

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

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8 SHARON CLAHCHISCHILLIAGE, Member

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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. 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	<p>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</p>	8	<p>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</p>
7	<p>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</p>	9	<p>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>

10	<p>1 the experiential learning focus of the school is</p> <p>2 tremendously rewarding and engaging. Even students</p> <p>3 who didn't like hiking when they first enrolled said</p> <p>4 they quickly grew to love it, as the hikes foster</p> <p>5 feelings of inclusivity and connection to the</p> <p>6 community and nature.</p> <p>7 Thank you.</p> <p>8 THE CHAIR: Thank you.</p> <p>9 MS. MELISSA BROWN: Is there anybody</p> <p>10 online who is here representing a tribe or a nation?</p> <p>11 Please raise your digital hand.</p> <p>12 THE CHAIR: We had a school of</p> <p>13 kindergarteners the other day, and they all raised</p> <p>14 their hand.</p> <p>15 MS. MELISSA BROWN: We do have a person,</p> <p>16 Jackie Riley, who has raised their hand. So just</p> <p>17 clarifying, Jackie -- you put your hand down. You</p> <p>18 are tribal? No? Okay.</p> <p>19 FROM THE FLOOR: She's our assistant</p> <p>20 business manager.</p> <p>21 THE CHAIR: Then we're okay. So whenever</p> <p>22 you're ready.</p> <p>23 MS. FIONA BAILEY: Okay, Commission. Is</p> <p>24 it -- I push it the whole time?</p> <p>25 THE CHAIR: You don't have to keep your</p>	12
11	<p>1 finger on it.</p> <p>2 MS. FIONA BAILEY: It's on. Okay. The</p> <p>3 screen is on.</p> <p>4 Thank you, Commissioners, so much for</p> <p>5 having us. Cheryl, thank you for the nice report,</p> <p>6 and, hopefully, that information that you just heard</p> <p>7 in the report, we can help bring to life for you</p> <p>8 today.</p> <p>9 So I am here representing Hannah Wecks on</p> <p>10 the screen. And I'm also the Title I specialist and</p> <p>11 reading specialist, so I'm here in both capacities.</p> <p>12 VICE CHAIR CARRILLO: Would you mind</p> <p>13 stating your name?</p> <p>14 MS. FIONA BAILEY: Bailey is the last</p> <p>15 name. Sorry.</p> <p>16 VICE CHAIR CARRILLO: What is your first</p> <p>17 name?</p> <p>18 MS. FIONA BAILEY: Fiona.</p> <p>19 VICE CHAIR CARRILLO: Terrific. Thank</p> <p>20 you.</p> <p>21 THE CHAIR: Spell your last name.</p> <p>22 MS. FIONA BAILEY: B-a-i-l-e-y. So I've</p> <p>23 already messed up, so you guys should be all fine;</p> <p>24 right? Okay.</p> <p>25 And I have here with me today Maia Chaney,</p>	13
	<p>1 who is our experiential education coordinator;</p> <p>2 Deandra Medina, one of our special education</p> <p>3 teachers; Pete Rankin over here. He's one of our</p> <p>4 high school social studies teachers.</p> <p>5 We were hoping Mike Vigil, one of our</p> <p>6 financial team, was going to be here, but he doesn't</p> <p>7 seem to be. But we do have Harry Browne, our</p> <p>8 governing council chair and one of our previous</p> <p>9 finance guys. We also have Will Tracy, who is our</p> <p>10 experiential consultant from WNMU.</p> <p>11 And we have a few of our amazing high</p> <p>12 school students: Matthew Medina, Dierdranee Abeyta,</p> <p>13 Jessi Crocker, Faith Pellegrino, Iris Cottingham,</p> <p>14 and Cesar Acosta.</p> <p>15 So if you can start us all off with our</p> <p>16 PowerPoint.</p> <p>17 And we're very excited that we'll be</p> <p>18 celebrating our twentieth year coming up.</p> <p>19 Okay. That's the end. Okay. Yeah.</p> <p>20 That's -- so that's the beginning. And -- okay,</p> <p>21 yes.</p> <p>22 So next slide.</p> <p>23 So today we will be speaking about the</p> <p>24 craft community, curiosity, conservation,</p> <p>25 compliances, collaboration, and then we'll draw</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>

<p style="text-align: right;">30</p> <p>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</p>	<p style="text-align: right;">32</p> <p>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,</p>
<p style="text-align: right;">31</p> <p>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</p>	<p style="text-align: right;">33</p> <p>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>

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

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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

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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

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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.

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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

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1 Office of the Courts in the District VI court as
 2 their chief financial officer.
 3 When we hired her, we felt that gave her
 4 the experience required.
 5 But PED rules are arcane. And I don't
 6 think she mastered all of them.
 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.
 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.
 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

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1 shenanigans, that's the way to accomplish them.
 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.
 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.
 11 So with apologies to my friends whom I've
 12 just thrown under the bus, I think that's the
 13 explanation.
 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.
 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.
 24 Mike, I don't know if you want to add
 25 anything to that.

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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.
 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.
 9 The function cleanup, I really appreciate
 10 his confidence in our group in not letting that
 11 happen again.
 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.
 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.
 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.
 25 THE CHAIR: All right. I didn't see an

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1 issue with it. But the finance committee meets
 2 regularly?
 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.
 13 So yes, we are now.
 14 THE CHAIR: Okay. Thank you.
 15 MR. HARRY BROWNE: Yeah.
 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.
 25 DR. BRIGETTE RUSSELL: Chair Gipson, it's

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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,

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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.

