: Right. And so that's</p> <p>9 so funny. I told our collaborative teams, "Your</p> <p>10 early Christmas present is there's no homework over</p> <p>11 Christmas break."</p> <p>12 However, when we get back, all of our</p> <p>13 interim, our MOY assessment data will be ready. So</p> <p>14 our first collaborative session back will be doing</p> <p>15 that deep dive. We want to look at it vertically,</p> <p>16 because we need to identify what skill gaps there</p> <p>17 are, from kindergarten all the way up through eighth</p> <p>18 grade, because if it's a similar skill gap, that's</p> <p>19 something we need to work on in that vertical</p> <p>20 alignment -- right? -- and make sure that all of us</p> <p>21 are addressing that.</p> <p>22 So we're being very thoughtful and</p> <p>23 intentional in how we're working with our staff and</p> <p>24 what those collaborative sessions look like. So</p> <p>25 it's not just how do you say, like, a after-school</p>

<p style="text-align: right;">130</p> <p>1 staff meeting, where it's all the updates. It's 2 actual learning for our teachers in that 3 collaborative time. 4 THE CHAIR: I really appreciate that. I 5 just have one final question. And it's -- I think 6 it's more to, I guess, Lucy. 7 In the Part A on the very first page, 8 where it says "Authorized Grade Levels," I believe 9 this is the only time I've seen the -- the pre-K 10 that it says grant-funded pre-K. Is that different 11 than -- this is through the Early Childhood; yes? 12 DR. BRIGETTE RUSSELL: Yes. All schools 13 that have pre-K are grant-funded, yes. So that's 14 just an inconsistency in our reporting. 15 THE CHAIR: Thanks. Is the Head Start 16 still there? 17 FROM THE FLOOR: We have a pre-K. 18 MS. ELENA TRODDEN: We have New Mexico 19 pre-K. We do not currently have Head Start. 20 THE CHAIR: I know there used to be a Head 21 Start on the property. It's not there anymore? 22 Okay. 23 Okay. Thanks. I'm good for now. 24 Commissioner Beck. 25 SECRETARY BECK: Thank you. Great</p>	<p style="text-align: right;">132</p> <p>1 them helping with our younger students. So 2 preschool, kindergarten, first grade. And then we 3 do have a special ed assistant -- one or two? 4 FROM THE FLOOR: We have two. 5 MS. ELENA TRODDEN: Two right now 6 dedicated to our special ed education classrooms. 7 SECRETARY BECK: So I was high school. So 8 as I've walked through elementary schools, things 9 like that, it seems like a lot of the classes have 10 EAs that really, really help, you know, the whole 11 movement. 12 And I think it was you who mentioned -- or 13 Commissioner Carrillo, I think it was him -- that 14 what a wonderful way to get them to become new 15 teachers, you know, and have the experience and, 16 quote, the internship and the sense of culture, you 17 know, and all that. 18 So you might want to take a look at that 19 and see, you know, something about that. I don't 20 know how the finances work with all that. But that 21 might be something to look at. 22 You had mentioned the idea of -- of 23 Level 1 teachers and, you know, the challenges 24 involved with that, which I fully get. Been there, 25 done that.</p>
<p style="text-align: right;">131</p> <p>1 performance. But I can hardly wait for the next 2 one. The next one's looking really -- some of those 3 guys with these big trumpets and things like that, 4 I'm really looking forward to that. 5 One thing I really, really like is how 6 you -- there's one other school that we've dealt 7 with in the last two months that identify their 8 students as "scholars." I think that's wonderful. 9 I think that -- that -- that's something that, you 10 know, it's drilled and drilled and drilled and 11 drilled into them. And I think that's very 12 meaningful for sure. I think that's great. 13 I just have a few questions. 14 What, about, is your average -- you know, 15 your average class size? 16 I'm an ex-teacher, so I'm coming from a 17 teacher perspective here. 18 MS. ELENA TRODDEN: So the average class 19 size is twenty. 20 SECRETARY BECK: Okay. And I saw on your 21 FTEs, you have 26 general ed teachers, you have two 22 special ed teachers, but you only have six EAs. 23 What's -- how do the EAs function? How does that 24 work? 25 MS. ELENA TRODDEN: So we primarily have</p>	<p style="text-align: right;">133</p> <p>1 Do you have a mentorship program where you 2 have your more experienced teachers mentoring the 3 younger teachers? 4 MS. NICAEA CHAVEZ: We do, and we have one 5 with us. Ms. Aponte. So I'll let her talk a little 6 bit to that. One of the things that we also did was 7 we did start the year out short-staffed, if you 8 will, starting with long-term subs. So we did make 9 some phone calls to partners that we have across the 10 state, and we said, "We have this problem. What do 11 we do?" 12 So one of our partners said, "You should 13 try calling the universities, the colleges. They 14 have all their student teachers who may be looking 15 for placement." 16 And so we did that. And we partnered with 17 Highlands University. And I think we have three -- 18 two from Highlands and one from Northern. And so we 19 are looking for other ways to bring in new teachers 20 that can also be kind of like on-the-job training; 21 right? They're already getting that internship in. 22 What's great is that the teachers that 23 they are sending us, or the prospective teachers 24 they're sending us, are bilingual-qualified. So 25 we're training teachers who are already going to be</p>

<p style="text-align: right;">134</p> <p>1 ready to come into that school and fill that role, 2 should we need it. And if not, we're training some 3 really good teachers who can go into other public 4 schools or what have you, and they're going to be 5 well prepared. 6 But I'll let Ms. Mahalia speak a little 7 more about our mentorship. 8 MS. MAHALIA APONTE: Good afternoon, 9 everybody. My name is Mahalia Aponte. A-p-o-n-t-e. 10 I teach Spanish Language Arts for the 11 middle school. So I see all our middle-schoolers 12 every day. 13 I also am our equity council chair. And 14 I'm also the mentor teacher for my middle school 15 team. 16 So I've got a student teacher from 17 Highlands. She's under me. And another student 18 teacher -- or another mentor -- pardon me -- who's a 19 Level 1, and it's her first year. 20 So I meet with them one on one each week, 21 and then we meet as an entire middle school once a 22 week as well, where we run our PLC. And I'm giving 23 them a little bit of some instructional support, 24 some different ideas, as well as the updates and 25 things that we need to go through.</p>	<p style="text-align: right;">136</p> <p>1 SECRETARY BECK: All right. So that sends 2 me to the governing council. I noticed in the Part 3 A of the application that -- and I'm -- are you the 4 Chair? Yes. Okay. Hi. 5 I noticed that you had one governing board 6 member that has been there for four years, one 7 that's been there for two years, and three that have 8 only been there one year. 9 And we -- we talk many, many times about 10 the connection between governing board and the -- 11 the -- the leadership and the functioning of the 12 school. And the stability of the governing board is 13 somewhat critical. And, obviously, you have a -- a 14 finance committee within the board that oversees all 15 these financial issues. 16 Can you speak to a little bit about my 17 concern -- I'm sure our concern -- about the 18 turnover, if I'm reading that correctly. Sometimes 19 these can get a little crazy. But, actually, this 20 is yours, so it's probably true. And the -- and -- 21 and the -- the oversight on the financial situation. 22 MS. BRENDA BACA: Sorry. My name is 23 Brenda Baca. And B-a-c-a. 24 Going on that, what we did is we had a 25 turnover of a board was due to previous</p>
<p style="text-align: right;">135</p> <p>1 So I'm a Tier 2, or a Level 2, here. I 2 was coming from North Dakota, so a different 3 education system completely. 4 But it's given me a lot of perspective. 5 So this is my tenth year. I love being a teacher. 6 And I love being a teacher to teachers, too. So I'm 7 keeping my middle school team strong and hoping that 8 they want to have a lifelong career in education. 9 So thank you, guys. 10 SECRETARY BECK: Great. Thank you. 11 The next question, I guess, would go to 12 the finance person. I noticed that there was three 13 or four grants that weren't fully utilized. Is 14 there a reason why that happened? 15 MS. SHIRLEY CIEREMANS: Excuse me. So, 16 basically, I -- I started with Albuquerque Bilingual 17 at the end of April. I was learning the processes. 18 But I really didn't have -- I really didn't know 19 anything about the finances at that time. 20 We did work with a third-party vendor. 21 And, I mean, to be honest, I was in the dark of, you 22 know, the finances of what was going on. 23 So -- but I can assure you that moving 24 forward, we will be expending all our grants, and we 25 shouldn't leave anything on the table.</p>	<p style="text-align: right;">137</p> <p>1 administration. And when we decided a change -- we 2 needed to change because we did not know a lot of 3 the stuff when we came in as a board. We came in, 4 and administration was -- like, we'd go into a 5 period meeting. A lot of stuff was not told to us 6 correctly and -- or at all. So they made their own 7 decisions along the way. 8 So what we thought we were getting was 9 something totally different. And what was sent to 10 Santa Fe was different than we voted on. 11 So when we lost half of our board a year 12 and a half ago, we brought in new board members that 13 are willing to work hard and fight for the school. 14 And that's what we did. 15 We came in, and when we brought the new 16 board members in, we decided the previous 17 administration and our previous lawyers and 18 everybody, we thought we needed a whole new change. 19 And with that, we did a change of 20 administration, legal counsel, and everything. 21 So -- and that's where we're at now. 22 To go back -- and we hired a third-party 23 group to help us make decisions with the new board. 24 The new board decided that it was in our best 25 interests to hire a third-party person to help us</p>

<p style="text-align: right;">138</p> <p>1 make -- to make new policies and procedures. And 2 that's what we did. 3 And that's where we're going forward, 4 because the two board members decided that it was in 5 our best interest to bring new people in and figure 6 out what we're doing wrong, you know. We need to 7 figure out what's happening and why things are 8 happening. 9 So when we brought out all these new board 10 members, we petitioned them out, and we brought 11 things in. Like board members are consisting of 12 what we needed. Like, we have real estate. We have 13 a contractor. A teacher himself, and all this other 14 stuff. So now we understand what we're doing. 15 SECRETARY BECK: How often does your Board 16 of Finance meet? 17 MS. BRENDA BACA: Every -- board of 18 finance meets once a month. 19 SECRETARY BECK: Well, that would be a 20 challenging situation for sure, having to deal with 21 that. So you feel pretty confident that these board 22 members are going to be consistent throughout your 23 years, at least? 24 MS. BRENDA BACA: Yes. Yes. We made a 25 decision as a board member that we fight together</p>	<p style="text-align: right;">140</p> <p>1 good coach for our soccer program. And our 2 volleyball program, we also have a good coach there. 3 SECRETARY BECK: Are you in a league, like 4 a middle school league or -- 5 FROM THE FLOOR: We are in the middle 6 school charter school league. 7 SECRETARY BECK: Wow. How many charters 8 are in that, roughly? Five? Six? Something like 9 that? 10 FROM THE FLOOR: In the basketball league, 11 there are eleven to thirteen teams. 12 SECRETARY BECK: Great. That's awesome. 13 What high school would you play for? 14 FROM THE FLOOR: What high school am I 15 going to attend to? Probably Atrisco. Atrisco 16 Heritage. 17 SECRETARY BECK: He's a Demon. He's worse 18 for me. The only reason he comes down to 19 Albuquerque is for basketball and football games. 20 Do you have anything to add? 21 FROM THE FLOOR: I would just like to add 22 that we have really great coaches, and I like the 23 program. 24 SECRETARY BECK: Thanks, guys. Thank you 25 very much. Awesome.</p>
<p style="text-align: right;">139</p> <p>1 and work together, and that's what we're doing. 2 SECRETARY BECK: It's so critical to the 3 success of the -- of the school. That's really 4 critical, for sure; so... 5 MS. BRENDA BACA: Yes. And I would like 6 to introduce our board members. I have Mr. Chris 7 Mott to my right. I have Mr. Shawn Kristoff. And 8 then I have Ms. Cynthia Guido on that side. Absent 9 is Mr. Jose Garcia and Tiffany Bazan that are not 10 here because -- 11 SECRETARY BECK: Thank you, guys, for 12 coming. Really appreciate it. That's really 13 meaningful, that's for sure. 14 I've got one more question. Got to bring 15 two of the boys up to talk about sports program. 16 Tell me what the sports program is about. 17 I'm sports-a-holic. So I had a very hard 18 time yesterday and the day before in my hotel room 19 'cause not a lot of sports on. So it's been pretty 20 brutal. But tell me about the sports program. 21 FROM THE FLOOR: I'm Francisco Hernandez. 22 H-e-r-n-a-n-d-e-z. I was in the basketball, and I 23 am going to be in the soccer program. The 24 basketball program, we have good coaches and a good 25 basketball program in general. Also we do have a</p>	<p style="text-align: right;">141</p> <p>1 THE CHAIR: Commissioner Brauer and 2 Commissioner Taylor. 3 MS. NICAIA CHAVEZ: Our board president 4 wanted to add something to the sports questions that 5 you had. So if she may? 6 MS. BRENDA BACA: Last night we had a 7 meeting with our parents. We had a facility meeting 8 and a parent meeting. And we are looking going 9 forth in doing our plans of building soccer fields 10 for our school. And we are looking at also thinking 11 of going in with a field and a gymnasium. 12 SECRETARY BECK: That's wonderful. You're 13 very cash-rich, it looks to me like, with your 14 operating cash. So I think you've got some good 15 funding to be able to do that. So great. We love 16 it. 17 FROM THE FLOOR: (Off-mic.) 18 COMMISSIONER BRAUER: Thank you, Chair. 19 And Commissioner Beck, you almost stole my thunder 20 there, so I'm glad you stopped right there. 21 Thank you all for coming today. Thank you 22 for the student leaders. It so great to see you all 23 shine through this and bring your full selves to 24 Santa Fe and to this room. It definitely makes this 25 work so much better as we see you all shine in that</p>

<p style="text-align: right;">142</p> <p>1 way.</p> <p>2 I also just commend the young people who</p> <p>3 transition from performing, or who will be</p> <p>4 performing, and also speaking in front of us. Those</p> <p>5 are two very different skill sets, and sometimes</p> <p>6 really hard to navigate both of those and shine so</p> <p>7 well. So I commend you all for that.</p> <p>8 I speak from as being a trumpeter way back</p> <p>9 when. I won't give you the decade in which I</p> <p>10 played. But the young men who were playing the</p> <p>11 trumpet, you made me really proud. And I can't wait</p> <p>12 to see all the others jump out, including all the</p> <p>13 other musicians.</p> <p>14 Thank you, ABA team, for all the work that</p> <p>15 you've been doing. I'm going to support your school</p> <p>16 for a five-year renewal. A lot of the questions</p> <p>17 have already been asked, especially around the</p> <p>18 finances.</p> <p>19 I did want to share for the Commission,</p> <p>20 especially around equity -- the equity work. I</p> <p>21 can't remember if you -- I can't remember if we met</p> <p>22 during this time. But way back at the very</p> <p>23 beginning of my tenure, I was working with some</p> <p>24 friends to do this work. It was called Sin</p> <p>25 Fronteras. And your school opted in to an</p>	<p style="text-align: right;">144</p> <p>1 receive for what they're funded for. But I can</p> <p>2 understand, with that much in your -- in your</p> <p>3 treasury, that sometimes that could -- may not feel</p> <p>4 as impactful.</p> <p>5 So I have a question. With that funding,</p> <p>6 and as of -- and I was just curious -- is it -- is</p> <p>7 continuing to grow in this upcoming -- in this</p> <p>8 fiscal year? Because you had a -- over</p> <p>9 \$2 1/2 million in unrestricted, which is 130 days of</p> <p>10 cash on hand, which is great.</p> <p>11 If that's the same -- like, what are the</p> <p>12 plans as a team? I hear a soccer field. So that's</p> <p>13 going to take -- if that's a turf field, like, no</p> <p>14 more is going to happen after that. But I was just</p> <p>15 curious what you all were planning for that funding.</p> <p>16 MS. SHIRLEY CIEREMANS: Well, first of</p> <p>17 all, I'd like to say that we do have a permanent</p> <p>18 cash transfer that I had submitted. Because it</p> <p>19 initially -- I guess it was initially submitted</p> <p>20 incorrectly. And so that's why we had to do the</p> <p>21 permanent cash transfer.</p> <p>22 So that, I think, was \$1.5 million. Is</p> <p>23 that the transfer? Yes. And it was from the sale</p> <p>24 of a building, our previous building.</p> <p>25 And moving forward, though, you know, with</p>
<p style="text-align: right;">143</p> <p>1 additional training. And one of my friends was in a</p> <p>2 pinch, and she was, like, "Alan, can you do this</p> <p>3 training at this school," on stuff that we've been</p> <p>4 working on in terms of culturally responsive</p> <p>5 teaching and getting culturally responsive profiles</p> <p>6 set up for young people.</p> <p>7 And so I had a training with some PTA and</p> <p>8 staff members during that -- during that time. And</p> <p>9 so I just think about that as doing above and</p> <p>10 beyond, exceeding what many other schools are doing</p> <p>11 and opting in to additional profound trainings as</p> <p>12 something that I know from firsthand that you all</p> <p>13 are doing. And so thank you for that.</p> <p>14 My one question has to do with the</p> <p>15 operating -- you've got 129 -- at least, as of last</p> <p>16 year, 129 days of cash on hand with unrestricted</p> <p>17 funding, which is great. Where sometimes, from my</p> <p>18 experience on a governing council on another charter</p> <p>19 school, when you have all that much money, sometimes</p> <p>20 it's not -- there is -- schools that are not as</p> <p>21 fortunate are really good at getting their</p> <p>22 reimbursements done, are really good at spending</p> <p>23 down funding.</p> <p>24 So not making an excuse or giving you an</p> <p>25 excuse. You ought to use the State funds that you</p>	<p style="text-align: right;">145</p> <p>1 what we have, you know, we have to account for if</p> <p>2 our -- for some reason, if our enrollment decreases,</p> <p>3 you know. We need to make sure we're going to have</p> <p>4 cash in order to cover our expenses that we have</p> <p>5 right now if anything changes.</p> <p>6 Also, you know, yes, we are looking into</p> <p>7 building a soccer field and a gym, you know, with</p> <p>8 all these grants or -- you know, if you know of</p> <p>9 anything to tell us what we need to apply for, you</p> <p>10 know, that helps with that.</p> <p>11 But we just always want to make sure we</p> <p>12 have something to cover ourselves, you know, in the</p> <p>13 event we're not getting as much reimbursement as</p> <p>14 we're used to.</p> <p>15 COMMISSIONER BRAUER: Got you. Great.</p> <p>16 Thank you.</p> <p>17 I had just one question. It's from more</p> <p>18 of a personal preference. But I farm for a living</p> <p>19 and run a nonprofit organization around agriculture.</p> <p>20 I know that you all were talking about that a year</p> <p>21 and a half or two years ago when I was there. There</p> <p>22 was a new little hydroponics system that was in one</p> <p>23 of the rooms. Can't remember the person that was in</p> <p>24 charge of that.</p> <p>25 I was curious if you all are doing</p>

<p style="text-align: right;">146</p> <p>1 anything about agriculture, around gardening, 2 especially given the space that you're located. 3 MS. NICAEA CHAVEZ: Based on the plans 4 that we had, or preliminary plans that we showed 5 parents last night, when we redo some of the 6 grounds, there's going to be kind of like a shaded 7 garden area. And there are plans for -- to grow 8 food and things like that. 9 So according to Ms. Brenda, she has all 10 the big plans. 11 THE CHAIR: Okay. 12 COMMISSIONER BRAUER: Thank you. Thank 13 you very much. That's all I have. Congratulations. 14 Thank you students for coming in. I can't wait for 15 the post-adjudgment stuff we're going to see; so... 16 MS. NICAEA CHAVEZ: We joked, and we said, 17 "If we're not renewed, we're just going to put them 18 on the bus, and we're going to hightail it. There's 19 no extra." There's no extra. Just saying. 20 COMMISSIONER TAYLOR: Yeah. I want to say 21 that -- first of all, how many buses did you guys 22 have to take? 23 MS. NICAEA CHAVEZ: One. A huge charter 24 bus, though. 25 COMMISSIONER TAYLOR: Good job. I was</p>	<p style="text-align: right;">148</p> <p>1 to our school, but had used our facility through 2 sports, and so, you know, has a vested interest in 3 that way. 4 And so we -- I think it was day eight. I 5 think we had a foundation meeting. We have new 6 officers. And I was, like, okay, that was a good 7 day eight. 8 So we do. We have a -- we have a really 9 strong foundation now. 10 COMMISSIONER TAYLOR: Great. Great. Then 11 it sounds like, in previous discussion, that the -- 12 you have some -- you have some processes in place -- 13 or putting processes in place -- to not have 14 continued audit findings in the future. 15 So that's -- I mean, everybody gets in a 16 situation where, you know, something happens. We 17 look back, and we think, why did that happen? Why 18 did we do that? 19 But the important thing is to think about 20 and process -- think about the processes that are 21 going to prevent it for the future. So it sounds 22 like you all are doing that. 23 I did look at -- when I was looking at 24 academics, the -- your science proficiency went from 25 46 to 25 from -- from '20-'21 to '22-'23. Is there</p>
<p style="text-align: right;">147</p> <p>1 thinking there's probably a whole fleet of them out 2 in the parking lot. 3 Again, you know, let me reiterate just the 4 fact that it's so impressive to see this -- this 5 place filled with people who have an interest and 6 love for the school and the program that they're in, 7 you know. 8 And what a fantastic opportunity to be 9 able to go to school and take mariachi. How awesome 10 is that? So, anyway, so many great things going on. 11 When I looked at the -- when I was -- when 12 I looked at the audit, one of the notations made by 13 the auditors were that the foundation didn't have a 14 board in charge of finances. Has that been 15 rectified? 16 MS. ELENA TRODDEN: Yes. So when I first 17 came on board, I think there may have been one 18 member left on the foundation. It really wasn't a 19 functioning foundation. And so that was kind of one 20 of the first orders of business. 21 And so I think we have found some really 22 dedicated people, again, that are sincerely 23 interested in seeing our school succeed. For 24 example, one of the people in our board, our 25 foundation board now, doesn't have a student coming</p>	<p style="text-align: right;">149</p> <p>1 a reason for that? I mean, is there a plan in place 2 to improve that? What are you guys doing? 3 MS. ELENA TRODDEN: Sure. That's a great 4 question. 5 Again, I don't know all of the whys, or 6 there may be nuances that may be newer. 7 From what I was aware of, there has been 8 turnover in science staff. Coming in, that's one of 9 the areas also that I didn't see a lot of -- when I 10 was walking through rooms, I didn't see a lot of 11 science equipment. I didn't see a lot of math 12 manipulatives. 13 So those are gaps that we are trying to 14 fill in with some of our grant monies. 15 If you want to know what we're buying, 16 that's what we're buying. 17 So we do have, in some situations, a 18 younger staff, newer, like, Tier I teachers. So 19 that's where those instructional practices coming 20 in. I know, Ms. Martinez, if you want to jump in, 21 we're doing a lot of work with engagement and -- do 22 you want to speak to that? If not, I guess I will. 23 For example, we want to make sure that all 24 of our scholars are engaged in a lesson. So it's 25 even how we ask questions.</p>

<p style="text-align: right;">150</p> <p>1 We can ask a question, "Who knows the 2 capitol of whatever?" And we might get hands up, or 3 we might have like the traditional, like, where they 4 pick a popsicle stick. But we're only engaging that 5 way one student at a time. 6 So we talk a lot about -- our teachers are 7 learning how to ask engagement questions. "Turn to 8 your partner and discuss da-da-da." 9 So they have partners they're set up with. 10 And the teacher walks around. They can check for 11 understanding. Maybe it's a whiteboard. And you 12 know, everyone is answering a certain question, and 13 they hold up -- so how to engage every single 14 student in that class in that lesson, not just one 15 at a time. 16 So that's one of the things we're tackling 17 with our instructional practices. 18 MS. NICAIA CHAVEZ: And also through our 19 collaborative sessions, we've been talking about 20 different collaborative practices, such as like the 21 gradual release model. First, the teacher models 22 it. Then we do it together as a group. Then you go 23 back with your partners or your small group and you 24 do it together. 25 And so, you know, setting those</p>	<p style="text-align: right;">152</p> <p>1 mini-planetarium. So -- but it's not just for 2 space. There's different videos we have on all 3 sorts of science topics, social studies topics. You 4 can actually even do math lessons. Like, if you 5 have a 360 kind of video, we're about to have some 6 professional development on how to better utilize 7 that. 8 But we're very excited. The kids were all 9 excited when we had it up, and they got to go in 10 with their classes and see some of the videos that 11 we have, whether it's animals or space or something 12 that you may see at the planetarium. 13 We have videos like the evolution of our 14 solar system or things like that. Again, we're 15 trying to bring in more science curriculum and 16 materials to use. 17 COMMISSIONER TAYLOR: Great. Thank you. 18 Thanks again. 19 THE CHAIR: Commissioners, I would be 20 remiss if didn't say this is such a 360-degree turn 21 for this school, that this school was within a 22 hair's breadth of not being renewed the last time 23 and put under a very -- very strict CAP, which they 24 did pull themselves out of. 25 But it just didn't make that turn that it</p>
<p style="text-align: right;">151</p> <p>1 expectations, you have -- you're beginning your 2 class with a five-minute bell ringer. Then you're 3 going into the introduction of the topic. Then 4 we're doing it together. 5 It really has to be that part of the 6 engagement. But you can't just hand them something 7 and expect them to do it. 8 So if you have a system in place, like the 9 gradual release model, it also keeps the teacher 10 engaged with the students. So it really is about 11 teaching, again, best practices. 12 So as leaders, we have to be teachers -- 13 like, lead teachers to our staff, and then have our 14 staff implement that also in the classroom. 15 So we're really looking at what this 16 change looks like from the leadership all the way 17 down. It can't just happen in one area. 18 MS. ELENA TRODDEN: And one other thing 19 that I will tell you about. If anybody happens by 20 our school, we'd love to show you it. We have a new 21 addition to our school. It's called a Star Lab, and 22 it's kind of a dome-looking thing. We can actually 23 fit probably about 50 kids in there if you pack them 24 in. We don't ever do that. Nice to have some room. 25 But, basically, it's kind of like a</p>	<p style="text-align: right;">153</p> <p>1 should have, and, primarily, because what we're 2 seeing in front of us now was absent at that time. 3 And that's a team, you know. 4 And this is absolutely -- you know, it 5 is -- you know, it's remarkable, the change that has 6 taken place here. It really is. And I'm just so 7 pleased to see and hopeful for -- for the future, 8 because it just -- you know, this is a school that 9 serves that community, and is so important to that 10 community. 11 And, I mean, the proof is the community 12 has continued to support that school and fought to 13 make the changes in that school that were necessary. 14 And sometimes that's really, really, 15 really rough, you know. And it's -- and it's 16 hopefully a testament to this team that you're 17 weathering it quicker and moving forward. 18 And I just want to thank everyone here for 19 any amount of effort that you've been part of to -- 20 to get this to where it is now and what it -- you 21 know, the future looks great. 22 Commissioner Carrillo. 23 VICE CHAIR CARRILLO: I told the kids what 24 amazing patience they have, and this will all be 25 over soon.</p>

<p style="text-align: right;">154</p> <p>1 So remember the movie Jerry McGuire, when 2 Renee Zellweger said, "You had me at hello?" 3 You had me when I saw all the kids walk 4 in; okay? It was done. We just -- we love that so 5 much when kids come to us and when you perform, when 6 you speak, when you're eloquent. 7 So in terms of a theme of what the kids 8 spoke about: Supportive teachers. So many of you 9 said you feel really supported by your teachers. 10 And that's huge, because if you don't really have a 11 partner in a teacher, it's going to be really 12 challenging on many levels to move forward. 13 The -- you also put a little note on 14 the -- I saw when she said that, everybody wrote 15 that down. That'll be in soon. 16 That's your money. Your money. The last 17 thing we want to do is give it back to the General 18 Fund. Okay? And we're going to start making this a 19 habit when we are able to. 20 The -- let's see. EAs. This may be 21 something that all of us can work on. I may even -- 22 I remember when I was working as a permanent sub at 23 Atalaya Elementary School up here, they were paying 24 me, like, \$9.00 an hour or something, even below the 25 Santa Fe minimum wage.</p>	<p style="text-align: right;">156</p> <p>1 going to support -- I'm going to support a renewal, 2 because you had me at hello; right? And the -- so 3 are you doing right now professional development 4 around what you said? Increased engagement? 5 MS. ELENA TRODDEN: Yes, sir. That's 6 exactly one of our priorities is engagement. I also 7 want to say I did take place in the turnaround 8 program. I'm an alumni from when I used to work for 9 the University of Virginia way back in 2013. 10 So, absolutely, we've used some of those 11 leverage points and things in our situation. 12 Absolutely. 13 VICE CHAIR CARRILLO: That's fantastic, 14 bringing that here. 15 The -- I'm looking forward to when you 16 have your soccer field and your gym. Certainly, you 17 have the money for it. Don't get grass. Get turf. 18 And when you get grass, you get nothing but prairie 19 dogs and holes and injuries. It's a nightmare. 20 And we have -- you know, we replaced 21 everything up here to turf for that reason. Also 22 the amount of water you save. 23 MS. ELENA TRODDEN: Yes. 24 VICE CHAIR CARRILLO: So I really don't 25 have any other questions. The financial stuff will</p>
<p style="text-align: right;">155</p> <p>1 I was doing it because I really wanted to 2 do it, and I had another job. It's, like, if we 3 want to have EAs that want to be teachers, we've got 4 to pay them something livable, even for our 5 charters, district schools. There's that natural 6 pipeline. They're already interested, or they 7 wouldn't be in these classrooms. 8 So when you were speaking -- Ms. Trodden, 9 this reminds me -- everything that you've said and 10 what you've gone through reminds me when I was on 11 the Santa Fe Public Schools board, which I did for 12 nine years before all this, we had a couple of 13 schools, when the feds were offering the turnaround 14 model. It was a three-year model. It was a bunch 15 of money. You pretty much had to fire everybody. 16 And it was certainly at the management 17 level. Let's face it. They were responsible for 18 the school's failure. 19 And what you're going through -- and all 20 of you have such a new staff, but an impassioned 21 staff -- I just really applaud you for that, what 22 you're taking on, where you are right now, exactly 23 what Chair Gipson said when she remembers, you know, 24 five years ago. 25 And so I have -- it's pretty obvious I'm</p>	<p style="text-align: right;">157</p> <p>1 probably be in a motion in terms of, you know, 2 additional things you need to do. 3 Just thank you. Thank you very much for 4 what you do in your community. 5 MS. ELENA TRODDEN: Thank you. 6 THE CHAIR: So I move that the Public 7 Education Commission approve the renewal application 8 for the Albuquerque Bilingual Academy for a 9 five-year term with the following conditions: 10 That the school's record of performance 11 demonstrates improved student academic growth in 12 math. 13 That the school identify a robust 14 strategic educational plan to improve student 15 outcomes and appropriate staff professional 16 development related to content instruction. 17 And that the school demonstrates that it 18 is improving its fiscal processes with a goal 19 towards reducing audit findings and fully expending 20 grant funds. 21 VICE CHAIR CARRILLO: Second. Oh, sorry. 22 THE CHAIR: Sorry. Sorry. Sorry. I'm 23 sorry. I forgot the last paragraph. 24 The specific immediate actions needed 25 above will be outlined in the school's negotiated</p>

