

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS

OPEN PUBLIC MEETING

February 21, 2025

9:00 a.m.

Jerry Apodaca Education Building, Mabry Hall

300 Don Gaspar Avenue

Santa Fe, New Mexico

-AND-

Via Zoom Webinar

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

Bean & Associates, Inc.

Professional Court Reporting Service

201 Third Street, NW, Suite 1630

Albuquerque, New Mexico 87102

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2	<p>1 APPEARANCES</p> <p>2 COMMISSIONERS:</p> <p>3 REBEKKA BURT, Chair</p> <p>4 PATRICIA GIPSON, Vice Chair</p> <p>5 STEVEN J. CARRILLO, Secretary</p> <p>6 TIMOTHY E. BECK, Member</p> <p>7 ALAN BRAUER, Member</p> <p>8 STEWART INGHAM, Member</p> <p>9 K.T. MANIS, Member</p> <p>10 SAM S. OBENSHAIN, Member</p> <p>11 MICHAEL TAYLOR, Member</p> <p>12</p> <p>13 STAFF:</p> <p>14 CORINA CHAVEZ Director</p> <p>15 Charter School/Options for</p> <p>16 Parents and Families Division</p> <p>17</p> <p>18 DR. BRIGETTE RUSSELL Deputy Director</p> <p>19 Charter School/Options for</p> <p>20 Parents and Families Division</p> <p>21</p> <p>22 MELISSA BROWN Technical Assistance and</p> <p>23 (MISSY) Training Supervisor</p> <p>24 Charter School/Options for</p> <p>25 Parents and Families Division</p>	4
3	<p>1 APPEARANCES, Continued</p> <p>2 COUNSEL TO THE PEC:</p> <p>3 JULIA HOSFORD BARNES, ESQ.</p> <p>4 Barnes Mediation and Law, PC</p> <p>5 200 W. DeVargas Street, Suite 7</p> <p>6 Santa Fe, New Mexico 87501</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p>	5
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1 THE CHAIR: All right. It is 9:01. I'm
 2 calling this meeting to order. And I will ask
 3 Secretary Carrillo to do roll call.
 4 SECRETARY CARRILLO: All-righty. Here we
 5 go.
 6 Chair Burt.
 7 THE CHAIR: Here.
 8 SECRETARY CARRILLO: And Commissioner
 9 Obenshain.
 10 COMMISSIONER OBENSHAIN: Here.
 11 SECRETARY CARRILLO: Commissioner Taylor.
 12 COMMISSIONER TAYLOR: Here.
 13 SECRETARY CARRILLO: Commissioner -- I
 14 don't take roll very often. This is only my second
 15 time.
 16 Commissioner Ingham.
 17 COMMISSIONER INGHAM: I'm here.
 18 SECRETARY CARRILLO: Secretary/
 19 Commissioner Carrillo is here.
 20 Online we have Commissioner Brauer.
 21 COMMISSIONER BRAUER: Here.
 22 SECRETARY CARRILLO: And Commissioner
 23 Beck.
 24 COMMISSIONER BECK: Here.
 25 SECRETARY CARRILLO: Commissioner

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1 Clahchischilliage.
 2 (No response.)
 3 SECRETARY CARRILLO: And Commissioner
 4 Manis.
 5 (No response.)
 6 SECRETARY CARRILLO: And he's not here
 7 right now.
 8 And Commissioner -- or Vice Chair Gipson.
 9 She has stepped back, and I'll make a note when she
 10 returns.
 11 So at this moment, we have seven present
 12 and a quorum.
 13 THE CHAIR: Thank you. All right. If we
 14 could all stand for the Pledge of Allegiance and
 15 Salute to the New Mexico Flag.
 16 (Pledge of Allegiance and Salute to
 17 the New Mexico Flag conducted.)
 18 THE CHAIR: Thank you. All right.
 19 Now we're on to Item No. 2, Approval of
 20 the Agenda. And I am going to first ask the
 21 Commission that we move Item 8 to next month's
 22 agenda.
 23 So that's Discussion and Possible Action
 24 under the Intervention Ladder, including Review of
 25 Corrective Action Plan for Alma d'Arte High School.

8

1 I want to acknowledge that Alma d'Arte did
 2 show up today to speak on behalf of this item.
 3 However, there were some late notices that were
 4 sent, and there's miscommunication that was sent.
 5 So we are going to provide additional time
 6 for the school to be able to complete this work in a
 7 robust way that makes sense to have a discussion
 8 better next month.
 9 So with that, I would ask that we move --
 10 I move to approve the agenda, removing Item 8.
 11 SECRETARY CARRILLO: I'll second.
 12 THE CHAIR: Thank you. And if we could do
 13 a roll call.
 14 SECRETARY CARRILLO: All-righty.
 15 And Commissioner Beck.
 16 COMMISSIONER BECK: Yes.
 17 SECRETARY CARRILLO: Commissioner Ingham.
 18 COMMISSIONER INGHAM: Yes.
 19 SECRETARY CARRILLO: Commissioner Brauer.
 20 COMMISSIONER BRAUER: Yes.
 21 SECRETARY CARRILLO: Commissioner
 22 Obenshain.
 23 COMMISSIONER OBENSHAIN: Yes.
 24 SECRETARY CARRILLO: Commissioner Taylor.
 25 COMMISSIONER TAYLOR: Yes.