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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,

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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

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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 style="text-align: right;">66</p> <p>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</p>	<p style="text-align: right;">68</p> <p>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</p>
<p style="text-align: right;">67</p> <p>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</p>	<p style="text-align: right;">69</p> <p>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?"</p>

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.</p> <p>2 MS. ELENA TRODDEN: Thank you to our</p> <p>3 scholars who spoke. I know a lot of you were very</p> <p>4 shy. You did a great job. One of our scholars says</p> <p>5 she gets chills. And I hope some of you have time</p> <p>6 to go watch them after. I don't think I've ever</p> <p>7 watched them and not teared up. It's so incredibly</p> <p>8 beautiful what they do. They're so talented.</p> <p>9 So with that, I think that's a perfect</p> <p>10 place for us to rest our presentation, and we are</p> <p>11 open to questions.</p> <p>12 THE CHAIR: Okay. So I thank everyone for</p> <p>13 speaking. I know what it -- you know, including you</p> <p>14 folks up there. I know, you know, you get in front</p> <p>15 of a classroom every day and you come here, and it's</p> <p>16 somewhat intimidating. So I appreciate that.</p> <p>17 I want to thank you for, really, the time</p> <p>18 and effort that went into the application, because</p> <p>19 you delved into some areas, and you were honest</p> <p>20 about some of the shortcomings.</p> <p>21 And, you know, ownership of that is really</p> <p>22 important. And what I'm struck by, to some degree,</p> <p>23 is so many of these students expressed that they</p> <p>24 feel comfortable in such a small setting.</p> <p>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?</p> <p>2 MS. ELENA TRODDEN: Thank you for that</p> <p>3 question, Chair Gipson.</p> <p>4 Obviously, we're quite new, so I don't</p> <p>5 know that I know all the whys. I can tell you what</p> <p>6 we see in the data.</p> <p>7 Last year there was a lot of turnover. I</p> <p>8 think there were three of us that held the position</p> <p>9 of executive director. So one of the things is</p> <p>10 we're just really focused on building stability and</p> <p>11 a plan going forward.</p> <p>12 One of the things and reasons that I</p> <p>13 wanted you to see that data is, obviously, one of</p> <p>14 our issues is math. I've spoken with people who</p> <p>15 have been here for quite a long time. And when they</p> <p>16 first submitted their bilingual application and came</p> <p>17 up with their mission, math is one of the subjects</p> <p>18 that we do teach in Spanish.</p> <p>19 However, our assessment of mathematics has</p> <p>20 changed very dramatically over the course of the</p> <p>21 last ten years. It's not so much computation.</p> <p>22 There's a lot of language that goes into assessing</p> <p>23 mathematics. There's a lot of the mathematical</p> <p>24 processes about perseverance, really working through</p> <p>25 problems.</p>
<p style="text-align: right;">123</p> <p>1 that's not huge, but it's really not -- compared to</p> <p>2 many of our other charters, it's not small. So that</p> <p>3 the fact that you've created that community, and</p> <p>4 they feel -- they feel that personalized attention,</p> <p>5 so that they do have that sense that it is a -- you</p> <p>6 know, it is that small little school, which gives</p> <p>7 me, you know, it's, like, some pause if you ever got</p> <p>8 to what your building cap was, you know.</p> <p>9 But it's -- I appreciate the fact that as</p> <p>10 the school has grown some, it's still focused so</p> <p>11 much on the students that they feel that it's that</p> <p>12 family.</p> <p>13 And that really is important.</p> <p>14 So the -- the one real question I have is,</p> <p>15 you know -- and you mentioned in the application</p> <p>16 that you saw that dip in that sixth-, seventh-grade</p> <p>17 area, and you showed it. And thank you for the</p> <p>18 updated information.</p> <p>19 So what's the -- you know, talk to us</p> <p>20 about the plan for moving that up. Because your</p> <p>21 retention rate is pretty good. So those are kids</p> <p>22 that have been with you, by and large, you know, the</p> <p>23 core of them.</p> <p>24 So what -- you know, do you have any sense</p> <p>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</p> <p>2 was a word problem. And we have taught all of our</p> <p>3 students, you know, if you see the word</p> <p>4 "difference," they're asking you to subtract. If</p> <p>5 you see the word "sum," then that means you're going</p> <p>6 to add. Those are some things in the assessment a</p> <p>7 long time ago.</p> <p>8 The assessments like that today are not</p> <p>9 like that. They are paragraphs where you really</p> <p>10 have to search and know very specific mathematical</p> <p>11 vocabulary. And mathematical vocabulary is a</p> <p>12 language unto itself.</p> <p>13 I usually give this example.</p> <p>14 In Spanish, for example, even in English,</p> <p>15 how many of us sit around the kitchen table with our</p> <p>16 children, and a vocabulary word such as "one</p> <p>17 one-thousandth" comes up. That's not something that</p> <p>18 they utilize in their everyday vocabulary or</p> <p>19 conversations, whether at home -- so, again, it's</p> <p>20 very specific.</p> <p>21 So one of the things that we are looking</p> <p>22 at changing and putting into our next application</p> <p>23 for bilingual and into our next charter is we'd like</p> <p>24 to adjust the subjects that we're teaching in</p> <p>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. NICAEA 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.</p> <p>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."</p> <p>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.</p> <p>16 So that's one of the things we're tackling 17 with our instructional practices.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>17 COMMISSIONER TAYLOR: Great. Thank you. 18 Thanks again.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>22 Commissioner Carrillo.</p> <p>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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24 License Expires: December 31, 2025

25 Job No.: 9247N (CC)

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18 *Cynthia Chapman*

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