158	<p>1 contract documents. The first annual report will</p> <p>2 confirm completion of the items listed above, or, if</p> <p>3 the concern is not corrected, will identify the</p> <p>4 uncorrected, unsatisfactory performance on each item</p> <p>5 that will be subject to further PEC action.</p> <p>6 VICE CHAIR CARRILLO: Second.</p> <p>7 THE CHAIR: There's a motion by</p> <p>8 Commissioner Gipson and a second by Commissioner</p> <p>9 Carrillo.</p> <p>10 And Commissioner Brauer?</p> <p>11 COMMISSIONER BRAUER: Madam Chair, I --</p> <p>12 I'm going to -- I'm going to vote for this. I was</p> <p>13 going back and forth on whether or not to have</p> <p>14 conditions.</p> <p>15 I am still not completely married to it.</p> <p>16 But my thought is, given the newness of leadership</p> <p>17 roles, the newness of the governing council coming</p> <p>18 out of a -- you know, when you have a transition of</p> <p>19 head -- do you call it "head administrator" at your</p> <p>20 school? -- and your governing council, there's some</p> <p>21 changes there.</p> <p>22 I see this -- I see this as an opportunity</p> <p>23 to support during this transition. And I think,</p> <p>24 still, it is -- you know, it is -- you all are still</p> <p>25 in transition down to the business office.</p>	160	<p>1 But I -- and I would just say --</p> <p>2 Ms. Trodden, you probably remember very well when</p> <p>3 there's a turnaround model, there's also regular</p> <p>4 accountability meetings and making sure you're on</p> <p>5 track. That's why everyone is getting all that</p> <p>6 cash; right?</p> <p>7 So I agree completely that because this is</p> <p>8 new and it is no way reflective on our lack of</p> <p>9 confidence in any way.</p> <p>10 The thing that I didn't mention -- I'll</p> <p>11 just mention it now instead of asking the question</p> <p>12 is -- one, so happy to see four board members here.</p> <p>13 Huge for us to see that. Because as Commissioner</p> <p>14 Beck said, when boards start to go like this</p> <p>15 (indicates), schools start to just spiral downward.</p> <p>16 One thing I would consider, based on kind</p> <p>17 of our amendment, is if you don't do it already,</p> <p>18 just to have a placeholder in your board meeting --</p> <p>19 this is just me, suggestion -- where you're</p> <p>20 constantly communicating with one another about</p> <p>21 academic progress and what you might be doing to</p> <p>22 fulfill the -- the amendment -- condition. Yeah.</p> <p>23 SECRETARY BECK: Okay. So our final</p> <p>24 school out of 20 schools we've done in the last four</p> <p>25 weeks.</p>
159	<p>1 And so I just wanted to share that I had a</p> <p>2 little bit of tumult of going fully behind these</p> <p>3 three. But I'm resting on it now, because of what I</p> <p>4 just mentioned.</p> <p>5 So thank you very much.</p> <p>6 COMMISSIONER TAYLOR: Yeah. I'd like to</p> <p>7 see if you would consider a friendly amendment.</p> <p>8 When you talked about improving math,</p> <p>9 could we also add science to that, since their</p> <p>10 proficiencies dropped so much?</p> <p>11 Okay.</p> <p>12 COMMISSIONER BURT: Actually, can we add</p> <p>13 just all academics? Just academics in general.</p> <p>14 THE CHAIR: Sure. Got you. Yeah.</p> <p>15 Commissioner Brauer kind of stole my</p> <p>16 thunder, because I was there. But because you're</p> <p>17 all so new, I have incredible hope. I really do. I</p> <p>18 do. And I have confidence, not just hope. I do</p> <p>19 have confidence.</p> <p>20 But I think this helps to hopefully</p> <p>21 support and guide. Yeah.</p> <p>22 Commissioner Carrillo.</p> <p>23 VICE CHAIR CARRILLO: And so I agree</p> <p>24 completely. We can't -- we don't have questions of</p> <p>25 you at this point. It's only internal.</p>	161	<p>1 Commissioner Taylor.</p> <p>2 COMMISSIONER TAYLOR: Yes.</p> <p>3 SECRETARY BECK: Commissioner Brauer.</p> <p>4 COMMISSIONER BRAUER: Yes.</p> <p>5 SECRETARY BECK: Commissioner Manis.</p> <p>6 COMMISSIONER MANIS: Yes.</p> <p>7 SECRETARY BECK: Commissioner Burt.</p> <p>8 COMMISSIONER BURT: Yes.</p> <p>9 SECRETARY BECK: Commissioner</p> <p>10 Clahchischilliage.</p> <p>11 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>12 SECRETARY BECK: Commissioner Ingham.</p> <p>13 COMMISSIONER INGHAM: Yes.</p> <p>14 SECRETARY BECK: Vice Chair Carrillo.</p> <p>15 VICE CHAIR CARRILLO: Yes.</p> <p>16 SECRETARY BECK: Chair Gipson.</p> <p>17 CHAIR GIPSON: Yes.</p> <p>18 SECRETARY BECK: Secretary Beck, yes.</p> <p>19 There are nine votes for, zero votes</p> <p>20 against. The motion passes. Congratulations.</p> <p>21 (Applause.)</p> <p>22 THE CHAIR: We are in recess until 8:30</p> <p>23 tomorrow morning.</p> <p>24 (Proceedings in recess at 12:24 p.m.)</p> <p>25</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
13 virtually and in the State of New Mexico, County of
14 Santa Fe, in the matter therein stated.

15 In testimony whereof, I have hereunto set my
16 hand on December 30, 2024.

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BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS

OPEN PUBLIC MEETING

December 13, 2024

8:30 a.m.

Jerry Apodaca Education Building, Mabry Hall

300 Don Gaspar Avenue

Santa Fe, New Mexico

-AND-

Via Zoom Webinar

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

Bean & Associates, Inc.

Professional Court Reporting Service

201 Third Street, NW, Suite 1630

Albuquerque, New Mexico 87102

JOB NO.: 9238N (CC)

2	<p>1 APPEARANCES</p> <p>2 COMMISSIONERS:</p> <p>3 PATRICIA GIPSON, Chair</p> <p>4 STEVEN J. CARRILLO, Vice Chair</p> <p>5 TIMOTHY E. BECK, Secretary</p> <p>6 ALLAN BRAUER, Member</p> <p>7 REBEKKA BURT, Member</p> <p>8 STEWART INGHAM, Member</p> <p>9 K.T. MANIS, Member</p> <p>10 MICHAEL TAYLOR, Member</p> <p>11</p> <p>12 STAFF:</p> <p>13 CORINA CHAVEZ Director</p> <p>14 Charter School/Options for</p> <p>15 Parents and Families Division</p> <p>16 BRIGETTE RUSSELL Deputy Director</p> <p>17 Charter School/Options for</p> <p>18 Parents and Families Division</p> <p>19 LUCY VALENZUELA Authorizing Practices</p> <p>20 Administrator</p> <p>21 Charter School/Options for Parents</p> <p>22 and Families Division</p> <p>23</p> <p>24 MELISSA BROWN Technical Assistance and</p> <p>25 (MISSY) Training Supervisor</p> <p>Charter School/Options for</p> <p>Parents and Families Division</p> <p>CHERYL ROWE Authorizing Practices</p> <p>Administrator</p> <p>Charter School/Options for Parents</p> <p>and Families Division</p> <p>COUNSEL TO THE PEC:</p> <p>JULIA HOSFORD BARNES, ESQ.</p> <p>Barnes Mediation and Law, PC</p> <p>200 W. DeVargas Street, Suite 7</p> <p>Santa Fe, New Mexico 87501</p>
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5	<p>1 THE CHAIR: Good morning, everyone. I'm</p> <p>2 going to call to order this meeting of the --</p> <p>3 actually, we're back out of recess, and it is</p> <p>4 Friday, the 13th, and it is 8:34 a.m.</p> <p>5 So, Commissioner Beck, could you take</p> <p>6 roll, please.</p> <p>7 SECRETARY BECK: Absolutely.</p> <p>8 Commissioner Ingham.</p> <p>9 COMMISSIONER INGHAM: Here.</p> <p>10 SECRETARY BECK: Commissioner Burt.</p> <p>11 COMMISSIONER BURT: Here.</p> <p>12 SECRETARY BECK: Commissioner Taylor.</p> <p>13 COMMISSIONER TAYLOR: Here.</p> <p>14 SECRETARY BECK: Commissioner Armijo.</p> <p>15 (No response.)</p> <p>16 SECRETARY BECK: Commissioner Manis.</p> <p>17 COMMISSIONER MANIS: I am here.</p> <p>18 SECRETARY BECK: Commissioner Brauer.</p> <p>19 COMMISSIONER BRAUER: Present.</p> <p>20 SECRETARY BECK: Commissioner</p> <p>21 Clahchischilliage.</p> <p>22 (No response.)</p> <p>23 THE CHAIR: No, I think she said she would</p> <p>24 not be here today.</p> <p>25 SECRETARY BECK: Commissioner Gipson.</p>

6

1 THE CHAIR: Oh, I'm here.
 2 SECRETARY BECK: Partially.
 3 Vice Chair Carrillo.
 4 VICE CHAIR CARRILLO: Here.
 5 SECRETARY BECK: Secretary Beck. There
 6 are eight present. We do have a quorum.
 7 THE CHAIR: And we're now on to Item
 8 No. 3, which is Public Comment.
 9 MS. MELISSA BROWN: We have two people
 10 signed up for public comment. First is Jana
 11 Holguin. Jana, please remember to spell your last
 12 name for the court reporter.
 13 FROM THE PUBLIC: Okay. Can you hear me?
 14 MS. MELISSA BROWN: Yes, we can.
 15 FROM THE PUBLIC: Good morning. My name
 16 is Jana Holguin. J-a-n-a H-o-l-g-u-i-n.
 17 Alma continues to operate in blatant
 18 noncompliance with the OMA, the New Mexico Public
 19 Records laws, and charter school requirements.
 20 Complaints have been filed, yet there are
 21 no consequences despite clear evidence of these
 22 violations. The school persistently blocks public
 23 participation in meetings. Virtual access is either
 24 denied outright or undermined by technical failures,
 25 such as the last meeting sound issues.

7

1 Additionally, the school fails to provide
 2 a way for public comment via webcast, a requirement
 3 mandated by Chapter 22 Article 8B NMSA 1978
 4 Section 7.
 5 These repeated failures silence the
 6 community and reflect an alarming disregard for
 7 transparency and accountability. The actions of the
 8 school's administrator and governing board are
 9 indefensible.
 10 The administrator's reporting of me before
 11 and after a meeting while I was in my vehicle is
 12 blatant harassment.
 13 The board's justification, citing, quote,
 14 "an abundance of caution," is baseless and absurd.
 15 Caution for what? For attending a public meeting
 16 they improperly designated as virtual only, in
 17 direct violation of the OMA?
 18 Equally troubling is the behavior of the
 19 governing council president's husband, who is also a
 20 board member. Instead of intervening to stop the
 21 administrator's harassment, bullying, and
 22 intimidation tactics, he laughed, encouraged it, and
 23 excused it.
 24 This behavior violates the school's own
 25 bylaws, Article II-F and Article V-E under

8

1 "conduct," and sends a clear message harassment,
 2 dishonesty, and disregard for the law are tolerated.
 3 When concerns are brought to the board,
 4 they are dismissed, and grievances are met with
 5 falsehoods.
 6 For example, the board claimed the meeting
 7 listed as "virtual only" allowed public
 8 participation; yet, they failed to address the
 9 locked doors that physically barred the public
 10 access. Claiming compliance while actively
 11 excluding the public is deceitful and unacceptable.
 12 As Commissioner Brauer aptly noted,
 13 "Culture eats strategy for breakfast."
 14 Under this administration and board, the
 15 culture at Alma is defined by broken relationships,
 16 eroded trust, false claims, and a blatant disregard
 17 for legal and ethical standards.
 18 Positive outcomes cannot be expected when
 19 such a toxic culture prevails. It is past time to
 20 address these ongoing issues and restore
 21 accountability and integrity to Alma.
 22 I urge you to hold Alma accountable and
 23 ensure compliance with the standards and laws
 24 designed to protect our schools and their
 25 communities.

9

1 Thank you.
 2 MS. MELISSA BROWN: Thank you, Jana. And
 3 I appreciate you keeping that to two minutes
 4 exactly.
 5 Next we have Janet van Coblign.
 6 FROM THE PUBLIC: Good morning, everyone.
 7 My name is Janet van Coblign. Last name is two
 8 words. First word, v-a-n, space, C-o-b-l-i-j-n.
 9 I'm just reiterating what Jana has said
 10 and also adding it's interesting. We continue to
 11 not get any information about what is actually going
 12 on at Alma; although, one of the more recent
 13 postings says, "See, the art program is alive and
 14 well" with the one unlicensed art teacher.
 15 What this year now, at least, year and a
 16 half has shown us, that no matter what we do, no
 17 matter what we find deficient or illegal apparently
 18 just doesn't matter. It's pretty depressing.
 19 And, yet, we will continue. And even
 20 though it seems like it's just a few of us who are
 21 calling in every month, there still are plenty of
 22 people who are invested in seeing this -- don't want
 23 to say "resolved." I want to say justice is done.
 24 Thank you.
 25 MS. MELISSA BROWN: Thank you. That

10	<p>1 concludes public comment.</p> <p>2 THE CHAIR: Thank you.</p> <p>3 MS. MELISSA BROWN: Sam Obenshain is not</p> <p>4 on.</p> <p>5 THE CHAIR: So Item No. 4. We have one</p> <p>6 Commissioner whose term of service is ending this --</p> <p>7 on December 30th. And then we have a new member</p> <p>8 that has been elected. So I just wanted to take</p> <p>9 this opportunity to acknowledge the term of</p> <p>10 Commissioner Armijo.</p> <p>11 I know she is deeply dedicated to serving</p> <p>12 students and families in her district and across</p> <p>13 New Mexico.</p> <p>14 She and her husband helped found a charter</p> <p>15 school in -- in Albuquerque, and she is still very</p> <p>16 much attached -- she still serves on the governing</p> <p>17 council there, so that her commitment and dedication</p> <p>18 to students and children in New Mexico should not go</p> <p>19 unnoticed. So I just want to thank her for serving</p> <p>20 children in New Mexico.</p> <p>21 SECRETARY BECK: I just also want to thank</p> <p>22 her for a real smooth transition from her being</p> <p>23 secretary to me being secretary, giving me her</p> <p>24 famous Excel spreadsheet that I could edit and</p> <p>25 manipulate and be able to do so. I appreciate her</p>	12	<p>1 founding teachers -- can't remember her name --</p> <p>2 Dr. G., or whatever they call her.</p> <p>3 But it was a wonderful event with a lot of</p> <p>4 people there, and it's a beautiful new library and</p> <p>5 beautiful new facility.</p> <p>6 Thank you.</p> <p>7 THE CHAIR: Thank you. Commissioner</p> <p>8 Carrillo.</p> <p>9 VICE CHAIR CARRILLO: And I want to --</p> <p>10 yes. I'd like to acknowledge, please, the McCurdy</p> <p>11 Charter School in the Española Valley. They were</p> <p>12 awarded with the -- from the Public Charter Schools</p> <p>13 of New Mexico with Charter School of the Year. Way</p> <p>14 to go, McCurdy. Thank you for all you do for our</p> <p>15 kids.</p> <p>16 THE CHAIR: Thank you. So I'd like to --</p> <p>17 and I apologize. I don't -- I thought I saved the</p> <p>18 exact title. But there are a number of charter</p> <p>19 school teachers throughout the state that have been</p> <p>20 recognized and are part of -- and I'm just going to</p> <p>21 refer to it as a teacher leader program. I'm going</p> <p>22 to have to find it.</p> <p>23 But Brande Bernat of Solare Collegiate;</p> <p>24 Shannon Beyer of Albuquerque School of Excellence;</p> <p>25 Melanie Bussiere of Pecos Cyber Academy; Jessica</p>
11	<p>1 help on that.</p> <p>2 THE CHAIR: Thank you very much.</p> <p>3 Sam Obenshain is coming on. I had sent a</p> <p>4 message out to him indicating that we would like to</p> <p>5 introduce him. But I guess his schedule did not</p> <p>6 permit it. I did not hear back from him. So we'll</p> <p>7 wait till January and there will be -- that'll be</p> <p>8 his first meeting, and we can introduce Sam.</p> <p>9 Sam sat in the Director's chair for a</p> <p>10 time. He served as a leader in charter schools,</p> <p>11 and, most recently, was teaching at a charter</p> <p>12 school.</p> <p>13 So his understanding and knowledge of</p> <p>14 charters will certainly help as he comes on.</p> <p>15 Processes change, but the charter world, the</p> <p>16 commitment is still there, and that doesn't change.</p> <p>17 So looking forward to seeing Sam in our</p> <p>18 January meeting.</p> <p>19 Okay. Item No. 5, School Highlights and</p> <p>20 Spotlights.</p> <p>21 Commissioner Beck.</p> <p>22 SECRETARY BECK: Yeah. I just want to say</p> <p>23 that I attended, on November 25th, the library and</p> <p>24 technology lab opening at Cottonwood Classical. It</p> <p>25 was an awesome event. It's named after one of the</p>	13	<p>1 Castro-Buelna, J. Paul Taylor Academy; Teisha</p> <p>2 Holloway, Digital Arts and Technology Academy;</p> <p>3 Elizabeth Long, Albuquerque Collegiate; Andrea</p> <p>4 Lopez, Cottonwood Classical; Aja Currey of</p> <p>5 Rio Gallinas Charter School. And the 2024-26 Teach</p> <p>6 Plus New Mexico Advocacy Fellows are Chelsea</p> <p>7 Granillo of Vista Grande and Joyce Holmes of Sixth</p> <p>8 Grade Academy in Lovington.</p> <p>9 And I apologize. I'm going to have to</p> <p>10 reopen this, because I lost some of the -- I</p> <p>11 couldn't get at the full picture, because I know</p> <p>12 there's other teachers I'm missing.</p> <p>13 I dropped off at -- I dropped off with</p> <p>14 Andrea Lopez of Cottonwood Classical.</p> <p>15 SECRETARY BECK: Okay. We have -- here.</p> <p>16 Just give it --</p> <p>17 THE CHAIR: Okay. Thanks.</p> <p>18 Michael Mack of Albuquerque Charter</p> <p>19 Academy; Joaquin Sanchez of South Valley Academy;</p> <p>20 Lauren Scott of Mountain Mahogany; Zeta Shearill,</p> <p>21 Alma d'Arte Charter High School. Thanks.</p> <p>22 THE CHAIR: I think it's all part of the</p> <p>23 Teach Plus program that they're being recognized</p> <p>24 through. Yes.</p> <p>25 Thank you and congratulations to all of</p>

14	<p>1 them. That's a significant number of teachers. And 2 it's -- requires a commitment. So -- and the idea 3 that these schools are helping to support teachers 4 to improve the craft, congratulations to all of 5 them.</p> <p>6 Anyone else? 7 (No response.)</p> <p>8 THE CHAIR: Okay. Item No. 6, the Consent 9 Agenda. Commissioner Carrillo.</p> <p>10 VICE CHAIR CARRILLO: Thank you, Chair 11 Gipson. I'd like to pull off for separate 12 discussion the Item 12, which is the governing body 13 bylaws for the New Mexico School for the Arts so 14 they can be addressed separately.</p> <p>15 THE CHAIR: All right. That will be the 16 next item we talk about.</p> <p>17 VICE CHAIR CARRILLO: Okay. Thanks.</p> <p>18 THE CHAIR: So if there are no other 19 changes, I move to approve the Consent Agenda with 20 the change of removing Item No. 12.</p> <p>21 COMMISSIONER TAYLOR: Second.</p> <p>22 THE CHAIR: There's a motion by 23 Commissioner Gipson, a second by Commissioner 24 Taylor.</p> <p>25 SECRETARY BECK: Chair Gipson.</p>	16	<p>1 You have to press it on until that little 2 light turns green.</p> <p>3 DR. KAPLAN: Oh, I see. I had to take off 4 my glasses to see, which is unusual for most people.</p> <p>5 Good morning. I'm Dr. Kaplan. I'm chair 6 of the governing council at New Mexico School for 7 the Arts.</p> <p>8 THE CHAIR: I'm sorry. Could you just 9 spell your last name for the record?</p> <p>10 DR. KAPLAN: Kaplan. K-a-p-l-a-n. Thank 11 you.</p> <p>12 I just wanted to provide you with an 13 update. The governing council members have been 14 revising all the school policies. We decided to do 15 that every year or two to make sure that they're 16 current and up to date. And part of that process 17 involved revising the governing council bylaws, 18 which hadn't been revised since the charter was 19 approved in 2010.</p> <p>20 So we made some changes to it. We took 21 out language that really no longer actually fit or 22 applied to the New Mexico School for the Arts. We 23 made it more current. We ran everything by our 24 lawyer, who approved everything for us.</p> <p>25 What we also did, though, is that we added</p>
15	<p>1 THE CHAIR: Yes.</p> <p>2 SECRETARY BECK: Vice Chair Carrillo.</p> <p>3 VICE CHAIR CARRILLO: Yes.</p> <p>4 SECRETARY BECK: Commissioner Burt.</p> <p>5 COMMISSIONER BURT: Yes.</p> <p>6 SECRETARY BECK: Commissioner Brauer.</p> <p>7 COMMISSIONER BRAUER: Yes.</p> <p>8 SECRETARY BECK: Commissioner Ingham.</p> <p>9 COMMISSIONER INGHAM: Yes.</p> <p>10 SECRETARY BECK: Commissioner Taylor.</p> <p>11 COMMISSIONER TAYLOR: Yes.</p> <p>12 SECRETARY BECK: Commissioner Manis.</p> <p>13 COMMISSIONER MANIS: Yes.</p> <p>14 SECRETARY BECK: Secretary Beck.</p> <p>15 There are eight votes for, zero votes 16 against. The item passes.</p> <p>17 THE CHAIR: That brings to us Item No. 7, 18 which would be the item removed from the Consent 19 Agenda. I don't --</p> <p>20 VICE CHAIR CARRILLO: I know that -- I 21 just wanted -- Dr. Kaplan is here from New Mexico 22 School for the Arts to have the -- if there's 23 something that we need to know about this before we 24 vote on it, or something, Dr. Kaplan, that you want 25 to let us know, tell us about why this is here.</p>	17	<p>1 an ethical responsibility -- code of ethics for the 2 governing council members. It certainly -- you 3 know, everybody on the current governing council 4 gets along and is really no problem.</p> <p>5 We're looking towards the future for 6 people that will come and be governing council 7 members when those of us who are on the council will 8 leave. We just want to make sure that there's no 9 problems moving forward, as we've heard in other 10 charter schools. So we added a code of ethics for 11 all the governing council members to be aware of.</p> <p>12 VICE CHAIR CARRILLO: So, Dr. Kaplan, is 13 there any chance that you can have the Supreme Court 14 do the same thing?</p> <p>15 THE CHAIR: Wouldn't that be nice?</p> <p>16 VICE CHAIR CARRILLO: That would be. That 17 would be.</p> <p>18 I know our attorney, Ms. Barnes, had told 19 me that one of the things -- and I think that it 20 might be that you included it as well. And that's 21 language around when -- and this isn't just for you; 22 it's -- a lot of schools are adopting this -- should 23 your board drop to having less than a quorum, the -- 24 to be notifying the PEC, is that now included in the 25 bylaws?</p>

18	<p>1 DR. KAPLAN: Unfortunately, it is not. 2 And I noticed that, I think this morning, that 3 there's a request for governing councils to change 4 their bylaws to include a section. So we'll go back 5 and address that in our bylaws and send it off to 6 you again. 7 VICE CHAIR CARRILLO: You don't need to 8 come again for that. We do that automatically for 9 you. 10 FROM THE FLOOR: Thank you. 11 VICE CHAIR CARRILLO: Thank you very much. 12 Any special performances you want to let 13 those of us in the north know about that are coming 14 up for the holidays? 15 THE CHAIR: You missed a great music 16 concert last night. Tonight is the Poetry Slam 17 tonight from 6:00 to 8:00. 18 MS. MELISSA BROWN: Missed the student 19 showcase fair. Like, they were selling art or 20 something. 21 THE CHAIR: Yes, that is going on. They 22 have -- the visual artists are having a sale. It 23 started last evening. It'll be this evening from 24 5:00 to 6:00 and tomorrow from 10:00 until 2:00. 25 Students are selling their artwork. The students</p>	20	<p>1 COMMISSIONER BURT: Yes. 2 SECRETARY BECK: Vice Chair Carrillo. 3 VICE CHAIR CARRILLO: Yes. 4 SECRETARY BECK: Chair Gipson. 5 THE CHAIR: Yes. 6 SECRETARY BECK: Secretary Beck, yes. 7 There are eight votes for, zero votes 8 against. The motion passes. 9 THE CHAIR: Thank you. 10 Sorry, we are on to Item No. 8, which is 11 Discussion and Possible Action on School Relocation 12 Amendment for La Academia Dolores Huerta. 13 So, Commissioners, we've had discussions 14 several times about the unfortunate -- oh. And, 15 actually, Sylvy is here. Sorry, I didn't see you. 16 So if you want to come up, come on. I 17 didn't realize you were here. Sorry. 18 (Off-mic discussion.) 19 THE CHAIR: I said we don't have to take 20 any action on it. 21 VICE CHAIR CARRILLO: (Off-mic.) No, no. 22 (Off-mic discussion.) 23 THE CHAIR: Good morning. 24 Yeah. You have to press it hard. Keep 25 your finger on it. There you go.</p>
19	<p>1 get to keep half of the proceeds. And the other 2 half of the proceeds go to the visual arts 3 department to pay for additional supplies. 4 So thank you for reminding me. I forgot. 5 And I was there last night. 6 VICE CHAIR CARRILLO: Thank you. Thank 7 you for coming, Dr. Kaplan. 8 THE CHAIR: So I move that the Public 9 Education Commission approve the governing board 10 bylaw changes for New Mexico School for the Arts. 11 COMMISSIONER TAYLOR: Second. 12 THE CHAIR: There's a motion by 13 Commissioner Gipson, a second by Commissioner 14 Taylor. 15 SECRETARY BECK: Commissioner Manis. 16 (No response.) 17 SECRETARY BECK: Commissioner Manis. 18 COMMISSIONER MANIS: Yes. 19 SECRETARY BECK: Commissioner Taylor. 20 COMMISSIONER TAYLOR: Yes. 21 SECRETARY BECK: Commissioner Ingham. 22 COMMISSIONER INGHAM: Yes. 23 SECRETARY BECK: Commissioner Brauer. 24 COMMISSIONER BRAUER: Yes. 25 SECRETARY BECK: Commissioner Burt.</p>	21	<p>1 MS. SYLVY GALVAN DE LUCERO: There we go. 2 THE CHAIR: So just for the record, your 3 name, spell your last name, and what role you're 4 holding. 5 MS. SYLVY GALVAN DE LUCERO: So Sylvy 6 Galvan de Lucero. It's a mouthful on the last name. 7 G-a-l-v-a-n, space, d-e, space, L-u-c-e-r-o. I'm 8 the head administrator/superintendent of La Academia 9 Dolores Huerta in Las Cruces, New Mexico. 10 THE CHAIR: So thanks for coming up. 11 Commissioners, we have all of the 12 materials that are required for the notification. 13 And so I guess I'll just ask. How is it going? 14 MS. SYLVY GALVAN DE LUCERO: It's a little 15 stressful. We start physically moving next week on 16 Monday. So we've been granted access next week 17 starting on the 16th. So I left everybody at home 18 busily packing, taking final inventory, one last 19 check of everything and making sure everything is 20 clearly labeled and ready for the moving trucks. A 21 little nervous to end up the school year in this 22 way, but also excited to kind of get settled in our 23 now home. 24 THE CHAIR: How did it go with parents? 25 MS. SYLVY GALVAN DE LUCERO: I was</p>

<p style="text-align: right;">22</p> <p>1 incredibly nervous to present it to the parents, 2 because we are going to be sharing space with a high 3 school, and I knew that that would be a concern. 4 We've had three separate parent meetings 5 ever since everything became official to address any 6 concerns. And, really, their biggest concerns is, 7 "How can we help you," and, "What can we do to help 8 you get there?" 9 Once we assured them we've invested some 10 money into some security gates like you see at 11 concerts and stuff to kind of block off no-entry 12 areas and stuff to block off spaces so kids won't be 13 trying to cross into areas of the hallway where 14 they're not allowed -- even though it's very 15 separate already. But we thought we'd take that 16 extra step. So parents were happy that we took the 17 time to do that. 18 And, yeah, it was received incredibly 19 well. One parent just kept saying, "I just don't 20 understand why we have to move." 21 And I said, "Well, you can go talk to 22 Las Cruces Public Schools," because that's really 23 where it comes down to. But so far, so good. I 24 haven't had any complaints; so... 25 THE CHAIR: So you didn't lose any --</p>	<p style="text-align: right;">24</p> <p>1 wasn't going to work. 2 We did find another building. But what 3 they were asking as far as financial commitment was 4 way more than we could possibly afford at the 5 current moment. We continue the search. Every GC 6 meeting, that is the main point of discussion, what 7 have we seen, what have we found. 8 We were looking at a building that was 9 previously occupied by Explore Academy. But we were 10 informed it does not have the proper fire 11 suppression systems. And just to update those to 12 house a school would exceed the budget, currently. 13 And also it didn't have the proper division of 14 classrooms, so we'd have to invest some money into 15 creating those divisions. 16 So, again, so far we've kind of hit a 17 dead-end every turn. But we haven't given up. So 18 we're still looking. Every day I drive around and 19 make sure I don't wreck while I'm looking to see 20 what the number is of that building; so... 21 THE CHAIR: So is there any possibility of 22 looking at land and putting portables up? 23 MS. SYLVY GALVAN DE LUCERO: Definitely. 24 It's finding land in a reasonable area. Right now 25 the land that is available is way up in the</p>
<p style="text-align: right;">23</p> <p>1 MS. SYLVY GALVAN DE LUCERO: No. We've 2 actually gained a few, because they know we're going 3 to be more centrally located a little bit. So we've 4 gained a handful of students. 5 We've only had one saying she won't be 6 joining us when we move, because her mom works at a 7 local middle school, and it would be easier to take 8 her to school with her. But we've actually gained 9 three because of the move, so we're offsetting that. 10 THE CHAIR: Great. And I know you haven't 11 quite moved yet. But looking to -- 12 MS. SYLVY GALVAN DE LUCERO: To the 13 future. 14 THE CHAIR: Next. Yeah. 15 MS. SYLVY GALVAN DE LUCERO: So we've 16 continued to look and search. 17 Chair Gipson, you're familiar with 18 Las Cruces. There's not a lot of options. We did 19 find one location in the Old Mesilla area, and we 20 were really excited. But once we got the capacity 21 certificates from the fire department, we realized 22 that already, at our current enrollment, we would be 23 exceeding capacity, once we included staff, and it 24 would leave us no room to grow. 25 So as much as we loved the location, it</p>	<p style="text-align: right;">25</p> <p>1 foothills of the Organ Mountains, which is within a 2 financial reasonable aspect. But that doesn't -- 3 it's growing a lot in that direction. So that might 4 be an option as well. 5 THE CHAIR: Thanks. 6 Commissioner Ingham. 7 COMMISSIONER INGHAM: I'm interested that 8 The Explore Academy had occupied it and something 9 changed. Is PSFA telling you that that building 10 is -- the fire suppression system is required? Is 11 it PSFA that's asking for that? 12 MS. SYLVY GALVAN DE LUCERO: Both PSFA and 13 the Realtor in charge of that building. That's why 14 Explore Academy was no longer in there and moved to 15 another building. 16 THE CHAIR: It was a temporary location 17 until where they are at was ready. It wasn't going 18 to be a permanent -- 19 COMMISSIONER INGHAM: Was there a special 20 dispensation to use it for a little while? 21 MS. SYLVY GALVAN DE LUCERO: A little 22 while. 23 COMMISSIONER INGHAM: The other concern I 24 had. It sounds like you're putting up gates in 25 corridors, sounds like. Have you already got that</p>

<p style="text-align: right;">26</p> <p>1 approved with your fire marshal? Because there are 2 going to be some real specific requirements as far 3 as what kind of hardware you use on those gates and 4 how that can be accessed, because it's a real tricky 5 issue, and it can be problematic. 6 MS. SYLVY GALVAN DE LUCERO: No. I 7 understand completely. That was one of our main 8 concerns. If we have to evacuate the building if 9 something happens, how easy is it to open up that 10 gate. We did discuss it with the fire department to 11 make sure we're in compliance with all of it. 12 COMMISSIONER INGHAM: Okay. I really hope 13 you do -- because, in conversation with PSFA, 14 they're very -- I mean, they're very anxious about 15 occupying old buildings. 16 MS. SYLVY GALVAN DE LUCERO: I understand. 17 SECRETARY BECK: And they would really 18 like charter schools to be finding places with newer 19 facilities, obviously, that doesn't -- because what 20 they want and what's reality doesn't really matter. 21 But I would encourage you to be diligent to move 22 forward on another property. 23 MS. SYLVY GALVAN DE LUCERO: Oh, no. 24 Definitely. That is our ultimate dream is to have 25 our own place, so no longer having to face this type</p>	<p style="text-align: right;">28</p> <p>1 COMMISSIONER BRAUER: Yes. 2 SECRETARY BECK: Ex Chair. Ex-Chair 3 Brauer. Long week. 4 Commissioner Ingham. 5 COMMISSIONER INGHAM: (Off-mic.) 6 SECRETARY BECK: Commissioner Taylor. 7 COMMISSIONER TAYLOR: Yes. 8 SECRETARY BECK: Commissioner Manis. 9 COMMISSIONER MANIS: Yes. 10 SECRETARY BECK: Commissioner Burt. 11 COMMISSIONER BURT: Yes. 12 SECRETARY BECK: Vice Chair Carrillo. 13 VICE CHAIR CARRILLO: Yes. 14 SECRETARY BECK: Chair Gipson. 15 THE CHAIR: Yes. 16 SECRETARY BECK: Secretary Beck, yes. 17 There are eight votes for, zero votes against. The 18 motion passes. Thank you. 19 MS. SYLVY GALVAN DE LUCERO: Thank you, 20 all. Have a good day. 21 THE CHAIR: We are on to Item No. 8, which 22 is the introduction of new head (off-mic). 23 VICE CHAIR CARRILLO: No. 9. 24 DIRECTOR CORINA CHAVEZ: Chair Gipson, 25 Commissioners, Joe Dan Lovato is here as the new</p>
<p style="text-align: right;">27</p> <p>1 of situation. 2 COMMISSIONER INGHAM: I don't know the 3 exact -- but I think that we have had some success 4 with some schools petitioning PSFA and the PSCOC to 5 fund new projects. It's difficult and belaborous 6 [ph]. And there are some other options that we may 7 be coming across soon. So keep abreast of that. 8 And we're going to try and work with MFA to keep 9 some financing going, as best as we can. So keep 10 abreast of that, if you can. 11 MS. SYLVY GALVAN DE LUCERO: Good. 12 Definitely. I'll keep that on top of my list. 13 SECRETARY BECK: (Off-mic.) 14 THE CHAIR: I move that the PEC accept the 15 school relocation amendment set forth in the PEC 16 folder, Item 8, and that the change be reflected as 17 an amendment to the charter contract. 18 COMMISSIONER BRAUER: Second. 19 THE CHAIR: There's a motion by 20 Commissioner Gipson, a second by Commissioner 21 Taylor. (verbatim) 22 SECRETARY BECK: Chair Brauer. 23 COMMISSIONER BRAUER: Just, 24 Commissioner -- 25 SECRETARY BECK: Commissioner. I'm sorry.</p>	<p style="text-align: right;">29</p> <p>1 head administrator of San Diego Riverside. And I'm 2 glad that he's there in person to meet you all. 3 So that was an item on the Consent Agenda. 4 And here he is. 5 Joe Dan, please be sure to spell your last 6 name for the court reporter, and welcome. 7 MR. JOE DAN LOVATO: Very well. Good 8 morning. I think everybody can hear me; right? 9 Good morning, Madam Chair, members of the 10 Commission, and Charter School Division. My name is 11 Joe Dan Lovato. Joe Dan, J-o-e, space, capital 12 D-a-n. You got a two-for-one this morning. That's 13 my name. Don't call me "Joe." 14 Last name, Lovato. L-o-v-a-t-o. 15 A little bit about me. I grew up in 16 New Mexico. I'm homegrown, as they would say. I'm 17 from Roy, New Mexico, huge city up in the 18 northeastern part of our beautiful state. 19 I was recently with Turquoise Trail 20 Charter School as a principal. I had the privilege 21 of serving as their middle school principal for two 22 years, and as the principal of special projects and 23 after-school time, before-school time programming. 24 My first year there, I was honored to lead 25 us to a Best of Santa Fe, Third Place. Last year,</p>

<p style="text-align: right;">30</p> <p>1 we were Best of Santa Fe, Second Place. There's no 2 doubt in my mind, if I had been there a little 3 longer, we would have got that First Place. 4 Formerly coming from Mark Armijo Academy 5 -- I know one of our Commissioners' husband is the 6 namesake of the school -- where I was happy to lead 7 them to a Governor's STEM Challenge Championship 8 Title. And then twelve years with La Resolana 9 Leadership Academy, where I was a STEM director and 10 science educator, and also able to do different 11 things for our students, such as bringing classes in 12 crypto-zoology and extra-terrestrial investigations, 13 which I think Commissioner Carrillo would be very 14 interested in sitting in one of my classes. 15 Now, I'm humbled to sit here before you to 16 be with San Diego Riverside Charter School as their 17 new director and principal. 18 Let's see. I served on many boards, 19 including the New Mexico Science Teachers 20 Association, the New Mexico Teacher of the Year 21 board, and, currently, am the Chair of Solare 22 Collegiate Charter School's board. 23 So I'm here to stand for any questions 24 that you might have for me this morning. 25 THE CHAIR: Well, for this piece of the</p>	<p style="text-align: right;">32</p> <p>1 question? 2 THE CHAIR: Sure. 3 COMMISSIONER INGHAM: Are you going to 4 stay on your board chair position at Solare? 5 MR. JOE DAN LOVATO: Now that we're no 6 longer a founding board, I feel I'm in a position to 7 be able to support the head administrator, at least 8 until the end of the school year. I plan to step 9 down so that I can focus on this huge endeavor that 10 I've taken on. 11 COMMISSIONER INGHAM: Thank you. 12 THE CHAIR: Okay. So Item No. 10 is 13 Discussion and Possible Action Under the 14 Intervention Letter on San Diego Riverside Charter 15 School. 16 So we have -- we have a report. We have 17 the CSD audit of actions that -- we asked for an 18 audit of the condition document so that we know 19 whether they've completed, whether they haven't 20 completed, what was supposed to be done, most of it 21 by July 1. I'm using that as a -- by the end of 22 last school year. 23 DIRECTOR CORINA CHAVEZ: And, Chair 24 Gipson, I'm happy to provide some information about 25 that.</p>
<p style="text-align: right;">31</p> <p>1 agenda, I'm just going to say glad to see you. Very 2 helpful. Thank you very much, you know. It's -- 3 I'm hopeful. I appreciate you taking on the 4 challenge as well. 5 MR. JOE DAN LOVATO: Thank you, 6 Madam Chair. Appreciate that. 7 VICE CHAIR CARRILLO: Just want to echo 8 what Chair Gipson said. Very happy that you are 9 taking this on. I know you know the challenges that 10 lay before you. And as I'm fond of saying, hope is 11 not a strategy. So I'm sure you're going to come 12 back to us at some point and let us know what you're 13 doing, and then a repeat -- and let us know how 14 you're doing. 15 MR. JOE DAN LOVATO: Absolutely, 16 Commissioner. We will make a solid, sound plan 17 moving forward. 18 VICE CHAIR CARRILLO: Thanks for your 19 service. 20 THE CHAIR: Now we're on to Item No. 10 -- 21 you can stay there -- which is you. 22 MR. JOE DAN LOVATO: Okay. 23 THE CHAIR: That's why I was separating 24 out the happy from the -- 25 COMMISSIONER INGHAM: May I ask a</p>	<p style="text-align: right;">33</p> <p>1 THE CHAIR: Certainly. 2 DIRECTOR CORINA CHAVEZ: Okay. 3 Commissioners, you have a few of the 4 documents in your materials that are helping with 5 this item. 6 And the audit document that the Charter 7 Schools Division compiled is Item 10.a.2. 8 And -- and as best we could, because, as 9 Mr. Lovato shared, he's fairly new to the school and 10 learning on a daily basis about what has occurred at 11 the school prior to his arrival. 12 So he and I have spent a lot of time 13 talking about what has gone on at the school. And 14 so this is, if you will, a work in progress. And my 15 apologies. But I do think that it's been a really 16 helpful exercise for both Mr. Lovato and I to take a 17 look at these items again, and then for him to go 18 back to the school and do a little bit more 19 research. 20 So this document was created as of 21 December 6th. But just yesterday, I believe -- or 22 perhaps it was the day before -- there was some 23 additional data brought to the formatting. So I'll 24 let Mr. Lovato speak to that, because the CSD has 25 not had the ability to review the data he submitted.</p>

34	<p>1 When we last talked about this school and</p> <p>2 looked at the conditions document -- and, again,</p> <p>3 thank you -- thank you, Missy, for putting it up.</p> <p>4 I'll be scrolling through as I speak as well.</p> <p>5 One of the items was the end-of-the-year</p> <p>6 proficiency and growth results from the internal</p> <p>7 school assessment that is used as a baseline.</p> <p>8 And the school did, in fact, complete the</p> <p>9 end-of-year assessment and provided us with the</p> <p>10 figures that you see before you now.</p> <p>11 One of the items for this discussion,</p> <p>12 Item 10.b., is a little bit more information about</p> <p>13 the proficiency and growth data, because we asked</p> <p>14 the school to send student files. And Dr. Russell</p> <p>15 will be able to speak to that.</p> <p>16 But for now, let's just keep scrolling</p> <p>17 through.</p> <p>18 So I would say Condition 1 was completed.</p> <p>19 Condition 2, we say was completed in terms</p> <p>20 of the Transition Year Checklist.</p> <p>21 And in terms of the unaddressed items from</p> <p>22 Jemez Valley Public Schools, incomplete, because</p> <p>23 although the math DASH was completed and the student</p> <p>24 needs assessment was completed, the revised internal</p> <p>25 control policies and procedures had not yet been</p>	36	<p>1 THE CHAIR: I guess I just need a little</p> <p>2 clarification. The concern at this point in time is</p> <p>3 not that those committees don't exist; it's just</p> <p>4 that they're not posted.</p> <p>5 DIRECTOR CORINA CHAVEZ: Correct.</p> <p>6 THE CHAIR: So they've been meeting.</p> <p>7 MR. JOE DAN LOVATO: Yes, that is correct.</p> <p>8 THE CHAIR: Okay. Yeah. Okay. I feel a</p> <p>9 little better. I'm just -- so, unfortunately,</p> <p>10 Mr. Lovato is here, and he takes the brunt of -- you</p> <p>11 know, he's inherited all of this.</p> <p>12 And the only thing I'm going to say is</p> <p>13 these actions that solely required the board to</p> <p>14 work, it didn't require any head administrator</p> <p>15 input. So it didn't matter what was going on at the</p> <p>16 main office, who was there -- if there was no one</p> <p>17 there. These actions simply required the board to</p> <p>18 do this.</p> <p>19 So that's where I'm really challenged with</p> <p>20 the fact that it's taken now this long to get that</p> <p>21 done, when all they -- that was a process that they</p> <p>22 alone were responsible for and didn't need anything</p> <p>23 else.</p> <p>24 So thank you, because I think you're</p> <p>25 putting fire under them. I really appreciate that.</p>
35	<p>1 adopted by the governing board at the time that this</p> <p>2 document was completed. They were set to be adopted</p> <p>3 by the board on December 10th, and Mr. Lovato can</p> <p>4 share with us if that has actually taken place.</p> <p>5 And the other item was the finance and</p> <p>6 audit committee's establishing the -- the names</p> <p>7 and -- of the people who sit on the finance and</p> <p>8 audit committee. So though they gave us the names,</p> <p>9 they were not posted to the school's website last</p> <p>10 time we checked.</p> <p>11 I -- I'm going to pause and see if you</p> <p>12 want me to keep going through the conditions as I am</p> <p>13 right now, or if you want to ask any questions about</p> <p>14 the first two conditions before moving on.</p> <p>15 THE CHAIR: So can you verify that -- the</p> <p>16 revised internal control policies? Was that done on</p> <p>17 the 10th?</p> <p>18 MR. JOE DAN LOVATO: Madam Chair, yes,</p> <p>19 that was completed.</p> <p>20 THE CHAIR: Okay. But the committee's</p> <p>21 names and --</p> <p>22 MR. JOE DAN LOVATO: We are currently</p> <p>23 working to establish that, so that with hopes that</p> <p>24 next week, as we revamp our website, these things</p> <p>25 are posted.</p>	37	<p>1 But it's still that growing concern that the board</p> <p>2 continues to not feel any real responsibility to</p> <p>3 honor deadlines at all.</p> <p>4 MR. JOE DAN LOVATO: Madam Chair, if I</p> <p>5 may, I am really excited. I know one of the items</p> <p>6 later on in this document is the mentorship. We're</p> <p>7 working really closely with PCSNM. We've</p> <p>8 established some great folks there to provide</p> <p>9 mentorship for our board, as well as myself.</p> <p>10 And, again, I think many of these items</p> <p>11 that, as you're pointing out, should have been done,</p> <p>12 you know, with ample time, we are getting back on</p> <p>13 track with these items, and people are receiving the</p> <p>14 support that they require in order to get these done</p> <p>15 in a timely fashion.</p> <p>16 VICE CHAIR CARRILLO: Thank you.</p> <p>17 DIRECTOR CORINA CHAVEZ: Shall I continue,</p> <p>18 Chair Gipson?</p> <p>19 THE CHAIR: No. Commissioner Ingham wants</p> <p>20 to say something.</p> <p>21 COMMISSIONER INGHAM: Yeah. I -- I agree</p> <p>22 with the challenge here is that that's kind of a</p> <p>23 reversal of roles, that you would have to be chiding</p> <p>24 the board to do their actions. That makes me really</p> <p>25 concerned.</p>

<p style="text-align: right;">38</p> <p>1 And do you have any new board members? 2 MR. JOE DAN LOVATO: Yes. So my first 3 board meeting was night before last. And one of my 4 goals was to recruit at least one new board member. 5 And we do have one prospective new board member that 6 we will be vetting. -- they will be vetting. They 7 will be hopefully taking action in January. 8 COMMISSIONER INGHAM: With some level of 9 expertise in some portion of the board's 10 responsibility? 11 MR. JOE DAN LOVATO: What's that? 12 COMMISSIONER INGHAM: With some level of 13 expertise in the board's responsibilities? 14 MR. JOE DAN LOVATO: Yes, sir, absolutely. 15 COMMISSIONER INGHAM: This is the concern, 16 obviously, that we have, that this has been an 17 ongoing saga of just unresponsiveness, which, in 18 most worlds -- in my world -- that's -- you just get 19 dismissed. You're unresponsive; you cease to exist. 20 And so I -- I hope that the existing board 21 members would -- would take this matter seriously 22 and not keep us continually having to chide them to 23 performance. That's just as unacceptable. And if 24 that's -- if that continues to be the case, we 25 can't -- we can't -- we can't continue to support</p>	<p style="text-align: right;">40</p> <p>1 Still, it is up to the board on whether they would 2 take action. I am highly encouraging them, moving 3 forward, that they do recruit new members, and new 4 members that they are familiar with that can step in 5 and help support their endeavor. 6 THE CHAIR: I understand they're 7 appointed. I fully get that. But they're 8 appointed, and their one job is to hire and oversee 9 the head administrator, so that that conversation is 10 a little concerning. 11 MR. JOE DAN LOVATO: Sure. 12 THE CHAIR: Commissioner Carrillo. 13 VICE CHAIR CARRILLO: This is 14 board-related also. So right now, you have a 15 seven-member board; is that correct? 16 FROM THE FLOOR: I believe there's only 17 five. 18 VICE CHAIR CARRILLO: Five right now? 19 MR. JOE DAN LOVATO: Yes. 20 VICE CHAIR CARRILLO: Is your goal to have 21 seven? 22 MR. JOE DAN LOVATO: I think that would be 23 a question for our chair. But being that I'm on a 24 board myself, I think that seven to nine folks on a 25 board would be a sufficient board.</p>
<p style="text-align: right;">39</p> <p>1 that. 2 MR. JOE DAN LOVATO: Completely 3 understandable. 4 THE CHAIR: So can I just quickly link on 5 to that? 6 There's a little bit of tension -- you 7 know, boards very much rely on head administrators 8 to do a lot of the postings and getting agendas out 9 and things like that. 10 But for a head administrator to be 11 involved in the recruitment of their bosses, that's 12 where there's, you know, a little -- yeah. Yeah, 13 you know. 14 So that's where, you know, I appreciate 15 the thought and wanting to get this straight. But 16 there is that -- you know, there's that fine line, 17 you know, that -- head admins and boards, you know. 18 And I think it's oftentimes kind of blurred. 19 MR. JOE DAN LOVATO: Sure. I think it's 20 something larger with the charter schools that many 21 of the schools that are appointed positions aren't 22 voted on. Being on a board myself, I think it's 23 really critical to find the right fit for the right 24 school, along with the right fit for the board. 25 So these are merely just recommendations.</p>	<p style="text-align: right;">41</p> <p>1 VICE CHAIR CARRILLO: A good idea. Then 2 you can have subcommittees and things instead of 3 having to always post notices. 4 So I'm happy to hear that people are 5 cognizant of recruiting new members. Also, it's 6 always a good idea to have a bench in your back 7 pocket, at least, like, two or three people you're 8 thinking of. Because you never know what happens. 9 Life happens. People leave town or whatever. I'll 10 let you know where I'm coming from in terms of the 11 board. 12 I'll have confidence when they display 13 their competence. Because when it was renewal time 14 a year ago, right about this moment, this room was 15 full. They brought a number of people from the 16 tribal community, as well as a lot of little kids, 17 because they know that -- because they know that 18 we're -- we get taken by that. 19 But I had no problem saying -- and I'll 20 say it to you -- that this is on you. Because for 21 the last 20 years -- and speaking to the elders as 22 well as -- for the last 20 years, you've neglected 23 this school. 24 And so that's why I'm glad you're working 25 with PCSNM, so the board really understands their</p>

<p style="text-align: right;">42</p> <p>1 role, their active role, in working with you.</p> <p>2 Also, in keeping with OMA, we find we have</p> <p>3 a lot of trouble with some of our tribal schools in</p> <p>4 following the OMA directives, constantly going into</p> <p>5 executive session when they shouldn't, meetings that</p> <p>6 are not posting correctly.</p> <p>7 I know you're very familiar with OMA. I'm</p> <p>8 hoping that Matt and the others at PCSNM give them</p> <p>9 the direction and skills that they need. For me,</p> <p>10 personally, that's something I'm going to really be</p> <p>11 looking at is the board. Okay.</p> <p>12 DIRECTOR CORINA CHAVEZ: Chair Gipson, I</p> <p>13 just wanted to make you aware that the chair of the</p> <p>14 board, Ms. Creel, is in the audience. I don't know</p> <p>15 if you would like for her to be promoted to the</p> <p>16 panel and to be able to speak.</p> <p>17 THE CHAIR: Yeah. That's fine.</p> <p>18 So I fully get not hiring a mentor for</p> <p>19 someone who's an interim, you know. So that, you</p> <p>20 know, I have no issue with.</p> <p>21 And I'm glad that they're coming in,</p> <p>22 because I think anyone that you have an opportunity</p> <p>23 to lean on is going to be really important, you</p> <p>24 know, sounding boards, whatever.</p> <p>25 But the fact that, once again, the board</p>	<p style="text-align: right;">44</p> <p>1 audit, to know --</p> <p>2 DIRECTOR CORINA CHAVEZ: Chair Gipson,</p> <p>3 Commissioners, I worked with Joe Dan to take</p> <p>4 inventory and do the audit of these items. So the</p> <p>5 school has a math DASH plan in place and a student</p> <p>6 needs assessment.</p> <p>7 And the two items that were incomplete had</p> <p>8 to do with the board internal control policies and</p> <p>9 posting the names of the finance and audit committee</p> <p>10 membership.</p> <p>11 THE CHAIR: Okay. Thank you. Thank you.</p> <p>12 DIRECTOR CORINA CHAVEZ: Yes.</p> <p>13 So moving on to Item 3, as you've</p> <p>14 mentioned, Commissioners, we know that the school</p> <p>15 has a contract currently with Public Charter Schools</p> <p>16 New Mexico consultants. Teresa Archuleta and Diego</p> <p>17 Gallegos have been working with the school, and</p> <p>18 quite frankly has been support to the head</p> <p>19 administrator.</p> <p>20 I don't know how frequently they have met</p> <p>21 with the board. But there is a -- there is some</p> <p>22 support in place from PCSNM.</p> <p>23 The other administrative mentor that was</p> <p>24 identified early on with the condition document that</p> <p>25 we were updated before, said that Dr. Kristina</p>
<p style="text-align: right;">43</p> <p>1 didn't move forward to get the mentorship for</p> <p>2 themselves -- you could have been here a whole lot</p> <p>3 earlier, because they -- you know, there wasn't that</p> <p>4 guidance, that help for the board to get them to</p> <p>5 that place where we're -- we are now.</p> <p>6 So that's where, once again, the board</p> <p>7 could have started the mentorship for themselves for</p> <p>8 the school year and waited for the mentorship of the</p> <p>9 head administrator whenever they got the new head</p> <p>10 administrator in.</p> <p>11 But they delayed on it all. And the two</p> <p>12 are very separate items, you know. And, once again,</p> <p>13 we're sitting here because things weren't -- haven't</p> <p>14 been completed. And I think if someone had been</p> <p>15 able to be there, you know -- because I know behind</p> <p>16 the scenes, have been people there. But they</p> <p>17 haven't been in an official capacity.</p> <p>18 So, you know, it's hard. So that's</p> <p>19 just -- it's unfortunate.</p> <p>20 Can I just quickly go back to the items</p> <p>21 that are noted as complete with the Jemez Pueblo</p> <p>22 CAP, so that -- and maybe the Director can -- I</p> <p>23 don't know who -- I don't know who did the audits of</p> <p>24 the -- the conditions from Jemez Pueblo's -- Jemez</p> <p>25 Public Schools Corrective Action Plan, who did that</p>	<p style="text-align: right;">45</p> <p>1 Kommander, who comes from Walatowa, would serve as</p> <p>2 the administrative mentor.</p> <p>3 However, when Mr. Lovato and I looked at</p> <p>4 the -- looked at the -- or discussed the contract</p> <p>5 with Ms. Kommander, it was for teaching and not</p> <p>6 administrative mentorship.</p> <p>7 So I think that that is why that was</p> <p>8 labeled as incomplete, because there was some</p> <p>9 instructional transformation work that has been done</p> <p>10 working in collaboration with Walatowa High Charter</p> <p>11 School. But unless Mr. Lovato has found an MOU</p> <p>12 since we last spoke, I don't believe that there is a</p> <p>13 signed MOU between the two schools.</p> <p>14 And I'll let him respond to see if he</p> <p>15 found any evidence of an MOU.</p> <p>16 THE CHAIR: So my understanding was that</p> <p>17 the administrative mentorship was also coming from</p> <p>18 PCSNM. Am I incorrect on that?</p> <p>19 MR. JOE DAN LOVATO: That is now recently</p> <p>20 occurring. I can't speak to that prior to me</p> <p>21 getting here, like I said, 15 days to today.</p> <p>22 But there was not a contract initiated. I</p> <p>23 did uncover an MOU this week that stated that</p> <p>24 Dr. Kommander would be serving in this capacity.</p> <p>25 However, PCSNM is offering that form of</p>

<p style="text-align: right;">46</p> <p>1 mentorship with the board and myself. We have the 2 guidelines that I'm hoping that when we come into 3 January, we can establish a solid and sound mentor 4 that can be available to myself for the rest of the 5 school year.</p> <p>6 THE CHAIR: Because I had conversations 7 with folks from PCSNM that they were just waiting 8 for the contract to be executed for the 9 administrative. So this is, like, new. So I'm -- 10 I'm surprised, because there's been multiple 11 conversations with PCSNM and the school about that 12 mentorship, going back to June.</p> <p>13 MR. JOE DAN LOVATO: Yeah. There might be 14 some confusion -- I think there is some on my end, 15 too -- to make sure I get information. I didn't ask 16 prior questions. What was presented in front of me 17 was that Dr. Kommander was working in that capacity.</p> <p>18 However, PCSNM has also stepped in as 19 well. I will not say it's a double mentorship of 20 the more of somebody that's giving sound advice. 21 It's more for the board and making sure we're all 22 connected and collaborating in the right way.</p> <p>23 THE CHAIR: Thanks. And I apologize, I 24 thought there was an item further down, because it's 25 separated out on the agenda. But can we go back to</p>	<p style="text-align: right;">48</p> <p>1 should be 8 percent student proficiency in ELA. 2 It was reported that there was 3 zero percent student proficiency in math. We've 4 uncovered that it's actually 6 percent in 5 proficiency, still nowhere near what we would like 6 our students to be.</p> <p>7 And, yeah, we're going to be working -- 8 this is one of our number one endeavors right now is 9 ensuring that our students are receiving adequate 10 education and increasing these numbers and 11 proficiency for ELA and math.</p> <p>12 THE CHAIR: Okay. Appreciate that. We'll 13 just need the update for next month. So thank you.</p> <p>14 COMMISSIONER INGHAM: Does that mean this 15 is not complete? It's incomplete?</p> <p>16 DIRECTOR CORINA CHAVEZ: Correct. It 17 sounds like these figures are incorrect, 18 Commissioner Ingham. And we will need to change the 19 results based on what Mr. Lovato has uncovered.</p> <p>20 MR. JOE DAN LOVATO: If there are more 21 questions for this specific aspect, I know that 22 Dr. Kommander and Ms. Shaw, I think, are online. 23 They worked on these dashboards, specifically 24 Dr. Kommander. They could probably provide a little 25 bit more in-depth information.</p>
<p style="text-align: right;">47</p> <p>1 the Item 1? Because I know the Deputy Director did 2 some work on the data. So could you just give us an 3 update on that?</p> <p>4 DR. BRIGETTE RUSSELL: Of course. Chair 5 Gipson, Commissioners, I did look at the most recent 6 data submission -- again, this is from several weeks 7 ago, so if you've submitted anything in the last 8 week I have not looked at it. And I still had 9 questions.</p> <p>10 The NWEA data, I still had issues with it. 11 CSD is planning on a visit on either 12 January 9th or 10th to the school. And I'm going to 13 sit down with Mr. Lovato and Ms. Garcia and look at 14 all of it and so that we can clear everything up.</p> <p>15 THE CHAIR: Okay.</p> <p>16 DR. BRIGETTE RUSSELL: Because there 17 are --</p> <p>18 THE CHAIR: So whenever you get that, it 19 needs to be provided.</p> <p>20 MR. JOE DAN LOVATO: Madam Chair, there 21 was an update as of this week. And going through 22 the data, I think what was presented before you with 23 respect to the end-of-year last year was something 24 like 14 percent in student proficiency in ELA. 25 We've gone back and reviewed that. That</p>	<p style="text-align: right;">49</p> <p>1 THE CHAIR: I think at this point in time, 2 because we don't have that in front of us, it would 3 be better for us if we could ask those questions 4 once we get the information.</p> <p>5 MR. JOE DAN LOVATO: Okay. Sure.</p> <p>6 THE CHAIR: That would just be easier for 7 us. And I appreciate that you're -- you're working 8 on this. I do.</p> <p>9 DIRECTOR CORINA CHAVEZ: Shall I go on, 10 Chair Gipson?</p> <p>11 All right. Hearing no response to --</p> <p>12 THE CHAIR: (Inaudible.)</p> <p>13 DIRECTOR CORINA CHAVEZ: Okay. So now 14 we're on to the strategic goals associated with 15 Condition 3 and looking at the instructional 16 transformation. And there does seem to be a little 17 bit of overlap with some of these. But this is 18 specifically saying there should be an MOU between 19 the San Diego Riverside and Walatowa. And although 20 we have clear evidence that Walatowa has worked with 21 the school, we did not find an MOU in place.</p> <p>22 Again, this was an item to be placed on 23 the governing board agenda for San Diego Riverside 24 on December 10th. And, Mr. Lovato, I'm not sure if 25 they -- if the board actually passed an MOU.</p>

50	<p>1 MR. JOE DAN LOVATO: Yes, Madam Chair, and</p> <p>2 members of the Commission, as of December 10th in</p> <p>3 our -- my first meeting, we did approve an MOU that</p> <p>4 was presented before them months ago. Right now</p> <p>5 what I'm working on is trying to ensure that this is</p> <p>6 also established with Walatowa High School so that</p> <p>7 all parties are on the same page.</p> <p>8 DIRECTOR CORINA CHAVEZ: Thank you for</p> <p>9 that update.</p> <p>10 So then --</p> <p>11 THE CHAIR: I just want to say, we did</p> <p>12 not -- we did not direct that an MOU be created. We</p> <p>13 directed that the mentorship and the strategic</p> <p>14 planning take place. If the parties determine that</p> <p>15 an MOU would best serve that, then that's what needs</p> <p>16 to be done.</p> <p>17 But nowhere in this condition does it say</p> <p>18 that there has to be an MOU. So that's up to -- you</p> <p>19 know, you figuring out. There -- I believe there</p> <p>20 had been an MOU from when they were with Jemez</p> <p>21 Public Schools. It may have carried over. I'm not</p> <p>22 fully clear on that anymore.</p> <p>23 But we did not specify that an actual MOU</p> <p>24 had to be created.</p> <p>25 DIRECTOR CORINA CHAVEZ: And, Chair</p>	52	<p>1 The next thing the school said that they</p> <p>2 would do is to share staff with Walatowa. And you</p> <p>3 will see that that is complete. There are contracts</p> <p>4 in place for science, math, and ELA teachers, who</p> <p>5 are going to San Diego Riverside and teaching</p> <p>6 courses.</p> <p>7 THE CHAIR: So let me just ask. Did the</p> <p>8 board vote for the MOU on the 10th?</p> <p>9 MR. JOE DAN LOVATO: Yes. We did vote in</p> <p>10 favor for that.</p> <p>11 THE CHAIR: Okay.</p> <p>12 DIRECTOR CORINA CHAVEZ: The next item is</p> <p>13 the indigenous culture development and identifying</p> <p>14 ways to integrate culture into the school.</p> <p>15 And this is something that is evidenced</p> <p>16 with the school activities, in partnership with</p> <p>17 Jemez Pueblo, occurring and affecting the calendar</p> <p>18 so that students can participate in tribal events.</p> <p>19 The final action step under this is to --</p> <p>20 again, this is repeat from above -- which is to</p> <p>21 working with the PCSNM mentor, update governing</p> <p>22 board policies and procedures.</p> <p>23 And so the school has begun, because when</p> <p>24 we look at the timeline, it says, "Did it begin in</p> <p>25 June?"</p>
51	<p>1 Gipson, my first review for you and the Commission</p> <p>2 was a high-level analysis of the condition language</p> <p>3 as the PEC approved, which is what you see in</p> <p>4 boldface right now.</p> <p>5 If you scroll down, Ms. Brown, to the</p> <p>6 items that are considered the strategic goals, these</p> <p>7 were set by the school and submitted to the PEC and</p> <p>8 signed by the board of San Diego Riverside.</p> <p>9 So I did a drill-down analysis of these</p> <p>10 particular items. Although the PEC did not say that</p> <p>11 the school must have the MOU with Walatowa, that is</p> <p>12 what the board agreed to when they signed and sent</p> <p>13 you this more specific plan.</p> <p>14 So that's what I analyzed. And I could</p> <p>15 walk through those -- that's what I'm walking us</p> <p>16 through.</p> <p>17 But thank you for that clarification. And</p> <p>18 if there should be some change on the specific</p> <p>19 strategic goals, I think that it would be important</p> <p>20 for the school, as well as the Charter Schools</p> <p>21 Division, to have an understanding of the</p> <p>22 expectations of the PEC for any potential change in</p> <p>23 those strategic goals/actions and activities that</p> <p>24 the school originally presented.</p> <p>25 So that's where that's coming from.</p>	53	<p>1 And so the mentors have begun working with</p> <p>2 the school. So the updated policies and procedures</p> <p>3 are not final, but it was to start in June and</p> <p>4 continue. So we gave credit for that work getting</p> <p>5 started.</p> <p>6 For Condition 4.a., this is about the</p> <p>7 student academic growth and the school creating a</p> <p>8 robust and strategic educational plan with</p> <p>9 comprehensive teacher training.</p> <p>10 And the CSD rated this -- this Condition</p> <p>11 4.a. as incomplete, because although the school has</p> <p>12 begun to make progress on many items, they didn't</p> <p>13 start immediately, as indicated in the proposed</p> <p>14 timeline.</p> <p>15 And we can scroll down to the specific</p> <p>16 actions for teacher training that start with Agile</p> <p>17 Mind Math. And I know that the school was able to</p> <p>18 obtain training in November. I don't think that it</p> <p>19 began in July. But there was a training that has</p> <p>20 taken place.</p> <p>21 THE CHAIR: So this is where I am</p> <p>22 challenged at this point in time. I don't want to</p> <p>23 have to keep going month after month after month</p> <p>24 looking at this document that really should have</p> <p>25 been finalized in -- by our August meeting, just --</p>

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1 you know, because the school was supposed to do
 2 this.
 3 This was not supposed to be -- and is this
 4 on? -- this ongoing thing. So this -- for me at
 5 this moment in time, they've either done it or they
 6 haven't done it. And then we deal with that.
 7 We take whatever appropriate action, and
 8 then the school gets to move on with what they need
 9 to do right now. And we're not continuing to go
 10 back to this and saying, "Oh, that's still
 11 incomplete."
 12 It -- you know, in December, what was
 13 supposed to be due in August can't still be
 14 incomplete. It's either yes or no at this moment in
 15 time. There may be reasons why there's a no. "We
 16 didn't have a head administrator." Fine. But we're
 17 beating a dead horse here with this.
 18 And I don't find -- I don't think it's --
 19 I don't think it's productive for you. I think it's
 20 great that you have conversations about what the
 21 condition was and what the school needs to do. That
 22 was the goal.
 23 But I think we -- we have to now say this
 24 wasn't done, plain and simple. And 99 percent of
 25 this -- or 100 percent of it is on the board that

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1 they didn't take the action that they were supposed
 2 to move on.
 3 There was a head administrator who was
 4 interim. But he was being paid to be the head
 5 administrator. So the work was either done or it
 6 wasn't done.
 7 And if there has to be further action, if
 8 the Commission determines that there should be
 9 further action on the Intervention Ladder, fine. We
 10 move on that way.
 11 But I don't want to have to keep this on
 12 the agenda every month to keep looking at this to
 13 say, "Have they finished what they were supposed to
 14 do back in August?"
 15 There's going to be an annual report;
 16 yeah? I forget -- so there will be.
 17 DR. BRIGETTE RUSSELL: There will not be
 18 an Annual Report, because last year, '23-'24, was
 19 their last year as a district charter.
 20 There will be a report for the current
 21 school year. But that won't be done until the end
 22 of this school year.
 23 THE CHAIR: So I think there's new data we
 24 need and want that I'm -- I just don't find any
 25 reason why we're -- we're going back -- to close

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1 this out, plain and simple. I don't know how
 2 everyone else feels. But this is just, you know, an
 3 exercise, I think, in futility for everyone
 4 involved.
 5 VICE CHAIR CARRILLO: In terms of --
 6 DIRECTOR CORINA CHAVEZ: And, Chair
 7 Gipson --
 8 THE CHAIR: I recognized Commissioner
 9 Carrillo. I'm sorry.
 10 VICE CHAIR CARRILLO: So in terms of the
 11 data for this school year, '23-'24, Ms. Russell,
 12 when would we expect to have that?
 13 DR. BRIGETTE RUSSELL: For '23-'24?
 14 VICE CHAIR CARRILLO: Is this '24? Oh,
 15 that's right. For '24-'25.
 16 DR. BRIGETTE RUSSELL: You mean from
 17 '24-'25. Not until the fall.
 18 VICE CHAIR CARRILLO: Okay. So what's
 19 interesting to me, my understanding of -- and this
 20 is an issue. What this reminds me of is why we had
 21 Epicenter was to have more immediacy in getting
 22 results, not having to wait -- you're shaking your
 23 head no, but my head is going yes, because in terms
 24 of -- I remember first speaking with these people
 25 and floating this idea with Commissioner Manis and

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1 Commissioner Taylor.
 2 The idea was immediacy, so schools
 3 wouldn't have to wait forever to take action.
 4 That having been said -- because that's
 5 going to be revisited; otherwise, it's just what the
 6 heck. I think it was someone with CSD saying, "Now
 7 we've just got more things we've got to do."
 8 But in terms of what Commissioner Gipson
 9 was saying, Joe Dan -- do you want me to call you
 10 "Joe Dan" or "My Liege" or --
 11 MR. JOE DAN LOVATO: Joe Dan is okay.
 12 VICE CHAIR CARRILLO: So, Joe Dan, I can't
 13 tell you how many times we are told, "We are working
 14 on it, we are planning on it, this is our intent,"
 15 until we're blue in the face, and six months goes
 16 by. I just want to echo Chair Gipson's frustration
 17 with that. There's a point that it's yes or no, and
 18 if it stays no, we take the actions we need to take.
 19 MR. JOE DAN LOVATO: Chair Gipson and
 20 Commissioner Carrillo, what I'm understanding now by
 21 going through this the last few days is there are
 22 some things that were completed. There was just a
 23 breakdown in communication to ensure that these
 24 things were documented in a timely fashion.
 25 And so, for example, this Agile Mind PD,

<p style="text-align: right;">58</p> <p>1 we did uncover that there is continuous professional 2 development. And this individual who we did 3 contract with Walatowa is utilizing this as the 4 cornerstone for their curriculum in the classroom. 5 And so I think part of it is just making 6 sure that that communication is established. 7 There are many items that we went through, 8 me and Ms. Chavez reviewed. And as I started 9 looking at things, these things were done. They 10 just weren't either voted on on the board's end, or 11 they just weren't documented accurately. 12 And so that's where I'm stepping in to try 13 to see where these things fell within that timeline. 14 But, like I said, with the exception -- I 15 know that whenever this was first presented to me, 16 the completion of the Jemez Valley Public School 17 Corrective Action Plan was marked as incomplete. 18 That was one of the first things that Ms. Shaw 19 showed me. Because it was my understanding that 20 without the completion of that, many of these things 21 on this list wouldn't be able to be completed in the 22 first place. 23 It was just a matter of ensuring that we 24 could locate that document in the drive, from what I 25 understand, which was shared, and, again,</p>	<p style="text-align: right;">60</p> <p>1 I'm in favor -- I don't know what that 2 looks like. But I'm certainly in favor of allowing 3 you the time and the grace to be able to -- to 4 figure out what direction we need to go. 5 And if that's in continued consultation 6 with CSD, that's great, you know. That's great. 7 They're a great resource for those kind of things. 8 So -- but I agree. I don't think we need 9 to hear this every month, you know, and go over 10 these things; so... 11 THE CHAIR: Okay. And Commissioner Beck, 12 and then Commissioner Brauer. 13 SECRETARY BECK: Yeah. I fully agree with 14 Commissioner Taylor and what you're saying, you 15 know. I'm wholly impressed with the last half hour 16 with you. I feel really good that you're there. 17 And we know what's gone on. We've been 18 dealing with it for two years. We see it. 19 So I think we have to give you the time to 20 be able to do what you need to do. And it seems 21 like you're doing it, and you're doing it correctly 22 and efficiently and with speed. So I'm with you on 23 that, for sure. 24 THE CHAIR: Commissioner Brauer, and then 25 Commissioner Burt.</p>
<p style="text-align: right;">59</p> <p>1 documenting that these things were completed in 2 ample time. 3 There are some things that, you know, 4 we'll call it for what it is. The ball was dropped. 5 But many of these items, they were just completed. 6 We just had to backtrack and find out exactly when 7 they were completed and document those accurately. 8 THE CHAIR: Commissioner Beck and 9 Commissioner Taylor. 10 Oh, I'm sorry. 11 Commissioner Taylor. 12 COMMISSIONER TAYLOR: So I -- my theory on 13 this, really, is that you're thrown into the bull 14 ring, man, you know. And, so, to me, I feel like we 15 have to be able to extend the time and the grace for 16 you to -- to -- to be able to figure out which 17 direction you need to go and so forth. 18 So you have a list of things that are 19 incomplete. You have a list of things that you know 20 you need to work on. You're experienced. You're 21 aware of what needs to be done. 22 I do feel like this is sort of almost 23 punitive for you, and it creates a lot of red tape 24 for you to have to work through before you can 25 really get to the meat of the matter.</p>	<p style="text-align: right;">61</p> <p>1 COMMISSIONER BRAUER: Madam Chair, 2 Commissioners, I'm going to join that bandwagon and 3 just say, first off, thank you. Thank you for 4 jumping into this, knowing full well the challenges 5 you were going to be jumping in on. 6 And I just really appreciate you, 7 Mr. Lovato, for jumping in. I know that you know me 8 in an ancillary way. I never worked directly with 9 you. I know everywhere you've been, you've done 10 really good work, and I know people respect you and 11 think very highly of you. 12 I want to give credit where credit's due 13 with the board, with the governing council, for 14 making this hire. That's one of the three main 15 things you're responsible for. 16 Ms. Creel, I think this is a really good 17 hire, and I think you're going to be bringing some 18 great skill sets into this. 19 I do agree -- I can already hear 20 Commissioner Carrillo say, "We don't have time to 21 wait. What are we going to wait? 30 days? 60 22 days? 90 days to see change? Two years to see 23 change?" 24 I want to see it, too, see the school 25 thrive.</p>

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1 We need time. And to give you time to --
 2 I mean, just the way that you came in and presented
 3 today, it's -- you're prepared. You're getting --
 4 when was your first day?
 5 MR. JOE DAN LOVATO: My first official day
 6 was November 18th. I was hoping to get some
 7 on-boarding and -- the on-boarding resulted in --
 8 the end of the day, with a letter from the previous
 9 administrator that went out to all charter leaders
 10 in the entire state. So that was my first day on
 11 the job.
 12 COMMISSIONER BRAUER: Happy almost
 13 anniversary on your first month. I think this an
 14 important thing for us to -- we're a group of people
 15 who care deeply about schooling and kids and doing
 16 right.
 17 And so I feel the frustration of things
 18 that have not yet been done yet. And I know that
 19 the Charter School Division is working hard to
 20 support as well.
 21 I love the fact that you're doing some of
 22 the bigger things, like mentorship, getting that set
 23 up, seeing the two people that are working with --
 24 the Public Charter Schools of New Mexico. Acronyms?
 25 Not today. Not today.

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1 And I think those two people have such
 2 great experiences in multiple areas of education.
 3 So I just feel -- I'm feeling almost at that
 4 point -- we're at the -- we're at the ear infection
 5 stage is what I like to call it, where you start
 6 taking the medicine.
 7 We have a new person here. It gets maybe
 8 a little bit worse, like an earache does, like an
 9 ear infection, it gets worse before it gets better
 10 once you take medicine.
 11 But we're at that stage now. We're
 12 getting the medicine in. You're getting to know
 13 things. I feel like -- I'm just excited about this.
 14 I'm not excited about where we are on some of these
 15 things. But I know we're going to move forward,
 16 just like getting better from an ear infection does.
 17 So thank you very much.
 18 MR. JOE DAN LOVATO: I think my wife might
 19 agree. I sometimes am an ear infection to some
 20 people. But I appreciate this to get this back on
 21 track.
 22 COMMISSIONER BRAUER: Just to be clear,
 23 you're the medicine, not the -- it gets -- you take
 24 medicine for an ear infection. I don't know. For
 25 me, it always gets worse. And then it progressively

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1 gets better quickly. And so that was my -- I don't
 2 want you to leave with my metaphor backwards.
 3 MR. JOE DAN LOVATO: I only joke. Thank
 4 you.
 5 THE CHAIR: You've now been on antibiotics
 6 for almost a month. Now we're -- now we're go- --
 7 Commissioner Burt -- oh. Is this your hand still
 8 up?
 9 COMMISSIONER BURT: Yeah. I just took it
 10 down.
 11 THE CHAIR: I can't see it.
 12 COMMISSIONER BURT: I just took it down
 13 because I knew you were going to call on me next.
 14 Good morning, everyone. Hi, Joe Dan.
 15 You know, ditto to what everyone already
 16 said.
 17 And, also, I do understand the -- the
 18 frustration of going over this list.
 19 But my -- my kind of feelings on it are, I
 20 think we tried for the last year-plus to do this by
 21 kind of letting CSD and the school communicate with
 22 each other and then bring information to us. And I
 23 don't think that's been working.
 24 It feels like there's been not clear
 25 communication, I don't know in any way, shape, or

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1 form, towards us from them to -- like, I feel like
 2 the communication lines have been really not great
 3 over the past year.
 4 So I actually -- I know that it's -- like,
 5 I actually think it is helpful to go over the list,
 6 because I do think this is the only opportunity that
 7 I've seen that the school gets clear expectations is
 8 when they're actually speaking with us directly.
 9 So I would actually propose that we do
 10 review the list. If it's going to be that we're
 11 just frustrated every time that there are certain
 12 things that aren't done that should be done, then we
 13 should stop reviewing the list. But what I actually
 14 do think could be a helpful measure to go through
 15 and actually clear out some of these things is to
 16 get a report of what has happened over the course of
 17 the last month.
 18 And it would just be kind of, "The last
 19 month, we were able to close out these two items."
 20 We're not going to get closure on a lot of
 21 these items for a while. I mean, it is going to
 22 take time. And especially when I hear things like,
 23 "Oh, this item was closed. We got the percentages
 24 of the last year proficiency. We're good to go on
 25 this one," and it actually wasn't correct; right?

<p style="text-align: right;">66</p> <p>1 So to me, I think there's probably going 2 to be more things that are going to be uncovered, 3 you know. After one thing is done, probably two or 4 three things are going to be added to the plate 5 because of what you find and what happens. 6 So I don't know if it necessarily has to 7 be monthly. But I actually do think the clear 8 expectations at this point are necessary, because I 9 don't want to get to a space where we're two, three 10 months down the road. We haven't reviewed this. 11 There's been communication happening behind the 12 scenes. And then we're -- we come to the PEC, and 13 we're like, "These are the expectations. Why isn't 14 this happening? Why isn't this happening?" And 15 there's not clear communication going on behind the 16 scenes. 17 That's been my experience over the past 18 year with this school. And the process of how this 19 has worked is it feels clear to me when we send off 20 and then chaos ensues and lack of communication or 21 miscommunication happens, and then things don't end 22 up being completed the way that the PEC expectations 23 are, at least on this list. 24 I mean, I'm also going to remind. There's 25 probably a whole other list for Mr. Lovato to have</p>	<p style="text-align: right;">68</p> <p>1 is to not overreact to urgent matters. 2 I mean, we have to -- it has to be 3 systemic. It has to be thoughtfully cleared out. 4 It has to have, like, a reason why. Are we doing 5 this item? Are we doing it to check it off the list 6 for the PEC? Or are we doing it because it's going 7 to increase student outcomes; right? 8 And if they're going to do it to check it 9 off the PEC, that can probably be done pretty quick. 10 It's easy to check things off and be, like, "Yep, 11 done." 12 If it's part of a whole system of 13 improvement of a school, and there's a deeper 14 meaning, a deeper reason behind why you're doing 15 these items, it's much more complicated than 16 checking the box off the list. 17 So I don't -- I mean, I'm conflicted, 18 because, obviously, I do -- you know, my favorite 19 thing to say is, you know, that's that kid's only 20 third-grade year right now. While all the adults 21 are trying to figure it out, this is someone's only 22 third-grade year. And this is it. This is what 23 they get, you know. 24 And that's hard to grapple with. It's 25 very difficult to grapple with.</p>
<p style="text-align: right;">67</p> <p>1 to do that has nothing to do with what we are 2 overseeing right now. I mean, there's a whole -- I 3 am -- this is a tiny little piece of turning around 4 a school. Like, this is, you know, 10 percent -- 5 we're at the top of the iceberg kind of thing. 6 So, in addition, like I said, ditto to 7 what everyone said. I do think -- you know, I'm 8 not -- I'm not going to make a motion to move down 9 the Intervention Ladder right now because I don't 10 know what that's going to help. I don't see it 11 helping, because I don't think these things are 12 going to be fixed. 13 Like, as I review through all of these 14 items, some of them, I guess, could be quick fixes. 15 But there's a lot of systemic deep things at this 16 school that have to happen. And it's just not -- 17 you know, I don't see a resolution in the coming 18 month, like, realistically, to where we're just 19 going to complete this and be, like, "This is done." 20 That being said, obviously, this is an 21 urgent matter. There's kids in the school right now 22 who are or are not being served. But I also -- and 23 this is my -- this is always my kind of 24 recommendation to -- you know, when there's 100 25 things on a plate of someone, the best thing to do</p>	<p style="text-align: right;">69</p> <p>1 The other option is that the school 2 closes; right? I mean, like, that's where we lead 3 down. 4 So I think if we're at a space where we 5 have a new head administrator. We have a governing 6 board mentor that's on board. Mentor is coming for 7 the head administrator. Like, these things are 8 going to come. I do think it's going to take time 9 to figure out. 10 I'm also -- I'm also wondering if the plan 11 that was made with the governing board and the 12 former administrator is the same plan that should be 13 moving forward in the next school year, you know. 14 So that's also -- I mean, once again, if we're doing 15 it to check off the box, that's one thing. 16 But -- and so are we going to require that 17 that box gets checked, because it was submitted to 18 us and it has to get checked. But if it's actually 19 not in the best interests of the school at this 20 moment, should we continue doing that? 21 So I also think it takes some time to 22 figure out, is the plan that was developed the plan 23 that should be continued moving forward? Or was 24 that a Band-Aid fix, you know, until the permanent 25 head administrator is going to be hired.</p>

<p style="text-align: right;">70</p> <p>1 It's complicated, and I do think that we, 2 as authorizers, we do have to have some patience in 3 this exact moment, because unless we're ready to 4 start moving down a revocation path, I do think the 5 alternative is that we provide the time and space 6 and make sure the expectations are clear from our 7 side as to exactly what the expectations are and how 8 to accomplish those.</p> <p>9 I don't know if there's a different -- 10 like, if we take the checklist that's happened, 11 remove the things that are done, create something 12 that is -- makes it very clear what the expectations 13 are, you know -- and that way, for example, like 14 Chair Gipson said with the item with the MOU -- 15 right? -- okay. Well, we need the plan. We don't 16 need the MOU; right? From the PEC expectations, 17 this is what -- this is how you accomplish this 18 clearly kind of thing.</p> <p>19 So I do think there needs to be some 20 clarity of how to -- what these things look like to 21 be kind of closed out from our additional oversight.</p> <p>22 I -- and I -- honestly, like, I -- I don't 23 envy Joe Dan's position. I don't envy Ms. Creel's 24 position of trying to, like, figure this system out 25 and create a system to do this.</p>	<p style="text-align: right;">72</p> <p>1 just a CSD report of, like, "This is what's 2 happening." 3 But it also just seems like there's a lot 4 of confusion, not -- there's a lot of lack of 5 organization of all this -- of all this information. 6 And it's not just from the school side. It does 7 seem to be from our side as well.</p> <p>8 So I would love for that to be cleared up 9 moving forward.</p> <p>10 THE CHAIR: So Julia wants to say 11 something, and then you can go.</p> <p>12 MS. JULIA BARNES: I just wanted to 13 outline where I think you are, what the rule does, 14 what the contract negotiations did.</p> <p>15 You voted for a three-year contract for 16 this school, which is short, and there are 17 challenges to that.</p> <p>18 The condition compliance document was 19 negotiated with that in mind, and it was -- it is 20 very particular. It outlines things that the school 21 wanted to do that were going to be in progress.</p> <p>22 So I -- then the rule is looking at a 23 record of performance for this school. You're six 24 months into something, and the school is just now 25 kind of on -- on the possible track. But you -- but</p>
<p style="text-align: right;">71</p> <p>1 And I, honestly -- I'm definitely -- I'm 2 kind of just open -- I hope some Commissioners have 3 some answer to the balance of how do we do things 4 urgently, but productively?</p> <p>5 And my -- my biggest worry is, you know, 6 we create these barriers to allowing the change at 7 the school to happen for the things that are most 8 important and most urgent first; right?</p> <p>9 Like, is the posting on the website the 10 most urgent thing? Or is it the teaching and 11 learning in the classroom?</p> <p>12 I'm just trying to weigh -- it's -- we're 13 in a difficult -- I think we're in a difficult 14 position. Because the school's in such a difficult 15 position, genuinely, it puts us in a bad spot.</p> <p>16 So that's kind of where my thoughts are. 17 I don't -- and, like I said, my only suggestion is 18 that we do somehow create some kind of system of 19 communication that's directly -- directly 20 communicates PEC expectations, what the success 21 looks like for that PEC expectation, and being able 22 to get report on just what was able to be 23 accomplished month over month.</p> <p>24 And maybe that it's not that Mr. Lovato 25 and Ms. Creel actually have to come. Maybe it's</p>	<p style="text-align: right;">73</p> <p>1 you've also lost six months of a three-year term. 2 So -- so I think that the option -- the 3 Intervention Ladder can lead to revocation, but it 4 is also the process that leads you to help a school 5 have clarity of that.</p> <p>6 So the compliance -- the condition 7 compliance document can be modified again under this 8 new leadership and said, "We wanted to fix math. 9 Here's our idea about fixing math." Whatever it is, 10 that can be looked at, because that's where I think 11 the clarity can come in.</p> <p>12 So from my view, at a minimum, the school 13 should consider the condition compliance document 14 and make it relevant to them right now. That 15 doesn't mean it needs to have 30 items.</p> <p>16 If the new head administrator thinks that 17 five items work, then great. Propose that. But 18 that should be the clarification.</p> <p>19 You have been placing schools on Notices 20 of Concern when something didn't happen so it was 21 part of the record, and then either put them back in 22 good standing or and then -- you know, did something 23 else.</p> <p>24 So whether you take action on that right 25 now or not is up to you. But I think those are the</p>

<p style="text-align: right;">74</p> <p>1 tools that are available to you.</p> <p>2 Because as Chair Gipson was just</p> <p>3 clarifying, you're not going to get an annual report</p> <p>4 for another year. You're not going to get a report</p> <p>5 on this Notice of Concern till the end of the year.</p> <p>6 So I don't think it needs to be Draconian</p> <p>7 and punitive on the school. But I do think that</p> <p>8 that Record of Performance is something that you</p> <p>9 should consider making.</p> <p>10 And so, I don't know. I have a draft</p> <p>11 motion that you don't have to do it or not. But it</p> <p>12 does allow the school to come back with a revised</p> <p>13 condition compliance document. Because right now,</p> <p>14 without it, I'm unclear what they're supposed to be</p> <p>15 doing.</p> <p>16 You know, it -- all of those items said</p> <p>17 they were going to do this by this, they were going</p> <p>18 to meet biweekly, and they were going to do that.</p> <p>19 That's what they should be doing.</p> <p>20 So I think you could clearly give the</p> <p>21 school and this new head administrator an</p> <p>22 opportunity to come forward with whatever they want</p> <p>23 and give him the time that he needs. But that's my</p> <p>24 thinking.</p> <p>25 THE CHAIR: Commissioner Carrillo, then</p>	<p style="text-align: right;">76</p> <p>1 think it's really important for this particular</p> <p>2 school, because before you were even sitting in that</p> <p>3 chair, it was just a parade of excuses for</p> <p>4 everything not getting done. And everybody passing</p> <p>5 the buck to somebody else and no one taking</p> <p>6 responsibility.</p> <p>7 And so, I mean, that's -- that's where I'm</p> <p>8 going to come from on there is clear things under</p> <p>9 the Intervention Ladder, and you do them, or you</p> <p>10 don't. I have no intention of trying to revoke</p> <p>11 anything for this school. If anything, I think</p> <p>12 there needs to be a stronger partner between this</p> <p>13 school and Walatowa, and so that they're not getting</p> <p>14 seventh-graders that read at a second-grade or</p> <p>15 first-grade level.</p> <p>16 Walatowa High School is ninth grade;</p> <p>17 right?</p> <p>18 Okay. They're not getting ninth-graders</p> <p>19 that read at a second-grade level. And that's going</p> <p>20 to be on you and the partnership that you create.</p> <p>21 So I'm not for a pass because the sun rose</p> <p>22 this morning. Absolutely not. Been down this road</p> <p>23 for a year.</p> <p>24 THE CHAIR: Okay. Commissioner Ingham.</p> <p>25 COMMISSIONER INGHAM: Okay. Being it --</p>
<p style="text-align: right;">75</p> <p>1 Commissioner Ingham.</p> <p>2 VICE CHAIR CARRILLO: So --</p> <p>3 THE CHAIR: Did you already speak? All</p> <p>4 right already.</p> <p>5 VICE CHAIR CARRILLO: So, first, because I</p> <p>6 chuckled. Must have been not 15, 20 minutes. But I</p> <p>7 chuckled when Commissioner Brauer said, "I can hear</p> <p>8 Commissioner Carrillo saying 'Kicking the can one,</p> <p>9 month, two months, six years' -- no.</p> <p>10 What I was saying was nobody gets any</p> <p>11 awards for getting out of bed in the morning. No</p> <p>12 matter how much I like you personally, Joe Dan --</p> <p>13 and I have 100 percent confidence in you -- we've</p> <p>14 been through this so long, it doesn't matter whose</p> <p>15 sitting in your chair. There needs to be</p> <p>16 accountability.</p> <p>17 So when it comes time -- and I would like</p> <p>18 to get through this entire list. And when it comes</p> <p>19 time to take some sort of an action, I'm absolutely</p> <p>20 going to support some sort of -- the next step, a</p> <p>21 Letter of Concern or the Intervention Ladder.</p> <p>22 Why wouldn't we? Doesn't mean we don't</p> <p>23 have confidence. It means we're holding everything</p> <p>24 that happened up to this day accountable.</p> <p>25 And I think that's really important. I</p>	<p style="text-align: right;">77</p> <p>1 okay. Here's what I'm going to say. I want</p> <p>2 clarification of what we're proposing; okay?</p> <p>3 So it seems to me what I hear is that</p> <p>4 we -- well, first thing I want to reiterate,</p> <p>5 something that Commissioner -- Rebekka -- I'm</p> <p>6 sorry -- Burt said, is what do we really, really,</p> <p>7 really want? And we want those kids to get an</p> <p>8 education.</p> <p>9 And so, for me, all this folderol is</p> <p>10 really -- it isn't folderol. It's important. But</p> <p>11 right now, the urgent matter is that we get the most</p> <p>12 qualified people teaching those kids as quickly as</p> <p>13 possible.</p> <p>14 And so that is urgent.</p> <p>15 This is -- this list is important, but it</p> <p>16 isn't the primary urgency. Okay.</p> <p>17 So what I hear people saying is, I think,</p> <p>18 that we need to, one, truncate this to some degree.</p> <p>19 We can go through the list with you, truncate it --</p> <p>20 go through it really quickly and just say, "At this</p> <p>21 point, this is not done, and we're going to make a</p> <p>22 Notice of Concern because it's not done."</p> <p>23 And then we're going to say, "You look at</p> <p>24 this list, and you tell us, does this make sense?</p> <p>25 Does this -- is there some of these things on this</p>

<p style="text-align: right;">78</p> <p>1 list that are past history, done, throw them away, 2 and that you have different ideas?"</p> <p>3 And to be brutally honest with you, I hope 4 you have some different ideas, because this has just 5 been -- I can't say it out loud, okay?</p> <p>6 So for me, it feels like we need to do 7 what we need to do today. Then we need to give you 8 this list and say, "Look, you have got a little time 9 to cogitate and come up with what your real position 10 is on this list."</p> <p>11 And you need to speak to your board and 12 talk to them about -- because they need to direct 13 this also. This doesn't need to be just you. And 14 then come back to us and say, okay, at their next 15 meeting, "This doesn't pertain."</p> <p>16 "I don't want to beat this horse anymore, 17 but I do want to beat this horse." 18 "I do want to take this action." 19 "This one, I need time to assess the 20 community and see what's going to make sense to 21 develop this."</p> <p>22 And I agree. I don't want to put you 23 under a gun to -- to come up with solutions that are 24 half-cooked because you just feel like you have to 25 check a box.</p>	<p style="text-align: right;">80</p> <p>1 going to be my suggestion, 'cause I certainly 2 don't -- I'm not looking to revoke the school.</p> <p>3 But we are looking -- we have to set up 4 some kind of guidelines. But I think -- to me, it 5 would be more productive, instead of you coming back 6 and saying, "Here, this is what my suggested edits 7 on the condition documents are," and then we're 8 looking at a meeting and saying, "Ah, I think it 9 should be this," I think it would be more productive 10 if we jointly, like, a subcommittee -- like, 11 contract subcommittee -- a subcommittee of 12 Commissioners sat with the school and with CSD and 13 said, "Okay. Let's get a clear idea of what our 14 expectations are, what the school feels is 15 reasonable that can -- that can be done by the end 16 of the year," because, once again, we don't have 17 that annual report that we're going to have.</p> <p>18 But it's -- "You need to know what we need 19 to know." And we need to know what is fair and 20 reasonable for -- you know, to be able to get to us 21 by June -- there may be -- between now and the short 22 time that if we did set this up, there's going to 23 be -- you know, "Oh, this is done. But, look, this 24 came up," you know.</p> <p>25 So I think it would be beneficial to all</p>
<p style="text-align: right;">79</p> <p>1 I want, more than anything, that you be 2 able to focus for the next -- before the next 3 semester starts and being able to have personnel at 4 your school that are going to do a good job to the 5 best of their ability -- with whatever limitations 6 they have -- but they have the ability to empower 7 them to teach those kids.</p> <p>8 After that, we can assess this list. You 9 can take -- you can knock some of them off, and you 10 can say, "No, there's different stuff than what 11 Commissioner Burt said."</p> <p>12 There's a whole load of things that you 13 need to address.</p> <p>14 So I'm in favor of giving you that time. 15 I hope you don't take it personal that we issue a 16 Letter of Concern. It needs to happen, because they 17 have been unresponsive.</p> <p>18 After this, please, just do your best to 19 get those kids some learning in this last semester 20 of this year.</p> <p>21 That's all I'm really -- my heart's desire 22 is that they don't lose this last semester and that 23 they make some progress. Did I -- do I have a 24 correct assessment of what this -- 25 THE CHAIR: Yeah. So this -- this was</p>	<p style="text-align: right;">81</p> <p>1 of us to sit down at the table again. 'Cause a lot 2 of the parties have changed, and so that everyone is 3 clear on what's going to be done.</p> <p>4 And some things, then, the CSD could 5 report -- you know, during that time, if it's a -- 6 if it's a simple, "Oh, they fixed their website," 7 you know, that could come out in the Director's 8 Report. Oh, you know, that's -- we're good.</p> <p>9 And then we set a time frame when we're 10 going to look at the -- the accomplishment and say 11 "This all -- this needs to be done by, you know, 12 this date," and we're clear on that.</p> <p>13 And that the Letter of Concern goes out, 14 and it's going to be cleared out whenever this is -- 15 whatever the agreement is is cleared out as well.</p> <p>16 And if we can parse out some of it, simply 17 by a report-out by the Director, because it was so 18 simple, fine.</p> <p>19 And I think that's -- not that I don't 20 like seeing you. But I don't think it's -- you have 21 better use of your time than to come here, 'cause 22 now you're missing school, and you've barely started 23 there.</p> <p>24 You might still need GPS to get there. 25 So, you know, it's -- so we want to look</p>

<p style="text-align: right;">82</p> <p>1 at what's -- what is fair and reasonable.</p> <p>2 So that was my recommendation, that we --</p> <p>3 you know, we create that subcommittee. We get it</p> <p>4 clear so that we know what everyone is expecting.</p> <p>5 Because it's unproductive to keep looking back at</p> <p>6 this document. And I think there's -- I think</p> <p>7 there's additional things we're thinking about that</p> <p>8 we want to see.</p> <p>9 Commissioner Brauer.</p> <p>10 COMMISSIONER BRAUER: Madam Chair, I want</p> <p>11 to full-throated agree with that. I think that also</p> <p>12 is a value-based decision from our Commission, from</p> <p>13 our values that we have, especially around respect.</p> <p>14 There is no grace, I don't think, for our</p> <p>15 values. But I think that this is an adaptive</p> <p>16 leadership model that we all, at the end of the day,</p> <p>17 Commissioner Ingham, you're right. We just want to</p> <p>18 see students thrive. We want to see a community</p> <p>19 thrive. That's inherently part of the school's</p> <p>20 purpose at Walatowa.</p> <p>21 And -- you know, the -- meaning the</p> <p>22 pueblo, the people there, as opposed to the school,</p> <p>23 just via -- and I think that this provides an</p> <p>24 opportunity for new leadership and the char- -- the</p> <p>25 charter's governing council to come together with us</p>	<p style="text-align: right;">84</p> <p>1 we are being considerate and value-based, but, at</p> <p>2 the same time, being urgent, Commissioner Carrillo,</p> <p>3 and making sure we're not letting this go, but we</p> <p>4 need to see continued growth.</p> <p>5 THE CHAIR: I mean, I think it's</p> <p>6 sometimes -- when we say, "Oh, let the school do</p> <p>7 this and come back to the meeting," I think</p> <p>8 sometimes at the meeting -- not intentionally -- but</p> <p>9 it turns out to be a "shame on you" moment in those</p> <p>10 conversations, so that the conversation is much</p> <p>11 better had at a table, you know, and getting it set,</p> <p>12 so that in the public forum, there's a professional</p> <p>13 agreement as to what we're going to do and not</p> <p>14 this -- you know, this isn't the forum to do</p> <p>15 negotiations.</p> <p>16 So I think that's the -- I think that's</p> <p>17 what we want the Commission to be -- we want schools</p> <p>18 to see us as that partner, you know. So that's --</p> <p>19 that's why my suggestion is for that subcommittee to</p> <p>20 meet and give him a little bit of time to be able to</p> <p>21 look at all of this and figure out, "Okay, this</p> <p>22 is -- this is really -- this is my critical mass."</p> <p>23 Commissioner Beck.</p> <p>24 SECRETARY BECK: As a retired guy and a</p> <p>25 former educator, I'd be glad to be on that</p>
<p style="text-align: right;">83</p> <p>1 to kind of figure out a solution together.</p> <p>2 Because we could continue to do the same</p> <p>3 thing. And I've heard multiple of us today -- and I</p> <p>4 went unvoiced to say -- like, I don't think we are</p> <p>5 in any position to want to revoke this school. We</p> <p>6 want this school to thrive.</p> <p>7 We have a very short timeline, anyhow,</p> <p>8 with this school's current charter contract with us.</p> <p>9 So we want to see changes. We want to see changes</p> <p>10 happen.</p> <p>11 So I absolutely agree. I think this is a</p> <p>12 good model for us to think about when we -- you</p> <p>13 know, when we see change not happening, if we have</p> <p>14 the capabilities to, you know, reconvene and think</p> <p>15 about the strength in the new leadership and the</p> <p>16 potential that we have here at the school, to come</p> <p>17 together and adapt and figure out how do we solve</p> <p>18 the problem, as opposed to be right about our</p> <p>19 processes and to be right about the -- the</p> <p>20 conditions that we have put in place.</p> <p>21 If they're not working, Commissioner</p> <p>22 Ingham, I think you hit it right. We've got to be</p> <p>23 sure, at the end of the day, students are thriving.</p> <p>24 If it's not working out, let's figure it out</p> <p>25 together as group, and that continues to make sure</p>	<p style="text-align: right;">85</p> <p>1 subcommittee.</p> <p>2 THE CHAIR: I think I'm retired. I'm not</p> <p>3 100 percent sure. People keep telling me I'm</p> <p>4 retired, you know. So -- no, I -- so I'm going to</p> <p>5 say, at this point in time, I don't think we need to</p> <p>6 look at the rest of this list right now, because</p> <p>7 that subcommittee is going to be looking at all of</p> <p>8 that.</p> <p>9 So it's not -- we're not making -- I don't</p> <p>10 believe -- we're not making any recommendations as</p> <p>11 to what should be, because that's what the</p> <p>12 subcommittee is going to do.</p> <p>13 So we can put this -- the rest of this to</p> <p>14 rest right now. And if that's the decision of the</p> <p>15 Commission to agree to that subcommittee, that's</p> <p>16 what that subcommittee will be working on, a whole</p> <p>17 new document.</p> <p>18 Commissioner Taylor.</p> <p>19 COMMISSIONER TAYLOR: Yeah. I just want</p> <p>20 to -- I just want to real briefly say, you know, six</p> <p>21 months ago, I think every one of us was thinking,</p> <p>22 "Oh, man, this school, we're going to have to close</p> <p>23 this school," you know.</p> <p>24 So I just want to -- I publicly want to</p> <p>25 thank you for stepping into a really tough situation</p>

<p style="text-align: right;">86</p> <p>1 and really -- with open eyes, and just a willingness 2 and ability to -- to make this better.</p> <p>3 I think this whole group of people now 4 have a hope that we're not going to have to take 5 those actions. So I love that. So thank you for 6 doing that.</p> <p>7 THE CHAIR: Director Chavez. 8 DIRECTOR CORINA CHAVEZ: Yes. Thank you, 9 Commissioners. I really appreciate that you're 10 coming at this from a values-based perspective in 11 providing clarity on some next steps that Mr. Lovato 12 and I talked about as a possibility of making this 13 conditions compliance document, which was created by 14 those that are not at the table at the moment, who 15 made that document, signed that document, and sent 16 it to you.</p> <p>17 So we were taking it literal. But I 18 really, really appreciate what Commissioner Ingham 19 said and what the Commissioners -- the direction 20 that you all are taking.</p> <p>21 And just for the record, because I know 22 how frustrating this is, Commissioner Burt, that it 23 seems like there has not been clear communication, I 24 just want to mention that the CSD did meet with the 25 folks at the time half a dozen times looking at this</p>	<p style="text-align: right;">88</p> <p>1 We have tried to establish things and get 2 the will going as quickly as possible because we 3 understand that what's at risk right now is 4 something that's at the heart of everybody that's 5 sitting here today, which is doing what's best for 6 kids.</p> <p>7 And I agree with Commissioner Carrillo. 8 We can't kick the can -- we can't afford that in any 9 school, or our state, for that matter.</p> <p>10 So I feel a reasonable timeline would be 11 somewhere around mid-February. I can't give an 12 exact date. If that's not -- if that's not -- if 13 that's not the ample time you're looking for, I'm 14 just taking into consideration we have next week -- 15 you know, just to look at the calendar and be 16 realistic here, we have next week, and then we go on 17 winter break. We're not back into the second week 18 of January.</p> <p>19 And then also taking into consideration 20 the calendar that the people of the pueblo have, 21 within some of their celebrations.</p> <p>22 No excuses. I appreciate what everybody's 23 said here before. It's something that's on my board 24 in my office that stayed in my classroom that says, 25 "I don't accept excuses. I only accept results."</p>
<p style="text-align: right;">87</p> <p>1 document and really were lacking some follow-up 2 actions on the part of the school.</p> <p>3 So I, too, share in the celebration of the 4 new head administrator that's in place. I know that 5 in the short while that Mr. Lovato has been in 6 place, he has been incredibly responsive and working 7 with the Charter Schools Division.</p> <p>8 So we are here to support the school and 9 to support the PEC in making sure that this school 10 has a good plan in place and that we're tracking 11 what you want us to be tracking.</p> <p>12 THE CHAIR: I am just going to kind of put 13 you on the spot, in the sense of what's -- a date 14 that you believe you could provide a suggested 15 revision. And then the subcommittee would meet. 16 But we would have the opportunity to look at that 17 condition document revised before we met, and then 18 we would then meet and work on that.</p> <p>19 MR. JOE DAN LOVATO: Madam Chair, 20 Chairwoman Gipson and members of the council, I -- I 21 would like to say tomorrow. But we live in a real 22 world. And I would really like for all stakeholders 23 to be a part of this. That includes the board. And 24 so we do have tentatively scheduled a retreat for 25 our board in the first week of February.</p>	<p style="text-align: right;">89</p> <p>1 So I'm just looking at something 2 somewhere, I would like to say, at the end of 3 January. But I think this would be a great point of 4 discussion to bring to our board retreat and to 5 outline again with all stakeholders what we plan on 6 doing.</p> <p>7 I would even feel comfortable the week 8 after -- is February the 1st that Saturday? I think 9 that's when it is. I don't have -- I -- I think 10 that's the first -- that's when we have our retreat. 11 I would hope to have some of this done in that 12 following week, if possible.</p> <p>13 THE CHAIR: Commissioner Carrillo, and 14 then Commissioner Beck.</p> <p>15 VICE CHAIR CARRILLO: (Off-mic) because I 16 am -- I am not retired. I think you ought to meet 17 by Zoom next week. I think going into 18 January-February -- I know I'm in the minority here. 19 I mean, it's clear I'm in the minority relative to 20 wanting there to even be the Letter of Intervention 21 and the Notice of Concern.</p> <p>22 The idea -- it's just laughable to me to 23 even think about February.</p> <p>24 And then -- I mean, as well, I would -- if 25 you want to -- if there's somebody on your board</p>

<p style="text-align: right;">90</p> <p>1 that wants to be a part of the meeting, I think 2 that's fine.</p> <p>3 But to have your board part of the whole 4 thing, no. It's, like -- you just -- the more you 5 create this -- the more people you have at the 6 table, you end up with a camel, you know, instead 7 of -- you know, isn't there that thing, the camel 8 was done by a committee, that whole saying? 9 Something like that.</p> <p>10 But, anyway, I -- you know, I'm in the 11 minority here in the Commission. I support whatever 12 the Commission decision is -- and with you. And 13 February just, to me, is -- it's crazy to me.</p> <p>14 THE CHAIR: Commissioner Beck and then 15 Commissioner Burt.</p> <p>16 SECRETARY BECK: Yeah. I'll respectfully 17 fully disagree with Commissioner Carrillo. I know 18 it sounds terrible to have to wait for a month and a 19 half or two months. It -- it gets me the wrong way.</p> <p>20 But if it's done -- if it's the time that 21 would be the most productive for you -- I know 22 between now and February, you're going to make those 23 kids work as hard as you can. You're going to work 24 on those teachers. It's not like you're stopping 25 between now and February 1st. You're going to grind</p>	<p style="text-align: right;">92</p> <p>1 aligned right there with Commissioner Beck. I 2 also -- I'll say I would like to volunteer on the 3 subcommittee. And I do think -- I actually -- I 4 don't think that that's an unfair timeline, even if 5 it wasn't Christmas break, honestly. Because, once 6 again, from my perspective, the plan that was 7 developed feels like it was a Band-Aid; right? It 8 was created with a lot of -- like, how do we get 9 this done with what we have right now?</p> <p>10 I do think having -- like, moving from an 11 interim administrator to a permanent administrator, 12 I do think there's systems that need to be put in 13 place that need to blend like this (indicates). And 14 that's what makes me think it does need time to be 15 really thought of.</p> <p>16 Because I don't even know if, Joe Dan, if 17 you've thought of, like, this conditions document in 18 any other way other than, "I just have to do this 19 conditions document. I have to do these things. 20 That's it. I have to make it work."</p> <p>21 So asking the administrator and the 22 governing board to really think of this in a 23 different way, like, what is best for the school 24 long-term, not short term Band-Aid just to get rid 25 of the condition. But long-term, what is the</p>
<p style="text-align: right;">91</p> <p>1 it, I'm sure, if I'm reading you right, and your 2 first, second, third, and fourth priority is to get 3 these kids learning and enjoying the classroom, 4 that's not going to stop.</p> <p>5 And I think there's a reality that this 6 is -- that's your short term. That's your immediate 7 term. That's your acute. But we want to get rid of 8 the chronic. And if it takes you feeling that it 9 takes two months to do that, and it'll be done 10 right, then I -- I acquiesce to your decisions.</p> <p>11 You know your school. You know your 12 governing council. You know your situation much 13 better than I do. And if it's February 4th, then 14 I'll be glad to meet with you February 6th, because 15 I've got to read it on the 5th, because I've got to 16 have a day to read it.</p> <p>17 I'm of the thought let's get it done, get 18 it done right, and stop the chronic issues that are 19 going on. And you know the acute issues that you've 20 got to take on now.</p> <p>21 MR. JOE DAN LOVATO: Thank you, 22 Commissioner.</p> <p>23 THE CHAIR: Commissioner Burt, and then 24 Ms. Creel.</p> <p>25 COMMISSIONER BURT: Yeah. I'm pretty much</p>	<p style="text-align: right;">93</p> <p>1 systems we want to develop? What are the things we 2 want in place to help support those items that are 3 on our condition list, you know?</p> <p>4 I don't think it was thought of that way 5 when it was originally created. I do think that's 6 what the school needs now is to really be thinking 7 longer term. Because I do -- I mean, I think a lot 8 of the decisions that were made were Band-Aid fixes. 9 And I don't think you're in a space where you need 10 to be doing Band-Aid fixes anymore, because it's 11 just doing to lead to more -- like, the issues never 12 go away.</p> <p>13 So I do think -- I think that's -- I would 14 expect -- I will tell you this. With giving until 15 February 5th, after your retreat, you guys go 16 through this, you come up, you develop the plan, 17 what does the school look like in the next two years 18 before the charter term is over, what does it look 19 like ten years from now, what does it look like 20 20 years from now, I know that needs to get developed 21 and thought of.</p> <p>22 However, I'm going to expect -- and by 23 supporting giving the time, I'm going to expect a 24 really good plan. Like, that's the one thing that 25 I -- I'm going to give the autonomy, like, okay,</p>

<p style="text-align: right;">94</p> <p>1 yeah, take the time, figure it out, take a look at 2 it. But it better be really good when it comes up, 3 you know. 4 That's kind of the -- that's the charter 5 promise; right? "Do it how you want. But it better 6 be -- the results we get at the end of it better be 7 really good." 8 So I do think this is -- this makes me 9 feel a lot better for this school. I felt like we 10 were just spinning wheels doing nothing. And 11 there's so many people who are involved, who, you 12 know, really came in at a time to try to help and 13 really try to collaborate. 14 But it really did feel chaotic. It felt 15 like a lot of chaos, a lot of confusion, a lot of 16 stress for all the people involved. 17 And so many people really wanting to 18 help -- once again, I just feel like there was a 19 lack of central leadership to really tie all those 20 pieces together. 21 You have people from Walatowa stepping in 22 to come help and doing the best they can. Like, I 23 oftentimes will talk about situations like this of, 24 like, when there's not, like, a -- a captain of a 25 ship, like, really telling people what to do,</p>	<p style="text-align: right;">96</p> <p>1 that's been a really big deficit that's happened in 2 the last year as well. 3 So I do think this is an opportunity to 4 kind of course-correct a lot of the things that have 5 happened. But I -- like I said, I do think my 6 expectation for February would be really high. But 7 I do like the idea that you're involving the board 8 in it. No one can say they don't know what 9 happened. No one can say they don't understand 10 what's happening. 11 No one -- if everyone is on the same page, 12 I think that's what's going to help lead to more 13 meaningful change, because right now, the data I -- 14 every set of data I've been given on this school has 15 been confusing and almost nonsensical. 16 So I'm looking forward to actually getting 17 some good data that can show progress that's 18 meaningful. 19 MR. JOE DAN LOVATO: Yeah. 20 MS. CHERYL ROWE: Thank you, Chair Gipson 21 and Commissioners. Two things. 22 One is we are taking -- the CSD -- we are 23 taking a closer look at our process for monitoring 24 conditions. 25 (Unmuted Commissioner online muted.)</p>
<p style="text-align: right;">95</p> <p>1 driving the ship, like, really focusing everyone, 2 generally, what good leaders do is they hop off in 3 their own little life rafts and they start rowing 4 their own little teams to safety as best they can; 5 right? 6 I feel that's what happened in this school 7 as well. Everyone got in their -- yeah, I can take 8 care of my little part and I'm going to do it the 9 best I can. I am going to give everything to my 10 little part. And everybody is trying to do that. 11 That doesn't work. Like, that's not a 12 good strategy. It's not -- it's not how things 13 really progress in a systematic way. 14 So I do support issuing a Letter of 15 Concern today. And I actually think that really 16 does open up the options of, okay, how can we do 17 this over the course of this next -- the rest of 18 this year and into the next -- you know, into the 19 next school year, where we're actually providing 20 meaningful oversight to the school, and get a chance 21 to restart the organization process from CSD to the 22 school as well, to where CSD can help -- like, 23 really keep track of this information better as 24 well, to where we are provided the information in a 25 better and more clear way. Because I also think</p>	<p style="text-align: right;">97</p> <p>1 MS. CHERYL ROWE: Okay. Thank you. It's 2 Cheryl Rowe from Charter Schools Division. 3 Two things I wanted to say. One is CSD is 4 currently looking at how we're monitoring conditions 5 and revamping our process for that. We have a 6 meeting about it early next week, actually, because 7 we do realize that this needs to be more clear and 8 managed better. So that's one thing that we have 9 underway. And then we're really -- we really want 10 to get -- get that down. 11 Another thing is we would be very 12 interested in being part of that subcommittee. So 13 if one or two of us from the CSD authorizing team 14 could join you, that would be great. 15 Thank you. 16 THE CHAIR: Commissioner Ingham. 17 COMMISSIONER INGHAM: I like where we're 18 going. But, I mean, for a different reason, I think 19 I recognize -- I'm not volunteering to be on that 20 committee, because my life is too crazy right now. 21 And so there's limitations to everybody's -- the 22 calories they can expend. And you have a life, too. 23 And so my -- my -- but my feeling is what 24 I would really like you to focus on is right now, 25 you got -- what? -- one week left with your kids,</p>

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1 establishing a relationship with your kids.
 2 You have a time. I realize that your --
 3 it's Christmas, and it's your opportunity to be with
 4 your family.
 5 But I would expect that you would be
 6 really thoughtfully considering how you can best
 7 spend that -- how you can use that time to figure
 8 out what your strategic plan is to -- to engage with
 9 the teachers and the kids in that first week of
 10 school at the beginning of the semester.
 11 And so I think it's a great idea, that you
 12 could get that semester started, and then do your
 13 retreat and be able to be very thoughtful about it,
 14 preparing for that, and for -- I just -- I think it
 15 is a bad idea to force you into dealing with a bunch
 16 of stuff with this when what I see as your most
 17 important thing is the relationship you're going to
 18 have with that school, the teachers and the kids,
 19 and that that -- your time for this two weeks of
 20 vacation, I mean, God bless you for taking this on
 21 and for doing -- I hope you will take that time and
 22 be very deliberate about that and get your --
 23 straighten that part out.
 24 And once the semester has started, then,
 25 yeah, it's still rigorous. It's still going to be

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1 rough. But at least you'll have that beginning
 2 thing, start of the semester, over with before you
 3 have to wrestle with this whole mess.
 4 So that's the way it looks to me. So I'm
 5 very thankful for this, and I feel like it's a
 6 really good plan.
 7 THE CHAIR: I'm just going to say that I
 8 think the February 5th deadline is more than
 9 reasonable. I think it's critically important that
 10 the board be involved in this and that the board be
 11 involved with us, the group, in the subcommittee,
 12 because the contract is with the board and us. And
 13 it should be the board making sure that there's
 14 updates from the head administrator on that
 15 compliance document. "Where are you with this?"
 16 And it is -- that's critically important.
 17 So we can't leave that -- he's going to be
 18 responsible for the day-to-day to make sure we're
 19 working on this. But the board has to be that
 20 partner. This is a partnership that we have. And
 21 the partner is more with the board and us than it is
 22 with the head administrator and us. It's his
 23 partnership with the board.
 24 So we all have to work jointly.
 25 So are we ready for the motion?

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1 VICE CHAIR CARRILLO: I have one thing. I
 2 just -- I wrote these notes down.
 3 I'm happy to go down this route. Anyone
 4 knows my concern with timelines and things like
 5 that, because February becomes March -- our meeting
 6 in February is 20-21. Then we have March. We also
 7 have two weeks -- we have so many contracts in
 8 February and March. We have two full weeks of
 9 contracts.
 10 I'm just reminded. And I jotted this
 11 down, when Commissioner Ingham said something to the
 12 tune of another semester lost.
 13 And then Ms. Bekka, "This is their only
 14 third grade."
 15 I know. I know. So that -- the -- and in
 16 terms of, like, the urgency and the fire, because I
 17 remember earlier on, Ms. Burt saying, "I look at a
 18 school that we..." -- two days ago, I think is when
 19 they were here. And we did say the house is on fire
 20 for that school because of the way they pretty much
 21 even breached their contract. And we were taking
 22 incredibly emergent action.
 23 So I hope that whatever comes out of the
 24 subcommittee, that it recognizes this as the
 25 emergency that it is.

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1 THE CHAIR: All right. I move that the
 2 PEC send the school a Notice of Concern regarding
 3 the failure of the school to meet all of the
 4 requirements from the July to December --
 5 requirements from July to December as set forth in
 6 the Condition Compliance document. This Notice of
 7 Concern will be made part of the Record of
 8 Performance of the school. The school must:
 9 1. By February 5th, 2025, provide --
 10 excuse me -- provide a subcommittee of the PEC
 11 proposed revisions to the compliance document so
 12 that the school and the PEC subcommittee can jointly
 13 develop a revised condition compliance document for
 14 approval by both boards.
 15 2. Then ensure that the actions in the
 16 revised condition compliance document are completed.
 17 And, 3. That information is provided to
 18 CSD in a manner that is sufficient for CSD review.
 19 And the subcommittee so far is
 20 Commissioners Burt, Beck, Gipson.
 21 Is there anyone else?
 22 Well, yeah.
 23 Commissioners, anyone else want to be on
 24 it?
 25 (No response.)

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103	<p>1 weekend. Yeah. Yeah. 2 SECRETARY BECK: Chair Gipson. 3 THE CHAIR: Yes. 4 SECRETARY BECK: Vice Chair Carrillo. 5 VICE CHAIR CARRILLO: Yes. 6 SECRETARY BECK: Commissioner Ingham. 7 COMMISSIONER INGHAM: Yes. 8 SECRETARY BECK: Commissioner Taylor. 9 COMMISSIONER TAYLOR: Yes. 10 SECRETARY BECK: Commissioner Manis. 11 COMMISSIONER MANIS: Yes. 12 SECRETARY BECK: Commissioner Brauer. 13 COMMISSIONER BRAUER: Yes. 14 SECRETARY BECK: Commissioner Burt. 15 COMMISSIONER BURT: Yes. 16 SECRETARY BECK: Secretary Beck. 17 There are eight votes for, zero votes 18 against. The motion passes. 19 THE CHAIR: We're going to take a 20 ten-minute break. 21 (Recess taken, 10:40 a.m. to 10:53 a.m.) 22 THE CHAIR: So the head admin didn't need 23 to be here for Item 10.c. It's just a notification 24 to us. 25 We sent the letter out of concern that the</p>	105	<p>1 it, you know. They -- we sent them a letter. They 2 did it. We got bigger fish to fry. Yeah. 3 Item No. 11, Discussion and Possible 4 Action under the Intervention Ladder, Including the 5 Non-Submittal/Late Submittal of the Assurance Form. 6 So Dream Diné was one of three schools 7 that had not submitted the assurance forms. SODA 8 has since submitted the assurance form. We just 9 said San Diego Riverside has. Dream Diné has not 10 submitted that form. 11 So to my knowledge, they have -- 12 (Off-mic discussion.) 13 DIRECTOR CORINA CHAVEZ: Chair Gipson -- 14 Chair Gipson, I asked Missy Brown to check on the 15 submittal. 16 You also have access to Epicenter, where 17 it may have been submitted in the past couple of 18 days. 19 When this agenda was published, it had 20 not. 21 THE CHAIR: Correct. And forgive me. But 22 with all the renewals, I have not checked Epicenter 23 in the last couple of days. I've been reading 24 renewal applications. 25 MS. MELISSA BROWN: I checked Epicenter</p>

<p style="text-align: right;">106</p> <p>1 yesterday at the end of our last school, and I 2 reached out to the head administrator. And the 3 head -- well, one of the remaining board members -- 4 with the form and asked -- I just checked Epicenter, 5 and it's not in there at this time. 6 THE CHAIR: So I'm going to -- so -- yeah, 7 I thought they did. I'm -- so how many board 8 members are there? 9 MS. MELISSA BROWN: There are two board 10 members that we know of right now. 11 THE CHAIR: (Off-mic discussion.) 12 VICE CHAIR CARRILLO: Oh, good. You have 13 your hand up. It's my understanding you were 14 on-boarding the last time I spoke with you, three, 15 so that maybe you have five and not two. But anyway 16 if you could clarify that for the Commission. 17 MS. NADINE CHATTO: Right. Everyone, I'm 18 Nadine Chatto, the head administrator at Dream Diné 19 Charter School. 20 Currently, we have three board members. 21 We had previously lost four members within the past 22 two months. And now we have -- we're going to be 23 bringing on another board member on Monday. 24 The assurances, I apologize, did not get 25 sent in, because, you know, we were just going</p>	<p style="text-align: right;">108</p> <p>1 we're working on that. We've -- I've stressed to 2 the board members how important this is. And, 3 hopefully, we'll get that parent on by Monday. So 4 we will have five board members after the meeting on 5 Monday. 6 THE CHAIR: Okay. Thank you. And, 7 Commissioners, in your information, there's -- so, 8 Nadine, there's a little bit of a concern about 9 enrollment at the school. Because my understanding 10 is your current enrollment is somewhere around 11 fifteen. 12 MS. NADINE CHATTO: Seventeen. 13 THE CHAIR: Okay. It's at seventeen. 14 It's still a significantly low number. School 15 Budget provided some information to us that with 16 20 enrollment, you would be at a loss of about 17 \$200,000 from this current school year, which is a 18 significant loss of money. And that's with twenty 19 as an enrollment. 20 So there is a -- you know, there's a 21 concern about the school being able to provide the 22 programming to the community that it's established 23 in with that significant a loss of funds. 24 So I'm hoping that there's a recruitment 25 plan that's -- and you're reaching out for maybe</p>
<p style="text-align: right;">107</p> <p>1 through some turmoil there. But it has been 2 presented to this current board, and we're meeting 3 on Monday to discuss it again and to submit it by 4 the end of the day on Monday. So that is the plan 5 at this time. 6 THE CHAIR: So -- so let me just get a 7 clarification. 8 With the on-boarding of one new member, 9 you're still only going to have four board members? 10 MS. NADINE CHATTO: Yes. And the fifth 11 board member, we're trying to recruit a parent. So 12 we had a couple of parents during our pack [ph] 13 committee that did show some interest. But they 14 were a little hesitant. So we're kind of hoping 15 that they would step up at the next meeting. So, 16 yeah, we're working hard on that. We had some 17 issues with it for the past couple of months. But 18 now that the four board members are no longer with 19 us, we're just trying to reestablish a 20 five-membership board. 21 THE CHAIR: So I just want to make sure 22 that you understand there's somewhat of an urgency, 23 because you no longer qualify as a Board of Finance 24 with only four board members. 25 MS. NADINE CHATTO: Right. Right. And</p>	<p style="text-align: right;">109</p> <p>1 some help in the community and to community partners 2 to help you with recruitment. 3 Because I -- you know, I -- I want the 4 school to continue. But it's such a low student 5 count that it's hard to keep the lights on with 6 that, let alone programming, with that big a loss of 7 money. 8 MS. NADINE CHATTO: Right. And I do agree 9 with that. We are in a recruiting effort currently. 10 We have -- I mean, we're going to be doing as much 11 as we can until school dismisses on the 20th. And 12 we have reached out to partners that work with us in 13 the past, and we are trying to get some more input 14 from the community. 15 We've reached out to chapter houses. 16 We've reached out to local communities, and then 17 through word of mouth, the whole school. As a 18 matter of fact, we have some things coming up today. 19 That's why I apologize I'm not there in person. I'd 20 rather be here trying to recruit for the school. 21 That's where we're at right now. 22 Thank you. 23 THE CHAIR: And thanks. And I appreciate 24 that, you know. And understanding the fact that 25 it's very difficult to get families to make a switch</p>

<p style="text-align: right;">110</p> <p>1 in the middle of the year, it really -- unless you 2 really, really, really are dissatisfied with where 3 your kiddos are, to, you know, make that change in 4 the middle of the year is very difficult. 5 And that's what I -- you know, I get some 6 angst about. Because your budget is going to have 7 to be based on what you have. And that's going to 8 be really difficult because you don't want to 9 over-project, also, because that puts you in another 10 financial crisis. 11 So I -- thanks for the ongoing efforts. I 12 do appreciate it. 13 MS. NADINE CHATTO: Thank you. 14 THE CHAIR: But I know it's hard. Sure. 15 COMMISSIONER BRAUER: I don't want to 16 belabor it. That assurance document, when was that 17 due? September? 18 Okay. Ms. Chatto, this is Commissioner 19 Brauer. And I totally get things change, especially 20 with the governing council changes. Sounds like 21 this thing could have been done before a lot of 22 those changes happened. 23 And so I do -- I do have a little bit of a 24 concern that we didn't get that done when we could 25 have. I'm not sure why it wasn't done earlier. I</p>	<p style="text-align: right;">112</p> <p>1 you said. But, you know, our reaching out now to 2 remind you, we've reached out before to remind. So 3 this is -- you know, this is something that is, to 4 me, critically important in that relationship 5 between -- this isn't really on you. It was -- this 6 was the board that was supposed to do it. 7 I know you help populate the agenda, and 8 there's a lot of work. And you're there to remind. 9 But this was the -- you know, for the board to -- so 10 we're not -- "We didn't get to that this month." 11 When this is -- this is the board's assurance to us, 12 it is concerning. 13 VICE CHAIR CARRILLO: Hi, Nadine. It's 14 Commissioner Carrillo. Hope you all are doing well. 15 While -- I mean, I understand the concerns 16 that you've had, truly. I mean, I am going to 17 support a Notice of Concern on the Intervention 18 Ladder, because this has gone on way too long. 19 In my recollection, having attended as 20 just audience at your last board meeting, is that 21 the assurance form wasn't even on the agenda. 22 This could have been done. It's, like -- 23 but it wasn't even on the agenda. So for me -- and 24 this doesn't fall on you, necessarily; it falls on 25 the board. It's, like, they knew this is a</p>
<p style="text-align: right;">111</p> <p>1 don't know if you can shed some light on that. 2 I just -- I don't need excuses. But I'm 3 just curious if there was any reason why it couldn't 4 have been done when you had a full board. 5 MS. NADINE CHATTO: And this is just the 6 assurance that you're talking about? 7 COMMISSIONER BRAUER: It's a pretty 8 straightforward document. 9 MS. NADINE CHATTO: Yeah. Yeah. It is. 10 I apologize. I did not get that submitted 11 immediately. And there -- I'm not trying to make 12 excuses, either. But a lot of things did happen 13 during those board meetings, and we didn't get to 14 those issues, or we didn't get to those specific 15 items. 16 So, yeah, we are -- you know, being a 17 State charter does require a lot more. And I do 18 understand that. And this will not happen, at least 19 not under my administration, from here on. And I do 20 appreciate you reaching out and asking about that. 21 It does keep us in line and on track of 22 what we need to be doing. 23 Thank you. 24 COMMISSIONER BRAUER: Okay. Thank you. 25 THE CHAIR: So -- and I appreciate what</p>	<p style="text-align: right;">113</p> <p>1 priority, and they didn't even put it on the darn 2 agenda, not to mention the OMA violation of everyone 3 just scooting off and pretty much not saying why to 4 go into exec. That's another issue. 5 So, I mean, the assurance form -- I know 6 you're under the gun with -- you have the fourth 7 member now that's committed. You're hopefully going 8 to have that fifth on Monday. 9 But my impression is this just hasn't been 10 a priority. At least that's the way it looks like 11 from our end. 12 MS. NADINE CHATTO: Yes. And I agree, 13 Commissioner Carrillo. I do agree that it's not 14 really a priority. And I'm probably speaking out of 15 turn. But when you're not following your bylaws, 16 and when you're not, you know, in compliance with 17 State requirements, it -- this is what happens. 18 And I've been told several times to stay 19 in my corner, that this is not my concern. So, I 20 mean, this is -- this is reality. And this is the 21 way it's been. 22 So now that we have new board members, 23 we're establishing new relationships, things will 24 probably become a little bit easier to, you know, 25 move forward. Thank you.</p>

<p style="text-align: right;">114</p> <p>1 THE CHAIR: And, you know, that's really 2 fine if they say, "This isn't your concern, it's our 3 concern." That's fine, because the letter goes to 4 the board saying that they're not -- they're not in 5 -- "We have a concern because you're not in 6 compliance." So -- and it's on the board. 7 And, you know, they can seek legal advice 8 if they wish. 9 COMMISSIONER BRAUER: I just had a quick 10 question. This is aligned to, like, the budget 11 document that we received, the updated -- is it okay 12 if I ask a specific question about a specific grant 13 that they have might have? Is it okay? I just want 14 to make sure it's in alignment. 15 Ms. Chatto, are you all still in the 16 Indigenous Education Initiative? 17 MS. NADINE CHATTO: Yes, we are. 18 COMMISSIONER BRAUER: How much are you 19 expecting for this -- what is the amount this year 20 that you received for that? 21 MS. NADINE CHATTO: \$200,000. 22 COMMISSIONER BRAUER: Okay. That's a 23 substantial grant that you receive. 24 MS. NADINE CHATTO: Yes, it is. 25 COMMISSIONER BRAUER: So that helps me</p>	<p style="text-align: right;">116</p> <p>1 the -- there is no concern. But there is a concern 2 for next year. 3 COMMISSIONER BRAUER: Next year. Okay. 4 THE CHAIR: So that, you know, there's -- 5 they're fine. So even if there is a readjustment, 6 they'll be fine this year. But for next year, 7 because if they even drop to 20, there would be that 8 \$200,000 loss, you know. So if they keep less than 9 that, it's going to -- you know, every student -- so 10 that's the -- that's the concern. So... 11 COMMISSIONER BRAUER: Thank you. 12 THE CHAIR: Commissioner Carrillo. 13 VICE CHAIR CARRILLO: I have a question. 14 And this is for Commissioner Brauer. I want to 15 understand this. 16 So the \$200,000 grant, does that expire at 17 the end of this school year? 18 COMMISSIONER BRAUER: Yes. 19 VICE CHAIR CARRILLO: Okay. Is that grant 20 used specifically for indigenous education? So 21 language and culture? Or is it at the discretion of 22 the board? 23 COMMISSIONER BRAUER: It's a specific 24 grant that's given out by the Indian Education 25 Division that's separate from the traditional Indian</p>
<p style="text-align: right;">115</p> <p>1 see, like -- and is that for next year as well? Or 2 is this your last year? 3 MS. NADINE CHATTO: I believe this is our 4 last year. 5 COMMISSIONER BRAUER: Got it. Okay. 6 Okay. That's helpful. 7 It makes me think about, like, any clawing 8 back of SEG -- I don't know if they use that 9 language anymore -- the next funds that are going to 10 be released, that's going to be readjusted. That 11 won't be readjusted. It's not carryover for sure. 12 It's not going to carry over, so it won't help. 13 At least it's going to support -- that's a 14 larger grant than for the size of the school for 15 sure, to do indigenous education work. 16 It's hard -- it's sad that it's not more 17 students that are going to be impacted by that 18 grant. But in terms of the budget itself, it gives 19 me less pause in thinking about an SEG readjustment 20 that might be happening, and then we might -- might 21 be having a different conversation about this year, 22 being able to keep the lights on. 23 THE CHAIR: Right. Well, Budget Bureau 24 actually indicated that for this year, because they 25 had a substantial carryover, that this year isn't</p>	<p style="text-align: right;">117</p> <p>1 education funding that all tribes, pueblos, nations, 2 and schools are eligible for, if they have -- if 3 they're an Indian-impacted, if that's the right 4 word, school district. This is a special, like, 5 competitive grant that some schools, charters, or 6 districts received to reimagine their educational 7 model through an indigenous-centered, locally-based 8 kind of approach. 9 So there is a grant that Ms. Chatto and 10 her team are implementing that's overseen by -- 11 overseen by the Indian Education Division. 12 VICE CHAIR CARRILLO: So then am I correct 13 that it would kind of stand to reason that unless 14 they get a whole heap more full of kids, that the 15 \$200,000 is just what does them in, that -- the loss 16 of that money? 17 COMMISSIONER BRAUER: That's guaranteed. 18 VICE CHAIR CARRILLO: Through the end of 19 this year. 20 COMMISSIONER BRAUER: This is the third 21 year, probably, of that grant. 22 VICE CHAIR CARRILLO: So now in fall of 23 2025, I don't know what the number is. Maybe we're 24 looking at a school that has to go from 18 kids to 25 28 kids. How is that going to happen? Because,</p>

118	<p>1 actually, I remember also hearing, in the board 2 meeting that I sat in on, Ms. Chatto, the kind of 3 plans -- the recruitment plans. 4 And, I mean, we have a new school -- we 5 have three new schools opening in fall that are 6 doing a lot of recruiting. And recruiting, even in 7 the best of circumstances, in these communities -- 8 it's Santa Fe, Albuquerque, and Alamogordo -- is 9 very difficult. 10 And when I was listening to what -- I 11 guess it was a committee -- I can't remember what it 12 was called -- around recruiting, was saying what 13 their plans were, I felt very -- honestly, Nadine, I 14 felt very discouraged about your being able to reach 15 the kind of number you think you need to reach. 16 So it's a big concern of mine. Because, 17 obviously, this Commission had great hope -- has 18 great hope in Dream Diné to achieve their mission, 19 you know, in combining culture, language, and also 20 academics. So that's where we are right now. 21 And I can do a motion. 22 THE CHAIR: Sure. I think we're ready. 23 Yes. 24 VICE CHAIR CARRILLO: I'm going to go 25 ahead and make the motion then.</p>	120	<p>1 SECRETARY BECK: Commissioner Brauer. 2 COMMISSIONER BRAUER: Yes. 3 SECRETARY BECK: Commissioner Manis. 4 COMMISSIONER MANIS: Yes. 5 SECRETARY BECK: Commissioner Taylor. 6 COMMISSIONER TAYLOR: Yes. 7 SECRETARY BECK: Commissioner Ingham. 8 COMMISSIONER INGHAM: Yes. 9 SECRETARY BECK: Vice Chair Carrillo. 10 VICE CHAIR CARRILLO: Yes. 11 SECRETARY BECK: Chair Gipson. 12 THE CHAIR: Yes. 13 SECRETARY BECK: Secretary Beck, yes. 14 There are eight votes for, zero votes 15 against. The motion passes. 16 VICE CHAIR CARRILLO: Nadine, thank you 17 very much. And I understand the challenges that 18 you're facing, and I just am very grateful for your 19 service to your school and the kids. 20 MS. NADINE CHATTO: Thank you, everyone. 21 I'm going to chime off now. Thank you. 22 THE CHAIR: We are on to Item No. 12, 23 which is Discussion and Possible Action to Require 24 That All Schools Have Specific Provisions in Their 25 Bylaws, Such as Regarding How Emergency Action Will</p>
119	<p>1 I move that the PEC send the school -- oh, 2 usually, it's spelled out -- okay. This is -- 3 THE CHAIR: That the PEC... 4 VICE CHAIR CARRILLO: I know. I can read 5 that part. But I had things -- okay. Because is 6 the assurance form -- okay. I see that. Okay. 7 I'm good, Julia? Okay. 8 I move that the PEC send Dream Diné 9 Charter School a Notice of Concern regarding the 10 failure of the governing board to submit their 11 required assurance documentation. 12 This Notice of Concern will be made part 13 of the Record of Performance of the school. 14 The board is required to review the 15 school's contract and performance framework 16 obligations as set forth in the assurance form and 17 then submit this documentation within ten business 18 days into the Epicenter database for the school. 19 SECRETARY BECK: Second. 20 THE CHAIR: There's a motion by 21 Commissioner Carrillo and a second by Commissioner 22 Beck. 23 Commissioner Beck. 24 SECRETARY BECK: Commissioner Burt. 25 COMMISSIONER BURT: Yes.</p>	121	<p>1 Be Taken If the Board Falls Below the Number Needed 2 for Quorum. 3 And this is -- I think we have a second 4 example today of a school that lost board members. 5 And most -- we know one absolutely did, today, most 6 likely, fell below their quorum number. And there's 7 a concern over how a school follows a process of 8 doing -- of doing that. 9 Because as we had the discussion before, 10 you know, it becomes somewhat blurry when a head 11 administrator is being sort of charged with going 12 and finding new board members, you know. 13 I fully get why it happens. But it's 14 still -- you know, if there is at least a process in 15 their bylaws that takes that burden away -- so it 16 guarantees it's not going to happen. But if at 17 least there's a process in there, hopefully, those 18 remaining board members will follow the process 19 that's in their bylaws. 20 And that's all we're asking, so that the 21 school doesn't fall -- doesn't have a lengthy period 22 of time that they don't have quorum. But if you 23 don't have quorum, they can't make certain 24 decisions. Plain and simple. 25 Commissioner Ingham, did you want to say</p>

<p style="text-align: right;">122</p> <p>1 something?</p> <p>2 COMMISSIONER INGHAM: I want to ask what</p> <p>3 that looks like. I can imagine when you fall below</p> <p>4 quorum, you can't make a decision also. And so</p> <p>5 that -- is this saying that if you fall below quorum</p> <p>6 that you can only make one decision, and that's to</p> <p>7 agree to another board member? Is that basically</p> <p>8 what we're saying? Which makes sense.</p> <p>9 But what happens when you get to one? I'm</p> <p>10 just asking. Is it that -- that seems to be a</p> <p>11 real -- real problem. And that's what we had with</p> <p>12 Dream Diné -- right? -- was they went down to one.</p> <p>13 THE CHAIR: Six Directions. Dream Diné</p> <p>14 went down to -- I don't know -- I think they went</p> <p>15 down to at least two. I'm not sure about one.</p> <p>16 MS. JULIA BARNES: Commissioner, what I</p> <p>17 think is clear is that you all do not have the</p> <p>18 ability to appoint new board members. PED arguably</p> <p>19 could have it and doesn't take action. And,</p> <p>20 therefore, the bylaws need to indicate a process</p> <p>21 that they will use to get back up to quorum.</p> <p>22 So it's going to be down to the charter</p> <p>23 school to take that action.</p> <p>24 The reason Six Directions was kind of</p> <p>25 thrown into turmoil was they didn't have that</p>	<p style="text-align: right;">124</p> <p>1 I -- previous guidance has been if a</p> <p>2 school requests the extension, Charter Schools</p> <p>3 Division gives them the extension.</p> <p>4 Does the Commission want that to continue</p> <p>5 to be the case? Or is -- if a school has a</p> <p>6 five-member board, are they not qualified for that</p> <p>7 extension?</p> <p>8 MS. JULIA BARNES: Missy, that's Item 17.</p> <p>9 No worries.</p> <p>10 THE CHAIR: Because that exact thing came</p> <p>11 up. We put that on the agenda.</p> <p>12 COMMISSIONER INGHAM: So can I ask, then,</p> <p>13 aren't there statutory limitations as to, with board</p> <p>14 governance, they only have a couple of -- I can't</p> <p>15 think of any other option they can have but to make</p> <p>16 that one -- one decision to engage another board</p> <p>17 member. I don't know what else -- what other</p> <p>18 options they would have.</p> <p>19 It seems very straightforward to me that</p> <p>20 that puts them in a really difficult position.</p> <p>21 So you're saying that the Secretary could</p> <p>22 appoint somebody, but they -- they choose not to.</p> <p>23 But they could do something like that; right? They</p> <p>24 could impose a temporary board member in order to</p> <p>25 get the thing back on track?</p>
<p style="text-align: right;">123</p> <p>1 provision. They, then, over that weekend, fashioned</p> <p>2 a solution that they -- but it should be fashioned</p> <p>3 within the bylaws, because it's a charter school</p> <p>4 issue. It's not a PEC issue, not a PED issue.</p> <p>5 So their bylaws need to say what they're</p> <p>6 going to do. They don't have to look identical to</p> <p>7 each other. Different schools could handle it a</p> <p>8 different way. But they need to have some</p> <p>9 reasonable way to deal with it.</p> <p>10 MS. MELISSA BROWN: So if I might, Chair</p> <p>11 Gipson and Commissioners, I am in the process right</p> <p>12 now of doing an inventory of all of our charter</p> <p>13 schools and their bylaws to ensure that our schools</p> <p>14 are in compliance with this.</p> <p>15 I'm starting with the renewal cohort and</p> <p>16 the new IY schools. And then we'll move on to the</p> <p>17 rest of your charter schools to check on that.</p> <p>18 And then I'll reach out to them with</p> <p>19 guidance on that request to update their bylaws.</p> <p>20 I would like to ask the Commission,</p> <p>21 though. So as of now, schools are allowed to</p> <p>22 request an extension. So they have 45 days to</p> <p>23 replace a board member. And they are allowed to</p> <p>24 request an extension for another 30 days, making a</p> <p>25 total of the 75 days.</p>	<p style="text-align: right;">125</p> <p>1 MS. JULIA BARNES: We think they can, but</p> <p>2 they think they can't. What's clear from</p> <p>3 Six Directions is there needs to be a practical</p> <p>4 solution.</p> <p>5 You don't have the authority. PED</p> <p>6 arguably has the authority and doesn't do it. So</p> <p>7 then it falls back to that community. That makes</p> <p>8 some sense to me. You're in a practical problem.</p> <p>9 And you have a community that can tender the</p> <p>10 resignation of the -- of the school charter, or they</p> <p>11 can fashion a solution within that school community</p> <p>12 to appoint new board members.</p> <p>13 I mean, the -- you heard Attorney</p> <p>14 Ivey-Soto say that he thought that -- you know, his</p> <p>15 position is that that's equivalent to a new school</p> <p>16 that doesn't have a board, and there's no one to</p> <p>17 convene anything, and they create a board.</p> <p>18 So he fashioned, and that school</p> <p>19 fashioned, a community solution that allowed that</p> <p>20 school to have five board members.</p> <p>21 And then they came in front of you and</p> <p>22 provided the five board members. You accepted the</p> <p>23 five board members and accepted the Board of Finance</p> <p>24 and moved on.</p> <p>25 I think there's numerous ways a school</p>

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1 community could identify that.
 2 You could have an open meeting of all the
 3 parents. You could -- whatever it is that you want
 4 to do.
 5 But what I think is clear is you can't do
 6 it, and PED isn't going to do it, so the school
 7 should address it in their bylaws.
 8 COMMISSIONER INGHAM: Okay. Thank you.
 9 THE CHAIR: The rule right now allows the
 10 Cabinet Secretary to remove a school board and then
 11 appoint, but not individual school -- even for a
 12 local school district, the Cabinet Secretary can't
 13 appoint an individual.
 14 They were looking at cleaning up that rule
 15 and giving the Cabinet Secretary the ability to
 16 remove and appoint. But right now, the Cabinet
 17 Secretary can remove the board. Suspend. It's not
 18 a removal; it's a suspension. And their position is
 19 they don't have that statutory authority for
 20 charters.
 21 COMMISSIONER INGHAM: At this point.
 22 THE CHAIR: At this point.
 23 COMMISSIONER INGHAM: But it would seem
 24 that there are, like, emergency measures that it
 25 would seem reasonable that it is an emergency when a

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1 board falls below quorum.
 2 THE CHAIR: Right.
 3 COMMISSIONER INGHAM: And we wouldn't
 4 necessarily have to affect the whole idea of
 5 replacing a board or not. It's just to get the
 6 person in there to make a quorum so they can make a
 7 decision. And so it wouldn't seem like such a huge
 8 thing to appoint an interim board member just to get
 9 past that.
 10 Anyway, that's -- okay. Thanks.
 11 THE CHAIR: And it's my challenge. And
 12 it's, you know, whatever. When a new applicant does
 13 that, they don't have a contract at that point. So
 14 they're not answerable to us.
 15 To me, it becomes different when they're
 16 obligated. They take an OMA oath already, as a
 17 board. So I see a real distinction between that.
 18 We don't have any of control over how a new
 19 applicant creates their board, because they're --
 20 until they sign that contract, they're not
 21 obligated, really, to us.
 22 So, you know, I disagree to some extent of
 23 allowing the re-creation when you fall below. But I
 24 get it that there's -- it is what it is.
 25 But I think there has to be guidelines set

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1 so that there's -- not guidelines. The individual
 2 schools have to -- have to have, in their bylaws,
 3 what they may do if this happens so that it's not
 4 just always, "Oh, now what are we going to do," and
 5 it gets messy.
 6 They should -- they should be able to have
 7 something to fall back on to say, "How do we do
 8 this," plain and simple. And it should be up to
 9 each individual community to try to figure that out.
 10 COMMISSIONER INGHAM: I'm sorry. I feel
 11 like this is a -- a relatively easy fix for the
 12 Secretary to deal with that. And just as an
 13 emergency position, to have the Secretary have that
 14 ability, and for them to, you know, be absolutely
 15 agreed that they will use that ability in an
 16 emergency.
 17 That's all I think. Because I think it
 18 really gets so gray when you -- like you said, when
 19 you -- when your board falls below a quorum, it's a
 20 really gray matter on how -- and I don't think
 21 there's a lot of -- I know, Julia, you're saying
 22 there's a lot of options. But I guess I don't see
 23 that.
 24 I don't see the -- the ability for a
 25 community to -- like what Pattie just -- or

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1 Commissioner Gipson just said, how they can just
 2 take a board that has a contract, and then the
 3 community come up with a new person or new people to
 4 have that contract that already exists?
 5 That seems very awkward to me. And it
 6 seems the most straightforward thing is to petition
 7 the Secretary to put that -- you don't like that
 8 idea?
 9 Okay. I --
 10 COMMISSIONER TAYLOR: I feel like the onus
 11 needs to be on the community. I like that. Right
 12 in the bylaws. Make it simple, you know. You're --
 13 you know, I think it needs to be community.
 14 Can you imagine the Secretary having to
 15 appoint a board member for a charter school, the
 16 process that it would take and the time that it
 17 would take for that to occur? I can't even imagine.
 18 COMMISSIONER INGHAM: I think it would be
 19 a very limited emergency situation, where you have a
 20 person that could go in and just have -- I know that
 21 it means that they have to be a board member. But
 22 it's specifically for one -- one requirement, and
 23 that is to approve another board member and get to
 24 the point where you have a quorum.
 25 And that's -- that's all that person would

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1 be required to do.
 2 THE CHAIR: You can't make them vote.
 3 MS. JULIA BARNES: I think what you're
 4 trying to do is have a process that gets a
 5 sufficient number of board members there. Once
 6 they're there, they can take any action they want,
 7 and then they have to do whatever they need to do.
 8 But it's just the process to appoint that
 9 board member. Then that person is a board member,
 10 and they can do whatever they need to do.
 11 So I think it's a practical problem. And
 12 I frankly think that a court would say, "Find a
 13 practical solution to this."
 14 If CSD doesn't have the ability, PED is or
 15 isn't taking that, it's a school issue, because jobs
 16 are at stake, kids are at stake, parents are at
 17 stake.
 18 So -- you know. And, frankly, there were
 19 a lot of lawyers here that day for -- happened to be
 20 in the audience with Six Directions. And they were
 21 all, like, "No, this should be an issue in..." --
 22 COMMISSIONER TAYLOR: When you add new
 23 board members to a governing council, you have a
 24 quorum. But when you want to add more members, the
 25 governing council votes on those members.

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1 MS. JULIA BARNES: They have a quorum, and
 2 they take action like anything else. This is just
 3 when you fall --
 4 COMMISSIONER TAYLOR: Right. No, I
 5 understand that. But I think that -- yeah. That's
 6 a process that can be easily figured out, I think,
 7 in bylaws.
 8 MS. JULIA BARNES: All I'm saying, there's
 9 a couple of ways you can set it up. And it's the
 10 community that should set it up.
 11 THE CHAIR: Oh, I'm sorry.
 12 Commissioner Burt?
 13 COMMISSIONER BURT: Thanks. I have two
 14 things to say. Actually, I agree with, like,
 15 Commissioner Taylor saying, like, let them figure it
 16 out. I like the idea of letting the schools figure
 17 it out, put it in their bylaws.
 18 I think it's a problem that's come up
 19 enough that where we should just ask them to have a
 20 plan in place, whatever that looks like, I respect
 21 charter autonomy. They can do whatever they want.
 22 That's not my problem.
 23 I have two things in regards to making a
 24 motion today.
 25 One, I think this is something that we

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1 should have on the agenda next month for the vote.
 2 I think today should be the first time we talk about
 3 it. This is -- I think we need to give the public
 4 time to -- if they have -- if this is one of those
 5 things that if they get wind of it, and we just
 6 voted on it today, I don't feel like that's
 7 appropriate.
 8 So I would request we do this as, like, a
 9 first reading and then do a vote next month, just as
 10 far as, like, giving that notice to the public.
 11 And then, secondly, I'm not going to
 12 support doing something within 60 days. I will
 13 support it by that it needs to be done at the
 14 beginning of the next fiscal year. I do not want to
 15 spring things in the middle of the school year and
 16 tell them to get stuff done.
 17 I do not think this is that level of an
 18 emergency that we need to be telling schools to do
 19 it in the middle of their school year. I would say
 20 they need to do it by the end of the fiscal year,
 21 that this needs to be done starting July 1 is when
 22 the CSD audit should start for them to get it done
 23 kind of thing.
 24 So that's -- those are the two things I
 25 think. It's mostly just like process and being fair

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1 to governing boards and schools.
 2 THE CHAIR: I wholeheartedly agree that
 3 they need to be looking at this, figuring out and
 4 it's in Epicenter at the start of the new school
 5 year, that it's -- I don't want just, "Oh, we have
 6 to do this, so now here we go," and now it's in the
 7 bylaws.
 8 And when they -- if they had to use it,
 9 they can't -- it's, like, "Who thought of that," you
 10 know, and it's not usable.
 11 So I think they need some time to think
 12 about it.
 13 I would think they need some time to maybe
 14 even seek their own legal counsel if they wanted to,
 15 to give them some advice. Or maybe it's something
 16 PCSNM wants to take a look at, "Hey, here are some
 17 thoughts." Yeah, yeah. and, "Here are some ideas,
 18 and this is what you might look at."
 19 So I think they need the time.
 20 And I am -- the practice that we've tried
 21 to put in place is talking about it and then voting
 22 at the next meeting.
 23 So, yeah. And I think it gives -- yeah.
 24 Because PCSNM probably won't -- I'm guessing --
 25 won't have a Tuesday call this next Tuesday. But

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1 they would in January. So it would give them time
 2 to have some thoughts about it. So I -- so I think
 3 we're good with this at this point in time.
 4 And I will say I agree that it has to come
 5 from the -- like we said, from the school. Cabinet
 6 secretary -- you know, the school itself could put
 7 in a plan that we're going to on-board these people
 8 temporarily so that we can get this vote in, and,
 9 then, you know, we'll get people on. It's up to
 10 them.
 11 But an interloper doesn't always work, you
 12 know. So thanks.
 13 We are on to Item No. 13, which is
 14 Discussion and Possible Action to Approve the PEC
 15 Budget.
 16 And I'm removing the IGA amendment,
 17 because we don't have that. And I don't think we
 18 need the IGA amendment to approve the budget,
 19 because the budget includes that money.
 20 So in your folder is the -- and I'm also
 21 thinking -- we had a report back last month that
 22 there was a concern about what the total amount was.
 23 And the total amount that's being reflected in the
 24 budget that you see is the \$5.2 million, that the
 25 4.7 was originally reported out as a possible

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1 over-projection.
 2 We got a -- I thought you put it in the
 3 folder. Oh, I didn't know that. I didn't know
 4 that. I did not know that.
 5 It's in the finance subcommittee. I'm
 6 sorry. I'm sorry. I apologize. Who is on first?
 7 So, anyway, that's being done. We
 8 received -- the Budget Subcommittee met two or three
 9 weeks ago. And we did receive from, yeah, the
 10 School -- from Budget, that the student count is
 11 19,400. I just find it very interesting that it
 12 comes to exactly a round number. But, you know,
 13 that's just me.
 14 But even if -- so even -- so we accept
 15 that as the number. The dollar amount is
 16 \$5.2 million.
 17 And when we met with the Deputy Secretary
 18 and the Assistant Secretary yesterday, we indicated
 19 that the budget is 5.2, and there was no
 20 disagreement with that.
 21 So what is in there is the 5.2. And the
 22 money that is being expended through the Special
 23 Projects sits outside of that in terms of the monies
 24 that are in there that are exactly being spent.
 25 This is the money that is that -- hate to say --

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1 overage.
 2 (Off-mic discussion.)
 3 THE CHAIR: Right. So I'm going to ask
 4 Commissioners, you know, do we want to vote today on
 5 this?
 6 COMMISSIONER BRAUER: We do.
 7 COMMISSIONER BURT: I don't see anything
 8 in the documents.
 9 THE CHAIR: It's in there -- Commissioner
 10 Burt, that's my fault. I thought it went in. It
 11 did not. But it just went in.
 12 COMMISSIONER BURT: So I don't know.
 13 THE CHAIR: And that's my fault.
 14 COMMISSIONER BURT: So I don't know if we
 15 should vote on it.
 16 THE CHAIR: I didn't double-check that it
 17 was in there. I just -- I thought it was. So
 18 that's on me.
 19 COMMISSIONER BURT: I think unless there's
 20 an urgent reason to have to vote today, because of
 21 that, yeah, maybe we wait, just for appropriateness.
 22 Yeah.
 23 THE CHAIR: Yeah. Because people didn't
 24 actually get eyes on it until 30 seconds ago. Yeah.
 25 COMMISSIONER BURT: Exactly.

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1 THE CHAIR: So we'll -- so now you can
 2 digest it. And at -- you know, when you need to
 3 fall asleep, you can open this up and -- I'm sorry.
 4 The CSD staff has to take defensive
 5 driving. So that's funded -- (Off-mic discussion.)
 6 THE CHAIR: Because it's CSD. It's a CSD
 7 cost. We fund CSD. Sure.
 8 SPEAKER: Am I reading this right, that we
 9 have \$5.2 million, and the budget is \$3 million? Is
 10 that right?
 11 THE CHAIR: I haven't looked at it. I
 12 think that's what --
 13 COMMISSIONER BURT: I don't think this
 14 budget sheet is updated correctly based on the
 15 conversations we've been having, uploaded at
 16 Item 13. I don't think it reflects -- I'm -- I'm
 17 thinking Director Chavez may have a different option
 18 that's -- because we've done a lot of talking. This
 19 looks old to me.
 20 THE CHAIR: Because that's -- because I
 21 asked if that was the latest. And that was my
 22 understanding. So if we've got a newer one, if that
 23 could just go in the folder for next month, that
 24 would be great; okay? And then we can -- okay.
 25 DIRECTOR CORINA CHAVEZ: For next month,

<p style="text-align: right;">138</p> <p>1 we can have an updated budget, yes. I wasn't sure 2 what you were planning to present, so did not 3 prepare something for this. 4 THE CHAIR: I didn't need you to prepare 5 anything, no. No, we're good. We're good. 6 Okay. So we will move this to next month. 7 Thanks. 8 I got that. Yeah. Yeah. So you will 9 see, in your folder, there is -- for Item No. 14, 10 Discussion and Possible Action on the Status of the 11 Rollout and Budget of Items Approved. And a. is the 12 PEC logo. 13 So there is the -- there are two in there. 14 The one is the one that we looked at last month, and 15 the other one is we had asked for some changes. And 16 they sent the logo that still had the wheat on it. 17 So I asked Consuelo to have the wheat 18 removed, because that's what Commissioners had asked 19 for. So that -- yes. Wait a minute. 20 Before we do this, Missy, can you -- can 21 someone get -- thanks. Thanks. 22 VICE CHAIR CARRILLO: Okay. Are you sure 23 this is our logo? Because it looks like it's the 24 logo for the Library Commission. 25 THE CHAIR: This is what Commissioners</p>	<p style="text-align: right;">140</p> <p>1 think this is exactly what we talk- -- like, to the 2 T, exactly what we discussed last month. 3 I'm totally open. Like, seeing -- and I 4 don't know who put them in the little tiny icons, 5 too, because I'm so grateful, because that is what's 6 going -- it's going to look that tiny on our 7 business cards and such on business cards. 8 In all honesty, I'll happily -- I like 9 both. I like it with the wheat or without. I could 10 go either way. So whatever the majority wants, I'm 11 happily going to follow along with this one. It's 12 good. It simple. It's exactly what we asked for 13 with the thinner turquoise -- I think the 14 note-taking and the translation about what we asked 15 for last month, Consuelo getting all that 16 information and translating it all to this person 17 and this person doing it, it's exactly what we asked 18 for. So I'm very happy with either. 19 COMMISSIONER BRAUER: I would like to see 20 some ears of corn in there where the wheat was. But 21 I'm going to hold my tongue. After that, I'm just 22 wanting to put on the record. I think it looks 23 great. I think simpler, better. 24 I don't know. For me, I just think about 25 this is mostly going to be in black and white</p>
<p style="text-align: right;">139</p> <p>1 asked to be removed out of that logo that we were 2 looking at. 3 VICE CHAIR CARRILLO: Did we ask for 4 everything to be removed except a book? 5 THE CHAIR: Correct. Yes. 6 VICE CHAIR CARRILLO: I don't recall that. 7 THE CHAIR: And we asked for the book 8 pages to be open. Well, this is what came out of 9 the -- the discussion that Commissioners had. They 10 wanted the adobe structure out. They wanted the 11 graduation cap out. The blue waves. So that's what 12 ends up being left is that. 13 And Commissioners asked for it to be a 14 book that had the pages open. So that's exactly 15 representative -- and the wheat to be removed. So 16 that's -- the one on the right is exactly what 17 Commissioners asked for. 18 So, you know, is it -- you know. And 19 it -- from my recollection, people said, you know, 20 the less the better, the simpler the better. 21 Well, you can't get a whole lot simpler, 22 you know. So this is -- this is really the exact 23 representation of what Commissioners asked for. 24 I'm -- Commissioner Burt. 25 COMMISSIONER BURT: Yeah, I agree. I</p>	<p style="text-align: right;">141</p> <p>1 99 percent of the time. As long as the white -- 2 sorry. As long as the yellow, red, and blue looks 3 right in black and white, that looks like that, if 4 it's in, like, the gray scaling, looks good. 5 But I like that it's -- I like the open 6 book. I like the simplicity. I think it's going to 7 look really nice on some information that we send 8 out. 9 THE CHAIR: And it looks -- yeah. When it 10 gets down into that smaller image, you can still see 11 it. If you put more in it, you're -- and you -- and 12 it's that little tiny, it just -- you're not going 13 to understand what it is. 14 So are we Team Wheat or Team Non-Wheat? 15 SECRETARY BECK: I think, in honor of 16 Commissioner Brauer, I would vote for the wheat, 17 just because of all the agriculture he does, and we 18 want to respect that. 19 THE CHAIR: I'm with Commissioner Burt. 20 It doesn't matter to me. I can go with the wheat. 21 It's fine. Yeah. Yeah. It kind of fills up a 22 little bit of dead space. I think people call it 23 "white space," but -- Consuelo. 24 MS. CONSUELO CONSTANTINE: I just have one 25 suggestion. I thought when I sent you the original</p>

<p style="text-align: right;">142</p> <p>1 one, I thought they should drop the wheat so it's a 2 little more centered between the "New Mexico" and 3 the "Public Education Commission." 4 THE CHAIR: Yeah. But I can -- and I 5 fully understand that and appreciate that thought. 6 But, you know, I think the wheat does kind of stick 7 to the kind of the cultural heritage. 8 COMMISSIONER BRAUER: Yeah. I -- I -- 9 VICE CHAIR CARRILLO: What about all the 10 people we need to respect that are gluten-free? 11 SECRETARY BECK: The one on the right is 12 gluten-free. 13 COMMISSIONER BRAUER: We'll just provide 14 the gluten-free option for those folks. I was 15 looking up the symbolism. I actually didn't look at 16 what the symbolism -- why the wheat is on there. It 17 symbolizes, a lot of times in different cultures, 18 like, abundance, harvest, prosperity, good fortune. 19 So I'm good with keeping the wheat there. 20 THE CHAIR: And not on the other. I know. 21 That's why my book club now meets at restaurants, 22 because I'm not making gluten-free stuff for people 23 to eat when we have it at my house. We're going to 24 go out, and I'm not going to do that. 25 Okay. Yeah. Yeah.</p>	<p style="text-align: right;">144</p> <p>1 Okay. So I move that the PEC approve the 2 PEC logo, including the wheat, as found in meeting 3 materials, Item 14, and ask CSD to include the logo 4 on PEC documents. 5 SECRETARY BECK: Second. 6 THE CHAIR: There's a motion by 7 Commissioner Gipson, a second by Commissioner Beck. 8 Commissioner Beck. 9 SECRETARY BECK: Commissioner Brauer. 10 COMMISSIONER BRAUER: Yes. 11 SECRETARY BECK: Commissioner Burt. 12 COMMISSIONER BURT: Yes. 13 SECRETARY BECK: Commissioner Manis. 14 COMMISSIONER MANIS: Yes. 15 SECRETARY BECK: Commissioner Taylor. 16 COMMISSIONER TAYLOR: Yes. 17 SECRETARY BECK: Commissioner Ingham. 18 COMMISSIONER INGHAM: Yes. 19 SECRETARY BECK: Vice Chair. 20 VICE CHAIR CARRILLO: No. 21 SECRETARY BECK: Commissioner Gipson. 22 THE CHAIR: Yes. 23 SECRETARY BECK: Commissioner Beck, yes. 24 There are seven votes for and one vote against. The 25 motion passes.</p>
<p style="text-align: right;">143</p> <p>1 Are we good to vote on this logo today? 2 Yeah. 'Cause we don't need to have three 3 hearings on this. I'd like to be able to use this. 4 COMMISSIONER BURT: Really quick, I just 5 want to let you know, I did put them into gray scale 6 on my computer. It looks good in gray scale as 7 well. Even without me doing any actual good 8 professional touch-ups. 9 But that might be something good, 10 Consuelo. Like, if you can actually get it 11 professionally -- like, if they can put it in gray 12 scale for you as well so we have that on file. 13 That way, it's not just based off of 14 whatever the computer changes it to. That might be 15 a good action, too. If we know we're printing in 16 black and white, having it in gray scale and looking 17 really nice. But just, like, in general, I changed 18 it to gray scale, and it looks fine. 19 MS. CONSUELO CONSTANTINE: Yeah, I had 20 asked them to do that; so I was waiting for the 21 final. 22 THE CHAIR: Great. Thanks. I appreciate 23 that. And I do -- you've done a lot of work on 24 this, and I really appreciate that. And I'll 25 appreciate the invoice when it comes my way, too.</p>	<p style="text-align: right;">145</p> <p>1 THE CHAIR: Well, we're -- we haven't 2 awarded any -- right. Yeah. 3 No, I'm going to -- I'll do it now. Board 4 acknowledgment awards. 5 VICE CHAIR CARRILLO: I'm clearly going to 6 be prodding. Shall we try to schedule time for next 7 week to have at least an hour on Zoom for the three 8 of us? 9 Yeah, you -- I think you are, and Bekka. 10 I mean Commissioner Burt. 11 COMMISSIONER BURT: I mean, I have a 12 bigger -- it's not -- I think scheduling of 13 subcommittees has been done haphazardly for a while. 14 It would be nice if we could get the CSD Liaison to 15 schedule monthly subcommittee meetings for all 16 subcommittees would be a really big help, to work to 17 coordinate and schedule subcommittee meetings. 18 VICE CHAIR CARRILLO: What's that thing 19 called, that program called, where we are sent three 20 dates, the three of us, and we choose between the 21 dates and times? 22 THE CHAIR: Doodle. Doodle does it. 23 VICE CHAIR CARRILLO: We can be Doodled, 24 not to be confused with kids -- 25 DIRECTOR CORINA CHAVEZ: Commissioners,</p>

<p style="text-align: right;">146</p> <p>1 Missy Brown is the liaison from the Charter Schools 2 Division on this work. And so if you would like for 3 her to schedule the members between now and your 4 next meeting, that would be terrific. We can do 5 that.</p> <p>6 THE CHAIR: Thanks. 7 VICE CHAIR CARRILLO: That would be great. 8 And we'll have an agenda and everything. Okay. 9 Thank you, Ms. Burt. 10 THE CHAIR: Performance framework support 11 program. We've got -- I don't know. I think 12 there's fourteen applicants now. We have not met to 13 look at them. But we're -- we are going to have to 14 meet soon to look at those, because I think there's 15 also a couple that may need a reach-out to make some 16 modifications.</p> <p>17 So we'll do that. And then I know the -- 18 there has -- the amendment process for the 19 recruiting -- but there's already money at the REC 20 for any awards that we would -- that we would make 21 right -- I thought there was. We already had money 22 in the REC for that, and that additional money would 23 come over.</p> <p>24 But I thought there was money -- enough 25 money that we moved around.</p>	<p style="text-align: right;">148</p> <p>1 in the amendment. 2 Commissioner Burt? 3 COMMISSIONER BURT: Yeah. And I just 4 want, once again, to ask that that amendment for 5 what the REC can do, that should be, moving forward. 6 Like, that should be -- that has nothing to do with 7 any BARs or anything. So I would ask that that get 8 done yesterday. 9 THE CHAIR: My understanding is that that 10 was the direction at the last Budget Subcommittee 11 meeting. 12 COMMISSIONER BURT: And that we move that 13 \$100,000 from the closure to that fund as well. 14 That can be done outside of any -- 15 DIRECTOR CORINA CHAVEZ: That is correct. 16 Outside of increasing the total IGA, we can move 17 around scopes-of-work amounts to put into the 18 technical assistance -- needs-based technical 19 assistance, I think is how it's worded, in the IGA. 20 And we can do that, yes. 21 And I did get confirmation -- last time I 22 met with the group that is on PEC working on this 23 project, I was asked to check with the IG- -- with 24 the SWREC to see if grants could include products. 25 And the way that our IGA is written currently, it</p>
<p style="text-align: right;">147</p> <p>1 DIRECTOR CORINA CHAVEZ: Chair Gipson, 2 there is money that is under one of the current 3 scopes of work that could be used for technical 4 assistance without amending the IGA or increasing 5 the amount in the budget for the IGA. 6 As you know, I have not seen any of the 7 proposals. I would ask that, again, CSD be part of 8 the subcommittee meeting that takes a look at these 9 proposals. And we are working on, as you mentioned 10 earlier, increasing the total charter 2 percent 11 budget. And then we can submit a BAR to increase 12 the IGA amount. 13 THE CHAIR: Okay. So the amount isn't the 14 issue at this point in time. It's what the REC is 15 going to be able to provide, that there needs to be 16 an amendment to that. Because if it's goods, as an 17 example, that would most likely be something the REC 18 right now can't do. 19 So the amendment is important to be able 20 to provide goods. So that, I'm clear on. 21 So some awards -- some awards -- we could 22 potentially fairly quickly award, because it -- or 23 (inaudible) in the scope of the REC contract. But 24 we will meet, and we will be able to create 25 something to quickly outline what would have to be</p>	<p style="text-align: right;">149</p> <p>1 cannot fund that. It needs to fund needs-based 2 services, not items. 3 But I thought that we would need to have a 4 comprehensive conversation about what the -- what 5 the schools are asking to be able to communicate, 6 then, with the SWREC about potential supports for 7 those schools. And so I'm asking for that meeting 8 to happen. 9 THE CHAIR: That, we can do. But the 10 movement of the money doesn't -- that's not -- the 11 two aren't the same. So -- and -- 12 DIRECTOR CORINA CHAVEZ: Moving money 13 within the current IGA will take one day. That is 14 not a time-consuming thing. But because we are 15 BAR-ing from DFA to increase the total charter 16 2 percent, we cannot increase the IGA until that BAR 17 has been fully processed by DFA. 18 COMMISSIONER BURT: Right. We don't need 19 that yet. We need that \$100,000 to be reallocated, 20 and the additional, and adjusting to be general, 21 goods and services -- whatever it needs to be. It 22 should just be general, that we can buy products for 23 schools that request products. 24 DIRECTOR CORINA CHAVEZ: Okay. So the 25 moving line items from one scope of work to the</p>

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1 other, consider that done, like, today. That can
 2 happen.
 3 But the amending the IGA to be able to pay
 4 for goods is an amendment to the IGA which will take
 5 a while.
 6 COMMISSIONER BURT: That's why I was
 7 hoping it would have already been filed by now.
 8 THE CHAIR: Understand. That was in the
 9 October motion for that to happen, that to start
 10 happening. That was part of our October motion, for
 11 that amendment process to start.
 12 DIRECTOR CORINA CHAVEZ: The motion was to
 13 increase the amount of funding into the IGA. And
 14 the question about the goods, only was brought to my
 15 attention more recently, to discover from the SWREC
 16 if it could pay for goods as well as services.
 17 THE CHAIR: But you're conflating two
 18 things. So I understand that it -- the REC contract
 19 will need to be amended to -- for the -- providing
 20 of goods. I get that, and that can be worked on.
 21 But the motion was for the money to move
 22 from here -- the additional monies -- the October
 23 motion was not just for the movement within the --
 24 within the REC now; the motion was for the process
 25 to begin to get the additional monies, too.

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1 So that was -- that was part of the
 2 October motion.
 3 DIRECTOR CORINA CHAVEZ: Yes.
 4 THE CHAIR: Okay. And it hasn't -- we're
 5 just waiting for that. So it's two months.
 6 Performance -- oh. I'll just give you an
 7 update.
 8 We had a discussion yesterday. And the
 9 Deputy Secretary is looking at where the -- she
 10 thought -- she did not know that the contract hadn't
 11 been. So we're -- we're working. She's looking
 12 into that.
 13 Okay. We are on to item No. 15,
 14 Discussion and Update on the Performance Framework
 15 Templates and the Status of Posting.
 16 Brigitte, is that you?
 17 DR. BRIGETTE RUSSELL: Yes, it is, Chair
 18 Gipson.
 19 We will have corrected versions of all
 20 Option 2 templates on the website today.
 21 Dr. Faulkner has corrected everything in
 22 the PSAT, caught another error earlier this week in
 23 the other templates, and corrected it. And it will
 24 be up today.
 25 Then next week, we will work on the Cesar

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1 Chavez Option 3 template.
 2 For next -- for the current year's cohort,
 3 we have all the Option 2 templates that we need.
 4 The only school that is using an assessment that's
 5 not in the current Option 2 templates are the
 6 Option 3 schools.
 7 One of the schools is using an assessment
 8 called DRA-3. Two of them are using Renaissance
 9 Star. One is using ACT WorkKeys. So we have to
 10 create those templates that will feed into the
 11 Option 3 templates for the three Option 3 schools.
 12 But the Option 2 schools are all using
 13 iMSSA, NWEA, or one of the two, PSAT/SAT.
 14 THE CHAIR: Thanks. I appreciate that
 15 update.
 16 Discussion and Possible Action of Calendar
 17 Changes For November and December -- oh, sorry.
 18 Sure. Doesn't matter.
 19 SECRETARY BECK: So we -- the -- the main
 20 change is that in December of 2025, we originally,
 21 or recurrently, have it that we're going to do the
 22 renewal hearings the 15th through the 19th.
 23 And we felt that, number one, 18 and 19, a
 24 lot of charter schools are actually out of school.
 25 Plus, that's a crazy week for charters that are in

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1 school. They are finishing up all their grading and
 2 all that stuff. And, you know, having to deal with
 3 that, the administration will have to deal with
 4 that.
 5 So we're doing basically what we're doing
 6 this year, which is just moving it back a week to
 7 the 8th, the 8th through the 12th.
 8 What's not on my calendar -- and maybe
 9 it's on yours, I don't see that -- that means we
 10 would have to move the work session in November from
 11 the 13th back to the 6th to get the 30 days of
 12 notice by the Chair.
 13 So that's the main thing. So that's the
 14 thing we'd have to vote on.
 15 I also just want to, for a reference
 16 point, in February and March, that calendar -- am I
 17 looking at the right calendar? 2025 PEC 8/26. Oh,
 18 Revised 9/19. But that doesn't have it back to the
 19 8th through the 12th.
 20 VICE CHAIR CARRILLO: It doesn't have any
 21 revision on it.
 22 SECRETARY BECK: Okay. So what we want to
 23 do is we want to move it back to the 8th through the
 24 12th. And then we have to move the work session
 25 from the 13th to the 6th.

154	<p>1 COMMISSIONER INGHAM: We have a work 2 session on the 20th and the 21st -- the 20th of 3 November and one on the 13th? 4 THE CHAIR: One on the 13th, which would 5 then become the 6th, would be that virtual to 6 provide input to the Chair for the letter. 7 COMMISSIONER INGHAM: Okay. 8 THE CHAIR: So that's automatic. It's a 9 virtual work session, a full work session on the 10 20th. 11 SECRETARY BECK: We're moving that to the 12 6th. 13 THE CHAIR: The work session that's for 14 November 13th, we would move -- it's virtual, once 15 again -- to the 6th. 16 COMMISSIONER TAYLOR: But keeping the 17 20-21 as our meeting dates. Okay 18 VICE CHAIR CARRILLO: So that, I think, 19 sound good. That, to me, sounds okay. But the 20 December thing, we're only doing renewals on the 21 15th, 16th, and 17th. There's only eight. And then 22 we have our work session and meeting. 23 THE CHAIR: So my concern is if it -- if 24 there is a school -- if there is a school that needs 25 to come up because we have a concern, they may not</p>	156	<p>1 out. We probably won't. But if we have some 2 districts that switch over to us, we just have it 3 allocated out if we need it. 4 Probably we won't need Monday. But it's 5 just there. It's a holding spot. 6 THE CHAIR: It's easier to take away from 7 most people's calendars than it is to add an extra 8 day. 9 VICE CHAIR CARRILLO: To be clear, we're 10 moving the week that starts the 15th to start the 11 8th. Done. And the other thing we're doing is 12 moving the 13th of December to the 6th. 13 Is there a motion we can make for all that 14 stuff? 15 THE CHAIR: Do we have a corrected 16 document? 17 MS. MELISSA BROWN: We do not have a 18 corrected document. 19 VICE CHAIR CARRILLO: Then we should have 20 a calendar with that new great seal that we have and 21 all the people and pictures. And the week. There 22 needs to be something about -- 23 COMMISSIONER BURT: I think I can make the 24 motion without the document being updated. 25 THE CHAIR: I think they're doing it right</p>
155	<p>1 be in session, because they're -- and I'm not 2 asking -- I'm not asking people if they're on break 3 to -- you need to be up here to -- to speak with us. 4 We -- so -- and it's a challenging time 5 for schools, or anyone, even if -- if we want people 6 to listen to our work session, and they're -- you 7 know, they're closing out a semester, and -- I 8 just -- it's just really, really difficult. 9 VICE CHAIR CARRILLO: They're likely not 10 on break. Because look how the days fall for the 11 school year. They're likely not coming back to 12 school -- 13 THE CHAIR: They're likely on break on 14 that Friday. Maybe Thursday, but definitely Friday. 15 That will be their last day of school, most likely. 16 SECRETARY BECK: All we're doing is moving 17 it one day. Like, this year, we started on the 9th. 18 Next year, we start on the 8th. Same week. 19 THE CHAIR: We did the exact same thing 20 this year. 21 COMMISSIONER TAYLOR: Would we meet all 22 three days? Or can we do what we did this year, 23 three, three, and two, and the work session? So we 24 go Tuesday, Wednesday, Thursday, Friday? 25 SECRETARY BECK: We're scheduling that</p>	157	<p>1 now. 2 COMMISSIONER BURT: I mean, I could 3 just -- I could make a motion that's -- to move 4 those dates, instead of waiting. Whatever you guys 5 want to do. 6 THE CHAIR: Yeah. 7 VICE CHAIR CARRILLO: Do it. 8 COMMISSIONER BURT: All right. I move 9 that the PEC adopt a new calendar for 2025, moving 10 the meetings scheduled for the week of December 15th 11 to the week of December 8th, and the work session 12 from November 13th to November 6th. 13 VICE CHAIR CARRILLO: Second. 14 THE CHAIR: There's a motion by 15 Commissioner Burt, a second by Commissioner 16 Carrillo. 17 Commissioner Beck. 18 SECRETARY BECK: Commissioner Manis. 19 (No response.) 20 SECRETARY BECK: Commissioner Brauer. 21 COMMISSIONER BRAUER: Yes. 22 SECRETARY BECK: Commissioner Burt. 23 COMMISSIONER BURT: Yes. 24 SECRETARY BECK: Commissioner Taylor. 25 COMMISSIONER TAYLOR: Yes.</p>

158	<p>1 SECRETARY BECK: Commissioner Ingham. 2 COMMISSIONER INGHAM: Yes. 3 SECRETARY BECK: Chair Gipson. 4 THE CHAIR: Yes. 5 SECRETARY BECK: Vice Chair Carrillo. 6 VICE CHAIR CARRILLO: Yes. 7 SECRETARY BECK: Don't do that to me. 8 Secretary Beck, yes. There are seven 9 votes for and zero votes against. The motion 10 passes. 11 THE CHAIR: Thank you. We are on to item 12 No. 17. 13 VICE CHAIR CARRILLO: Consuelo, if you're 14 listening, change the new calendar with the revision 15 date on the bottom so the calendar dates don't get 16 confused. Thank you. 17 MS. MELISSA BROWN: I just quickly made 18 those changes in the document. 19 VICE CHAIR CARRILLO: And change the 20 revision. Thank you so much. 21 THE CHAIR: Item No. 17, Discussion and 22 Notification. 23 MS. LUCY VALENZUELA: Chair Gipson, K.T. 24 has his hand raised. 25 THE CHAIR: Oh, sorry. Okay. Yeah.</p>	160	<p>1 talk about it again, because it's not urgent. 2 And, actually, I didn't know if you had an 3 opinion, Missy. I mean, from a legal perspective, 4 it makes me nervous. So I don't want the extension. 5 But if there's a practical reason, you should 6 consider that. 7 THE CHAIR: So, for me, I have some -- I 8 know. I have some angst over the extension when 9 they're out of compliance and they fall below five. 10 You know. If they're -- so that's -- you know, 11 I'm -- I understand giving them the time to fill it, 12 fine. But I have some concerns about giving them 13 that additional extension time when they're no 14 longer a Board of Finance. 15 I think -- you know. Brigitte. 16 DR. BRIGETTE RUSSELL: Chair Gipson, I 17 agree completely. If they are below the required 18 five members, I would not -- I would not want to 19 give them the 30-day extension. 20 VICE CHAIR CARRILLO: I agree. 21 THE CHAIR: Okay. 22 MS. MELISSA BROWN: So does that mean, a 23 five-member board, they lose somebody, they're down 24 to four, they don't get an extension? Or -- 25 THE CHAIR: Correct. But, once again,</p>
159	<p>1 Discussion of Notifications that Result in 2 a School Being Out of Compliance. 3 MS. JULIA BARNES: So this is its first 4 reading. Missy Brown has already outlined it. 5 There are many times where a governing board drops a 6 member and then is going to pick up a new member, 7 and they do not go below five. 8 There is a process in your documents that 9 allows CSD to give them an extension, if needed. 10 There are times where, just like we heard 11 today, a board falls below five. And the 12 question -- and the question that Missy had raised 13 earlier is do you want to not give that school an 14 automatic extension if they fall below five? 15 We are changing our processes so that we 16 flag those schools that we need to make sure we keep 17 an eye on. 18 So, for example, Six Directions, I think, 19 had been out of compliance for many months. And so 20 we need a better process to identify that. 21 But the question on the form is -- and 22 that Missy was seeking clarification on, is do you 23 want to limit the extension to schools that have 24 more than five board members? 25 It's the first reading. So we're going to</p>	161	<p>1 we're not voting on it till next month. But that's 2 the direction. 3 COMMISSIONER TAYLOR: But they'll still 4 have 45 days to fill that spot; right? But they 5 don't get the -- 6 THE CHAIR: They don't get 75 days to fill 7 it. Right. Yeah. 8 VICE CHAIR CARRILLO: I want ten days. Do 9 I hear ten? 10 THE CHAIR: No. 11 VICE CHAIR CARRILLO: Okay. 12 MS. JULIA BARNES: And then, just 13 clarifying, CSD will not put any school on the 14 consent agenda that drops them below five. They'll 15 just be listed, like Northpoint was. Northpoint 16 wasn't out of compliance or in compliance. They 17 actually turned in their paperwork. But we're just 18 keeping an eye to make sure. 19 Dream Diné, I just put them on the list 20 for January, so you aren't inadvertently taking 21 action that you don't realize that we've just got to 22 keep an eye on it. 23 THE CHAIR: Okay? All right. So we'll 24 vote on that, hopefully, next month. Okay. 25 Item No. 18, Discussion and -- I don't</p>

<p style="text-align: right;">162</p> <p>1 have anything for Item No. 18. Hopefully, I'll have 2 an absolute update.</p> <p>3 Item No. 19 Discussion of the NACSA 4 Conference Highlights and Possible Inclusion of 5 Concepts into PEC Practices.</p> <p>6 I think -- for me, I think I mentioned 7 this last month. I don't know if I did it to 8 everyone or just to some.</p> <p>9 One of the practices that the State of 10 Arizona does that I was interested in is -- and they 11 have 500 charters. They have a lot of charters, 12 because they do have CMOs and so on.</p> <p>13 But they do -- in the renewal process, if 14 there's a school that they potentially were not 15 going to renew, they -- they enter into an agreement 16 with that school -- it's obviously voluntary. They 17 enter an agreement with that school that they go on 18 a one-year performance contract.</p> <p>19 And there's absolute benchmarks that are 20 created in that negotiated contract. And if the 21 school doesn't meet those benchmarks by the end of 22 the first year, what would be the first year of a 23 new contract, they're not extending them a five-year 24 contract.</p> <p>25 But the next school year, if they don't</p>	<p style="text-align: right;">164</p> <p>1 because I think it has, maybe, merit, you know.</p> <p>2 COMMISSIONER INGHAM: So what's the 3 indicator for the charter school?</p> <p>4 THE CHAIR: That they get to continue, and 5 they don't have to go through costly litigation. So 6 many of the schools can't afford the litigation. So 7 it does give them a chance to try to stay open when 8 they might just automatically close, then, because 9 they don't have the funds to litigate.</p> <p>10 And, for me, I get challenged with 11 litigation, because if you're a school that has a 12 foundation, you can afford that litigation. But if 13 you're that small little school that doesn't have a 14 foundation, you're just automatically closing 15 because you don't have the funds to -- to do that.</p> <p>16 So I think there's an equity issue built 17 into that in giving them the opportunity to 18 continue, potentially, you know. So it saves the 19 State. It saves the schools. And then the schools, 20 instead of litigation, can use that money that year 21 to help support the school, instead of -- no 22 offense -- wasting it on a lawyer, you know. 23 It's -- it's funds that can go help support kids. 24 So it's kind of, to a great extent, a win-win. 25 So Commissioner Carrillo and then</p>
<p style="text-align: right;">163</p> <p>1 meet those benchmarks, there's an agreement in that 2 performance contract that the school is closed, and 3 there is no appeal.</p> <p>4 They do. The school is closed. I don't 5 know technically whether they're relinquishing or 6 the authorizer is taking it. There's been an 7 agreement that the school will close.</p> <p>8 (Off-mic discussion.)</p> <p>9 THE CHAIR: Correct. Correct. It's -- 10 it's -- the State of Arizona has been fairly 11 successful with that -- with this.</p> <p>12 Obviously, the school is agreeing to give 13 up their right to appeal. The -- Arizona started it 14 because they were having so many appeals. This was 15 a way of reducing the amount of litigation, because 16 they were giving out one-year additional -- "Here, 17 we'll still give you a one-year opportunity to make 18 significant enough changes that we have confidence 19 that we can go forward with another four years of 20 the contract."</p> <p>21 Or -- I don't want to speak -- I don't 22 know exactly how many years their contracts are. 23 But for us, it would be the additional four.</p> <p>24 So I think it -- for me, it's something 25 I'd like to look into what it would look like and --</p>	<p style="text-align: right;">165</p> <p>1 Commissioner Burt.</p> <p>2 VICE CHAIR CARRILLO: So it's kind of 3 their last gasp for life is how I'm hearing it. 4 Okay. And it's at the discretion of the 5 Commission, not of the school; is that correct? We 6 decide whether or not they get that extra year. 7 They don't.</p> <p>8 THE CHAIR: The benchmarks that are agreed 9 to --</p> <p>10 VICE CHAIR CARRILLO: (Inaudible due to 11 simultaneous speaking) enter into some of the -- the 12 Commission is deciding whether or not they're going 13 to be given this opportunity. And they have to 14 agree to these benchmarks.</p> <p>15 THE CHAIR: I think -- I think the offer 16 for that additional year -- and I -- I don't want to 17 misspeak. But I think it's an automatic.</p> <p>18 Here it is. You're not going to be 19 renewed. Here's the -- here's the -- because if 20 you're not renewed, you have that automatic option 21 for that appeal, whoever you are.</p> <p>22 So the Commission votes to not renew the 23 contract. Then if the -- then they enter into the 24 agreement with the school after the decision to not 25 renew has taken place, that, "Here is an option to</p>

<p style="text-align: right;">166</p> <p>1 not go forward with litigation and the appeal, but 2 you have the opportunity, if you choose, to enter 3 into this performance contract." 4 VICE CHAIR CARRILLO: Than can the 5 Commission choose not to afford them that option? 6 THE CHAIR: I don't believe so. 7 VICE CHAIR CARRILLO: I would want that to 8 be a part of it. I would want there to be -- well, 9 there's going to be a case here or there, who knows 10 when. But, "No, you blew it. Under no circumstance 11 are we going to give you a year to screw your whole 12 program up even more and waste another third grade," 13 you know. 14 I like the idea. And then they -- 15 conceptually -- of they have that year. And that 16 also has to be, to me, where there's the agreement 17 that it's black and white. 18 "You have these benchmarks. It's not 19 getting close to 80 percent. You're at 80 or you're 20 not." Stuff like that. 21 THE CHAIR: And that's something -- if 22 this is something we want to move forward on, that's 23 something we would look at. We don't need to make 24 those decisions now. 25 Commissioner Burt.</p>	<p style="text-align: right;">168</p> <p>1 nothing arbitrary or capricious, because it's 2 extremely clear. It's very simple, actually. 3 It's -- it's -- it was really, like, such a 4 brilliant -- I don't know which of their team 5 thought this up to try to get out -- to fix this 6 issue. But it really was a brilliant solution to 7 it. 8 And just to give you all some of the, 9 like, data they had to support it: 10 Between -- between a seven-year time 11 period, they had 31 schools placed on a three-year 12 agreement. And they have to make gains every year, 13 or they will be closed. 14 Eighteen schools successfully -- exited 15 successfully and continued to sustain an improved 16 letter grade. 17 85.7 percent improved -- which they use 18 the A-through-F system, obviously ours -- we'll have 19 to figure out something different. But for 20 85.7 percent of the schools that they did this for 21 improved a letter grade in one year. 22 46.4 percent of them improved a letter 23 grade to an A or a B in one year. 24 I mean, it really was, like -- basically, 25 they told the schools, "Like, make a drastic -- make</p>
<p style="text-align: right;">167</p> <p>1 COMMISSIONER BURT: I love that you 2 brought this one up, because this is one that I 3 definitely was very interested in as well. 4 I actually ended up talking to the Arizona 5 folks for a lot longer after their presentation as 6 well because I was so interested. They had so much 7 data to back up what they were doing. That's what 8 really sold me. 9 And, actually, I pulled up all my notes 10 because of this agenda item coming up, and I have a 11 lot of notes on this one. 12 But it actually is in lieu of revocation. 13 I don't know if they do it for renewals. 14 THE CHAIR: They do. They actually do. 15 COMMISSIONER BURT: So it's for every 16 school, and every single school has the exact same 17 terms as well. Because they were also getting 18 hammered with arbitrary and capricious decisions. 19 So when you say, "Oh, we'll let this one 20 do it, but not this school and this school," that's 21 what -- their experience was if they tried to do 22 that, the courts would say, "Oh, you let this school 23 and this school. That's arbitrary and capricious. 24 The school gets to stay open." 25 They basically took all of the -- there is</p>	<p style="text-align: right;">169</p> <p>1 a drastic change or close." Like, "That's it." 2 And the data is showing them that the 3 schools are -- are doing it, or they're -- or 4 they're closing. And it's not -- they're not having 5 to go through litigation when the schools close, 6 because the schools agreed that if they do not show 7 that -- if they do not show improvement, they agree 8 to close. 9 So you can't go back to a court later and 10 be, like, "Well, yeah, we agreed that, and, yeah, we 11 didn't improve, but we still want to stay open." 12 It removes all the areas of litigation. 13 But they really did hinge it on that they 14 have applied it not equitably, equally. I mean, 15 they just applied the same exact standard all across 16 the board to every single school. 17 And that was the -- really, the way in 18 which they were able to experience that level of 19 success as far as actually eliminating the 20 litigation. 21 THE CHAIR: So let's put this on the work 22 session agenda for that week and parse it out. This 23 is close to your kind of turnaround thing. You've 24 got to turn yourself around -- 25 COMMISSIONER BURT: Yeah.</p>

<p style="text-align: right;">170</p> <p>1 THE CHAIR: -- quickly.</p> <p>2 COMMISSIONER BURT: I have -- I don't</p> <p>3 know. I have another topic to bring up, too. So</p> <p>4 there was a -- a really incredible session that I</p> <p>5 went to. This was probably my favorite one.</p> <p>6 And it was -- the name of it was "How Do</p> <p>7 You Know When Schools Are Ready To Grow?"</p> <p>8 The Bellwether Foundation worked with</p> <p>9 State of Georgia Commission. And they created</p> <p>10 basically a rubric for replication or adding grade</p> <p>11 levels, expansion, anything where you're adding more</p> <p>12 kids to a current system, basically.</p> <p>13 And they created a whole matrix of</p> <p>14 dimensions that they look at that's very</p> <p>15 data-oriented. And it felt very robust, especially</p> <p>16 compared to what we look at when we're looking at</p> <p>17 schools expanding, replicating, looking -- you know,</p> <p>18 moving -- having more students come into their</p> <p>19 system.</p> <p>20 And I'm wondering if -- there was a lot of</p> <p>21 work already done on it. So I don't think it would</p> <p>22 be hard to just review what's already been done and</p> <p>23 see if there's anything that we can do to help make</p> <p>24 ours more robust as well.</p> <p>25 But there was a lot of information. And</p>	<p style="text-align: right;">172</p> <p>1 excited. She was, like, "It would be great to be</p> <p>2 able to work with New Mexico."</p> <p>3 I think it would be -- even if it's not --</p> <p>4 I think the matrix that they created is really</p> <p>5 robust and really, like -- I mean, it's good.</p> <p>6 So I also just wonder how else we could --</p> <p>7 if it doesn't fit into that, maybe -- maybe, still,</p> <p>8 there's -- like, looking through what they've</p> <p>9 developed still could help us in other ways as well,</p> <p>10 even if it's not that exact thing.</p> <p>11 THE CHAIR: It's a -- oh, sorry. I'm</p> <p>12 wondering if it might not be worthwhile to have even</p> <p>13 a session at the Charter School conference for</p> <p>14 schools to say, "Hey, are you ready to grow," so</p> <p>15 that they -- you know, so that they can look at that</p> <p>16 and say, "This is what the..." -- you know -- "This</p> <p>17 is -- this is what we're generally recommending.</p> <p>18 This is what you need to be at." So that schools --</p> <p>19 you know.</p> <p>20 'Cause a lot of schools think they might</p> <p>21 be ready and maybe they're not. And they can take a</p> <p>22 look at what they would need to work on so that they</p> <p>23 could be ready.</p> <p>24 So I think, even outside of that, for us</p> <p>25 to support schools in being ready. So we can look</p>
<p style="text-align: right;">171</p> <p>1 Bellwether is -- they have a grant to help support</p> <p>2 like, commissions doing this work.</p> <p>3 So that's something else. Like, if the</p> <p>4 Commission would be interested in it, you know,</p> <p>5 like, at a work session actually get some more</p> <p>6 information, I also wonder if Bellwether would be</p> <p>7 able to -- if we'd be able to get into the work with</p> <p>8 them and be able to use some of the resources they</p> <p>9 have out there to help us with that. It was --</p> <p>10 DIRECTOR CORINA CHAVEZ: Commissioner</p> <p>11 Burt, which state did you say is working on that?</p> <p>12 COMMISSIONER BURT: Georgia already</p> <p>13 implemented it.</p> <p>14 THE CHAIR: Bellwether. Speaking of</p> <p>15 Bellwether, I know they actually have a whole</p> <p>16 system, because they come in. And they'll do a</p> <p>17 review of your school and give you a report back as</p> <p>18 to whether they feel -- because they -- and that's</p> <p>19 because they have support grants for that.</p> <p>20 But, yeah, to me, they've already done</p> <p>21 99.9 percent of the work. So why not --</p> <p>22 COMMISSIONER BURT: And even better, it's</p> <p>23 predominantly Carrie Irvin's work, which we know</p> <p>24 her, like, as one of our keynote speakers. So when</p> <p>25 I talked to her about it, she was, like, absolutely</p>	<p style="text-align: right;">173</p> <p>1 at that on our end for a work session and hopefully</p> <p>2 work off the June session for --</p> <p>3 COMMISSIONER BURT: You're going to love</p> <p>4 this even more. Because it actually incorporates</p> <p>5 what you just talked about. It incorporates into</p> <p>6 the procedures and processes of applying -- it</p> <p>7 actually is very comprehensive, and they have a lot</p> <p>8 of information about what the board should be</p> <p>9 looking at and actually looking at it about two</p> <p>10 years before you decide you want to grow, and the</p> <p>11 planning and processing of that.</p> <p>12 And how -- how Georgia does it is they</p> <p>13 actually have the board start doing some of these</p> <p>14 reviews, and they have to show evidence of the</p> <p>15 reviews up to two years before they apply for</p> <p>16 growth.</p> <p>17 THE CHAIR: Okay. There are. Thanks for</p> <p>18 that.</p> <p>19 I attended a revocation/closure -- it was</p> <p>20 called a closure one. Those are kind of difficult,</p> <p>21 only because a lot of the closures that were being</p> <p>22 spoken about and what do you do with a closure, they</p> <p>23 were closures because CMOs were closing them, so</p> <p>24 that it really wasn't a decision that was being made</p> <p>25 by the authorizer.</p>

<p style="text-align: right;">174</p> <p>1 Many CMOs have enrollment quotas. And if 2 you don't meet that -- and I'll give you an example. 3 Washington, D.C., had a school that, three 4 days before school was going to open, the CMO said, 5 "You didn't meet your quota; so, therefore, you're 6 done." 7 And it was in an area that was definitely 8 economically disadvantaged. Families had already 9 bought the uniforms, and now they're stuck. 10 And it was more what they do to help 11 support getting kiddos into a school and trying to 12 find funds to help get them their uniforms. And so 13 it's a world that we don't live in, thank heavens. 14 I thank my lucky stars every time I go to 15 these conferences that we don't have CMOs, because 16 they look bright and shiny, and they do offer often 17 a nice building and a lot of stuff. But they can -- 18 even though you have a contract with them, they can 19 drop that contract in a day. And the only -- 20 because they know, "You're not going to be able to 21 sue me, because you don't have any money to sue me." 22 So they just walk away. And it's just -- 23 you know, education shouldn't be that kind of 24 business. It is a business, but it shouldn't be 25 that kind of business.</p>	<p style="text-align: right;">176</p> <p>1 Carrillo, I'll share just a little bit. 2 It was the first time I went to anything 3 since I -- since I've been on the Commission. But 4 the one that jumps out to me, I went to the 5 Transcend group, that they were the -- what do you 6 call it? -- the keynote speaker. 7 And so I went to the follow-up session 8 with them just to learn about, like, the way that 9 they think about re-envisioning education. 10 Some of our charter schools do a similar 11 kind of model in terms of, like, thinking about -- 12 I'm not doing it justice. But it's kind of like 13 the -- like, the -- like, the schools that have a 14 specific kind of individual planning time there for 15 children for K-12 experiences, like -- like, tracks 16 that are a little bit different. 17 And that was more -- I had lunch with a 18 person, Aylon Samouha was the keynote speaker. And 19 he -- I had lunch with him to talk to how does this 20 apply to like, rural education. Oftentimes, urban 21 education is the center of everything within charter 22 schools and in education in general. 23 I was interested in thinking how would 24 that work in very small districts, like we have here 25 in this state, as well as our smaller charter</p>
<p style="text-align: right;">175</p> <p>1 And I'm very grateful that whoever helped 2 to craft the legislation here in New Mexico -- I 3 don't know whether they purposely looked at that. 4 But someone thought about it. And it's in there. 5 And I do appreciate that. 6 So we've got our mission as we move 7 forward for next year. 8 So I don't -- is Commissioner Manis still 9 on? I don't know if his hand is up because I can't 10 see those. That's why I'm asking. 11 MS. MELISSA BROWN: He's still on, but I 12 don't see his hand up. 13 THE CHAIR: All right. Just checking. 14 So -- and I think that's a lot to chew off for a 15 time. So thanks for that. 16 (Off-mic discussion.) 17 COMMISSIONER INGHAM: Those conferences 18 are so kind of overwhelming at times. And I -- I 19 have to admit it's -- I haven't had a chance to 20 really reflect on it and be able to say something 21 about it. 22 I did go to quite a few conferences. I 23 was -- went to every one I could. But I can't say 24 that I -- (Off-mic discussion.) 25 COMMISSIONER BRAUER: Commissioner</p>	<p style="text-align: right;">177</p> <p>1 schools that are in rural education. 2 So it was a good conversation to think how 3 do we do innovative approaches to education, but not 4 leave behind a lot of the young people in the more 5 rural or, like, frontier areas of our state. 6 That was the biggest thing that I took 7 away from. Some of the other sessions I thought 8 were good. But that was one that I was really 9 thinking about in terms of true transformation had 10 that we could see here. 11 THE CHAIR: Okay. Report from the Charter 12 Schools Division. 13 DR. BRIGETTE RUSSELL: Thank you, Chair 14 Gipson. 15 First, the update on CSD staff positions. 16 This is in your -- this is in your folder. But the 17 one I'm sharing on screen right now shows our 18 vacancies in bright yellow. So, currently, there 19 are 17.5 positions in the Charter Schools Division. 20 And two of them are vacant. 21 So we have 15 full-time staff, plus our 22 half-time IT person. 23 And I would like to introduce -- I'm 24 thrilled to introduce to you today our newest 25 Authorizing Practices Administrator, Greg Butz, who</p>

<p style="text-align: right;">178</p> <p>1 is going to tell you a little bit about himself.</p> <p>2 MR. GREG BUTZ: Hello. Yeah. I'm Greg</p> <p>3 Butz. And it is spelled B-u-t-z.</p> <p>4 I've had a long educational career before</p> <p>5 I was a public schoolteacher in New Mexico.</p> <p>6 I taught overseas. So I was -- I got my</p> <p>7 first teaching gig in Hong Kong. And I taught there</p> <p>8 for two and a half years. And then I did some</p> <p>9 volunteer work working with displaced people groups</p> <p>10 in Amman, Jordan, working in an adult language</p> <p>11 center; and then Thailand, working with --</p> <p>12 volunteering with orphans right on the border of</p> <p>13 Myanmar.</p> <p>14 So a lot of equity background for me.</p> <p>15 I then taught for six years in Egypt. I</p> <p>16 lived through several revolutions and a military</p> <p>17 coup and saw five different governments in six</p> <p>18 years. So that was a lot of fun.</p> <p>19 But this is a bit of a homecoming for me,</p> <p>20 because the first job that I had was at Cottonwood</p> <p>21 Classical Preparatory School here in New Mexico.</p> <p>22 Sam Obenshain was my executive director.</p> <p>23 So when I was in Egypt, I gave him a call and said,</p> <p>24 "In the instance a job were to open up..." -- and he</p> <p>25 said, "Just so happens we have a job."</p>	<p style="text-align: right;">180</p> <p>1 MR. GREG BUTZ: Thank you.</p> <p>2 THE CHAIR: Looking forward to it.</p> <p>3 Thanks.</p> <p>4 MR. GREG BUTZ: Good seeing you all, yes.</p> <p>5 VICE CHAIR CARRILLO: What great</p> <p>6 adventures you've had. Thank you very much for</p> <p>7 joining us.</p> <p>8 DR. BRIGETTE RUSSELL: And, Commissioners,</p> <p>9 we have -- thanks to the budget adjustment request</p> <p>10 that will increase the charter 2 percent budget, we</p> <p>11 now have -- we will have funding for a fourth</p> <p>12 education administrator in the authorizing group.</p> <p>13 So we are -- we are happy that in the</p> <p>14 spring, we'll be interviewing, and we have will have</p> <p>15 four full-time site visit team members and leads,</p> <p>16 which is going to be a huge game changer for us.</p> <p>17 The financial coordinator position also remains</p> <p>18 vacant.</p> <p>19 THE CHAIR: Is it advertised?</p> <p>20 DR. BRIGETTE RUSSELL: It is not currently</p> <p>21 advertised. I don't -- I don't believe it is.</p> <p>22 Second on our list is a Notice of Intent</p> <p>23 to submit a charter school application.</p> <p>24 I looked at that document just about</p> <p>25 20 minutes ago and realized that there were some</p>
<p style="text-align: right;">179</p> <p>1 So interview. So this is going to be kind</p> <p>2 of a full circle for me in more than one way.</p> <p>3 I taught at Cottonwood Classical for four</p> <p>4 years as a teacher, social studies teacher, and then</p> <p>5 became a director of communications, a head of</p> <p>6 department, a dean of students. And there was maybe</p> <p>7 a few other hats that I was wearing simultaneously.</p> <p>8 So I did that for four years.</p> <p>9 And then jumped into some other admin</p> <p>10 roles as both an assistant principal at a large</p> <p>11 comprehensive high school in Albuquerque, and I also</p> <p>12 was a School Ambassador Fellow with the Department</p> <p>13 of Education concurrently at that time.</p> <p>14 But after that, I decided to jump into</p> <p>15 PED. And I knew -- always knew that I was going to</p> <p>16 come and land here in the Charter Division.</p> <p>17 So I've worked with the team with contract</p> <p>18 work and authorizing schools and looking at those</p> <p>19 applications.</p> <p>20 And I've joined on several site renewal</p> <p>21 teams, even at the College and Career Readiness</p> <p>22 Bureau. So this is a real exciting moment for me.</p> <p>23 So happy to be here.</p> <p>24 THE CHAIR: So welcome. And thanks for</p> <p>25 jumping in during this week.</p>	<p style="text-align: right;">181</p> <p>1 errors on it. It said 2024. So, Missy has edited</p> <p>2 it so it says 2025 now.</p> <p>3 There was a blank page in the middle that</p> <p>4 Missy has taken out. And the -- the header with the</p> <p>5 Chair and the Secretary's names looks a little</p> <p>6 sloppy. So we'll fix that before we post it.</p> <p>7 THE CHAIR: So I thought we were</p> <p>8 establishing processes where we didn't put exact</p> <p>9 dates in our -- you know, so that -- or we --</p> <p>10 DR. BRIGETTE RUSSELL: We can make that</p> <p>11 edit as well.</p> <p>12 THE CHAIR: That it just say what the</p> <p>13 statute says, "the second Tuesday of January," so</p> <p>14 that it doesn't -- you know, it doesn't have to be</p> <p>15 looked at every -- that's a -- you know, there it</p> <p>16 is. There's the Notice of Intent.</p> <p>17 DR. BRIGETTE RUSSELL: We can make that</p> <p>18 change as well. And we can put the exact date in</p> <p>19 January 2025 on the website.</p> <p>20 THE CHAIR: On the website, yes. Thank</p> <p>21 you. Thank you.</p> <p>22 DR. BRIGETTE RUSSELL: Corrective Action</p> <p>23 Plan. Our contractor continues to work with</p> <p>24 Estancia Valley Classical Academy and review their</p> <p>25 data. And they are complying.</p>

182	<p>1 Alma is also complying. I'm awaiting 2 information from the Office of Special Education as 3 to manifestation determinations for disenrolled 4 students. 5 Language and culture concerns have been 6 resolved for all charter schools. 7 And schools are cooperating with the 8 Language and Culture Division. 9 VICE CHAIR CARRILLO: I have a question on 10 that one. What were our language and culture 11 concerns, and why were these schools singled out? 12 DR. BRIGETTE RUSSELL: Chair Gipson and 13 Commissioner Carrillo, letters came out from the PED 14 Language and Culture Division regarding concerns 15 that that division had regarding schools monitoring 16 and reporting and serving EL processes. 17 And so there were detailed letters that 18 went out to a handful of charter schools. And those 19 charter schools have been working with Language and 20 Culture to resolve those -- those concerns. 21 It didn't originate with the CSD. It 22 originated with Language and Culture, which reviewed 23 school processes. 24 THE CHAIR: Yeah. They do it with the 25 safety plans. And OSE does it. They establish</p>	184	<p>1 THE CHAIR: Can that be put into the Alma 2 materials? 3 DR. BRIGETTE RUSSELL: Yes. 4 THE CHAIR: Yeah. The Commissioners will 5 be able to look at that. It just -- it was this 6 week that it came in. Thanks. 7 DR. BRIGETTE RUSSELL: So it will be in 8 the school's Intervention Ladder, Reports from Other 9 Entities folder. 10 THE CHAIR: Okay. Are we good? 11 MS. JULIA BARNES: I know there is another 12 OMA letter. So they should maybe do a folder -- 13 DR. BRIGETTE RUSSELL: Yes. In the same 14 folder. 15 MS. JULIA BARNES: (Inaudible due to 16 simultaneous speaking) -- same place. 17 THE CHAIR: So Item No. 21, the Status of 18 New Contract Attachments (verbatim) to Align with 19 the PEC Form Changes. Sorry. 20 So we made changes to the performance 21 framework base last month, based on the information 22 that came from the -- excuse me -- the Deputy 23 Director on, "These are the nine schools that chose 24 Option 2." 25 So we have -- we renewed eleven last year.</p>
183	<p>1 Corrective Action Plans with the schools. 2 VICE CHAIR CARRILLO: And maybe I'm just 3 kind of -- I don't know. How does that work with a 4 cyber academy? Language -- are you not typing fast 5 enough? How do -- 6 DR. BRIGETTE RUSSELL: Well, I mean, the 7 cyber academies still have to identify English 8 Learners in order to provide services. So there are 9 some schools whose processes are not correct in 10 terms of how do you identify ELs in the first place. 11 And it's things like that. 12 VICE CHAIR CARRILLO: All right. Thank 13 you. 14 DR. BRIGETTE RUSSELL: It's harder to 15 monitor how ELD, English Language Development 16 instruction is being given in cyber schools, of 17 course. 18 THE CHAIR: Can I just ask that the -- we 19 received a document related to Alma in regards to 20 the OMA violation. There was a document that was 21 provided from the Attorney -- from the Attorney 22 General's office. 23 DR. BRIGETTE RUSSELL: The Attorney 24 General's office, yes. We received that just this 25 week, yes.</p>	185	<p>1 But two of them chose Option 1, so they were 2 affected by the performance framework change because 3 there was a concern that was raised about 4 attenuation and things that are being masked. And 5 we made the changes to the performance framework 6 last month. 7 DR. BRIGETTE RUSSELL: Correct. 8 THE CHAIR: That performance framework 9 doesn't align with the performance framework of 10 the -- of those nine schools, so that there's going 11 to be a letter going out to ask those schools to 12 amend that contract to align with the new language 13 of the performance framework that we voted on last 14 month. 15 Sorry. 16 (Chair consults with PEC counsel.) 17 THE CHAIR: Okay. So if I could ask the 18 Deputy Director to draft a memo identifying what 19 that concern was and the change, I'd appreciate it. 20 Okay? 21 DR. BRIGETTE RUSSELL: Yes. 22 THE CHAIR: Thanks. Item No. 22, 23 Discussion and Possible Action to Provide Input to 24 the Chair to Speak on Behalf -- I don't think anyone 25 has anything.</p>

186	<p>1 Okay. Okay.</p> <p>2 COMMISSIONER INGHAM: I guess I need to</p> <p>3 challenge you again to write a letter to either Joe</p> <p>4 Guillen or the --</p> <p>5 THE CHAIR: Oh. Is that --</p> <p>6 COMMISSIONER INGHAM: -- for my -- in case</p> <p>7 I need a --</p> <p>8 THE CHAIR: Correct. I thought --</p> <p>9 COMMISSIONER INGHAM: (Inaudible) about</p> <p>10 that a couple of times.</p> <p>11 THE CHAIR: I have to double-check on</p> <p>12 that. I thought I had.</p> <p>13 COMMISSIONER INGHAM: Okay. Okay. Thank</p> <p>14 you.</p> <p>15 THE CHAIR: Thanks. I thought that was</p> <p>16 done. So I will double-check. Okay.</p> <p>17 THE CHAIR: Public Education Commission</p> <p>18 Comments. I'm just looking.</p> <p>19 VICE CHAIR CARRILLO: (off-mic.)</p> <p>20 THE CHAIR: Oh, I'm sorry. No. Wayne</p> <p>21 spoke to me yesterday and said because of the</p> <p>22 conference, they won't have anyone here today. So I</p> <p>23 apologize.</p> <p>24 MS. MELISSA BROWN: I would like the</p> <p>25 Commission to know I just e-mailed Matt Pahl your</p>	188	<p>1 what I kind of shared last month. It's just really</p> <p>2 good to be here with a group of people who are</p> <p>3 really committed to effect change in our -- in the</p> <p>4 lanes that we're supposed to make change, and to</p> <p>5 have just a diversity of politics in the room where</p> <p>6 we can just get good work done in a moment in our</p> <p>7 country where, you know, next month, that's being</p> <p>8 moved forward through a peaceful transition, that</p> <p>9 there's always the need for us to choose our better</p> <p>10 angels as we work together.</p> <p>11 I know I don't get that all the time from</p> <p>12 other circles that I run in. And I'm just really</p> <p>13 thankful for us to sit down here and do a lot of</p> <p>14 work, elbow to elbow, that matters.</p> <p>15 And it's kind of like not void of our own</p> <p>16 personal thoughts and practices and politics. But</p> <p>17 we don't let that stuff get in the way, and we treat</p> <p>18 each other with respect and love. And I just</p> <p>19 appreciate that a lot, and I'm really thankful for</p> <p>20 that during this moment of the year. So happy</p> <p>21 holidays to ya'll.</p> <p>22 THE CHAIR: Thanks. And I will echo all</p> <p>23 of that. Happy, safe holidays. Enjoy family and</p> <p>24 friends.</p> <p>25 I just want to thank everyone. CSD staff,</p>
187	<p>1 calendar for 2025.</p> <p>2 THE CHAIR: Yes. And I did speak with him</p> <p>3 when he was here for Turquoise Trail, to let him</p> <p>4 know we were most likely making that change. And he</p> <p>5 texted his --</p> <p>6 MS. MELISSA BROWN: Just wanted to make</p> <p>7 sure.</p> <p>8 THE CHAIR: Me, too. Yeah. So we</p> <p>9 shouldn't have that conflict. But they will not be</p> <p>10 here today. So that's why we skipped it. Sorry.</p> <p>11 PEC Comments? Commissioner Brauer?</p> <p>12 COMMISSIONER BRAUER: Madam Chair, members</p> <p>13 of the Commission, I wish you all just a wonderful</p> <p>14 holiday. And I just feel really honored to be here</p> <p>15 with y'all. And this has been really good the last</p> <p>16 couple of months, as we spent every waking hour</p> <p>17 together for a whole week.</p> <p>18 It's just really nice to be part of this</p> <p>19 group. Please don't forget your popcorn, and your</p> <p>20 blue corn flour.</p> <p>21 Bekka, if I can see you before winter</p> <p>22 break or maybe after the holidays, I'll get you some</p> <p>23 from the farm. But this is some stuff we're really</p> <p>24 proud of if you haven't gotten it yet.</p> <p>25 But I also just want to reiterate the --</p>	189	<p>1 it's -- you know, it takes a huge village to get us</p> <p>2 to this week. And as hard as this week was, I fully</p> <p>3 recognize all of the time and effort and energies</p> <p>4 that went into getting us here.</p> <p>5 Thank you all for yesterday. The posole</p> <p>6 and the carne. Everything was just -- and it was</p> <p>7 nice to sit down and enjoy.</p> <p>8 And everyone sitting here, the discussions</p> <p>9 are always great, you know.</p> <p>10 And this was the best renewal cycle</p> <p>11 that -- you know, we were able to celebrate schools,</p> <p>12 but still have tough conversations with the schools.</p> <p>13 And it's -- it's respectful. And they -- you know,</p> <p>14 they went away -- there were times when I sat on</p> <p>15 this Commission that those discussions towards the</p> <p>16 school were not very respectful. And that was</p> <p>17 always challenging on my part from -- you know,</p> <p>18 those that were voicing it.</p> <p>19 So I really appreciate everyone's efforts.</p> <p>20 So thank you.</p> <p>21 Commissioner Beck.</p> <p>22 SECRETARY BECK: Yeah. Again, ditto,</p> <p>23 especially to the Charter School Division for all</p> <p>24 the work that you put in to have us prepared for</p> <p>25 these meetings.</p>

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1 It was really, really -- I know how
 2 much -- I don't know how much work it was, honestly.
 3 But it was probably a ton of work.
 4 And, yeah. It's a great place to be with
 5 you guys.
 6 And I'm really getting to really -- you
 7 know, I'm an old '60s, '70s kind of soft rocker guy.
 8 But I'm starting to kind of get to the -- really
 9 liking mariachi.
 10 THE CHAIR: Commissioner Carrillo.
 11 VICE CHAIR CARRILLO: Love mariachi. It
 12 was such a highlight. Just all schools, in
 13 November, and the ones we just did. It was a
 14 grueling week in a lot of ways, because of the
 15 attention it requires.
 16 Thank you to CSD for everything you do.
 17 It's not easy putting on this kind of a show.
 18 So just thanks. And I just -- just very
 19 proud of -- I tell people all the time how proud of
 20 us, as a Commission, I am. Because they ask about
 21 all the politics.
 22 I say, "None of that enters into it."
 23 There's five R's and five D's, and it
 24 never comes up, because there's one thing that's
 25 important. The E, education of the kids. I just

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1 think it's very good that we're so focused, and I
 2 believe we do a very good job.
 3 THE CHAIR: I look forward to being home
 4 and popping popcorn, just sitting there in
 5 sweatpants and a sweatshirt and not having to think
 6 for a while. So thank you for that.
 7 I know we've already populated some things
 8 for our agendas going forward. Does anyone have
 9 anything else you want on the agenda for January
 10 or --
 11 VICE CHAIR CARRILLO: On work session on
 12 the agenda and possibly ongoing. So what I wrote
 13 down -- it can be wordsmithed -- "Strategies for
 14 State-chartered Tribal Schools to Increase Supports
 15 and Outcomes."
 16 SECRETARY BECK: I did have one -- I had
 17 one other comment. I know our year is coming to a
 18 close, and I really enjoyed working with Chair
 19 Gipson and Vice Chair Carrillo on the executive
 20 team. It's been wonderful; so...
 21 THE CHAIR: It's mutual. It's been a --
 22 it's been a good collaboration. I do appreciate.
 23 And that's -- certainly, I appreciate the extra time
 24 that folks are putting in.
 25 VICE CHAIR CARRILLO: My God. You need to

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1 be on salary.
 2 THE CHAIR: I know.
 3 VICE CHAIR CARRILLO: Should we put that
 4 on the work session?
 5 THE CHAIR: I think I'd have to resign
 6 then.
 7 Motion to adjourn.
 8 SECRETARY BECK: Second.
 9 THE CHAIR: We are adjourned. Safe
 10 travels, everyone.
 11 (Proceedings adjourned at 12:49 p.m.)
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1 BEFORE THE PUBLIC EDUCATION COMMISSION
 2 STATE OF NEW MEXICO
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 6
 7 REPORTER'S CERTIFICATE
 8 I, Cynthia C. Chapman, RMR, CCR #219, Certified
 9 Court Reporter in the State of New Mexico, do hereby
 10 certify that the foregoing pages constitute a true
 11 transcript of proceedings had before the said
 12 NEW MEXICO PUBLIC EDUCATION COMMISSION, held
 13 virtually and in the State of New Mexico,
 14 County of Santa Fe, in the matter therein stated.
 15 In testimony whereof, I have hereunto set my
 16 hand on January 3, 2024.
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Cynthia C. Chapman, RMR-CRR, NM CCR #219
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19 *Cynthia Chapman*

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