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1 SECRETARY CARRILLO: Chair Burt.
 2 THE CHAIR: Yes.
 3 SECRETARY CARRILLO: Secretary Carrillo
 4 votes yes.
 5 MS. MELISSA BROWN: Commissioner Manis is
 6 here.
 7 SECRETARY CARRILLO: And, Commissioner
 8 Manis. On approval of the agenda.
 9 COMMISSIONER MANIS: Yes.
 10 SECRETARY CARRILLO: And Ms. Gipson is
 11 out. That's good.
 12 THE CHAIR: All right. That passes
 13 eight-zero.
 14 SECRETARY CARRILLO: Yes, it does.
 15 THE CHAIR: Thank you again to the school
 16 for coming up and being prepared, just in case that
 17 didn't happen today. So grateful to you for that.
 18 Next item is Item 3, Public Comment.
 19 Ms. Brown?
 20 MS. MELISSA BROWN: We have twelve people
 21 signed up for Public Comment, two in the room and
 22 ten online. How would you like to start?
 23 THE CHAIR: Let's do the folks in the
 24 audience first, and then get to online afterward.
 25 MS. MELISSA BROWN: First is Richelle

<p style="text-align: right;">10</p> <p>1 Peugh-Swafford.</p> <p>2 FROM THE FLOOR: My name is Richelle</p> <p>3 Peugh-Swafford. Excuse me. My last name is spelled</p> <p>4 P-e-u-g-h, hyphen, Swafford, S-w-a-f-f-o-r-d.</p> <p>5 Good morning. And thank you for having</p> <p>6 us. Marty and I are going to make comment because</p> <p>7 we are not sure if we're going to be able to make it</p> <p>8 for March. So we're going to include these this</p> <p>9 morning.</p> <p>10 I want to thank you all for having us here</p> <p>11 and the work that you've done on behalf of Alma.</p> <p>12 The annual report that's being -- that was</p> <p>13 included in your last month's meeting seemed to be</p> <p>14 nothing more than a copy and paste of the CAP from</p> <p>15 last spring, without taking into account any of the</p> <p>16 actions we have taken to self-correct.</p> <p>17 Several weeks ago, at the site visit by</p> <p>18 your staff, your staff was elated with the changes</p> <p>19 in every -- in everything that is going on with</p> <p>20 Alma. They witnessed happy students, happy staff,</p> <p>21 happy parents, a cleaner, brighter building inside</p> <p>22 and out. Teachers and students are engaged with</p> <p>23 each other.</p> <p>24 The delay of six to twelve months for the</p> <p>25 report to come out and be addressed by this</p>	<p style="text-align: right;">12</p> <p>1 gifted students, because they are why we do this.</p> <p>2 Thank you.</p> <p>3 MS. MELISSA BROWN: Next we have Martin</p> <p>4 Swafford.</p> <p>5 FROM THE FLOOR: My name is Martin</p> <p>6 Swafford. My last name is S-w-a-f-f-o-r-d. First</p> <p>7 name is M-a-r-t-i-n. I'm a member of Alma</p> <p>8 governance council. I try not to yell at people.</p> <p>9 When I get ready to talk more, you're going to know</p> <p>10 I used to yell at people.</p> <p>11 Okay. I'm going to explain a little bit</p> <p>12 of my background, because it's relevant to what I'm</p> <p>13 going to talk about.</p> <p>14 I graduated from a prestigious</p> <p>15 institution, which was the United States Military</p> <p>16 Academy at West Point. I served honorably, active</p> <p>17 duty in the Army. While I was there at West</p> <p>18 Point -- I think my parents taught me this -- we</p> <p>19 lived under an honor code. I've lived this my</p> <p>20 entire life.</p> <p>21 Also, in two different organizations --</p> <p>22 I've been certified as an auditor in my past, not</p> <p>23 right now. But what I learned to do there was</p> <p>24 collect objective evidence. When I had to write up</p> <p>25 a finding or a nonconformity or a discrepancy, I had</p>
<p style="text-align: right;">11</p> <p>1 Commission is preventing you Commissioners from</p> <p>2 understanding the true state of the school in real</p> <p>3 time.</p> <p>4 The report you used was based on a visit</p> <p>5 prior to the CAP. Everything in it is being</p> <p>6 addressed by the CAP.</p> <p>7 The Alma governing council,</p> <p>8 administrators, and students are working very hard</p> <p>9 over the last one twelve -- nine months and have</p> <p>10 made great strides to correct things.</p> <p>11 There is a completely different feeling at</p> <p>12 the school. And it is evident in every aspect.</p> <p>13 Scores are improving under our new administrator.</p> <p>14 Students are flourishing and thriving. They are</p> <p>15 learning how to market their talents and sell their</p> <p>16 wares and their work through an entrepreneurial</p> <p>17 class that is being taught by our administrator.</p> <p>18 I personally want to invite every member</p> <p>19 of the PEC to come to Alma and meet our very, very</p> <p>20 talented school's students and witness the</p> <p>21 transformation our beautiful historical building has</p> <p>22 made.</p> <p>23 I want you to attend the opening of our</p> <p>24 student gallery, come and see the difference we are</p> <p>25 making in the lives of these very, very talented and</p>	<p style="text-align: right;">13</p> <p>1 to have data and evidence to back it up. I'm pretty</p> <p>2 skilled in that as well.</p> <p>3 So when I make assertions, I don't say it</p> <p>4 just because it's my opinion or I don't like what</p> <p>5 somebody else said. I back it up with facts and</p> <p>6 evidence.</p> <p>7 Okay. So the reason I bring all that up</p> <p>8 is my character and integrity have been attacked</p> <p>9 recently in recent months by a particular person.</p> <p>10 And these complaints have went to the Attorney</p> <p>11 General's office, and I have been named in it.</p> <p>12 And part of it is in regards to nepotism</p> <p>13 and cronyism. And all I can say is the person</p> <p>14 making the complaints obviously is uneducated or</p> <p>15 doesn't have common sense or understand definitions</p> <p>16 of words. And this isn't just me saying it. The</p> <p>17 Department of Justice/the Attorney General's office</p> <p>18 has addressed this. In my opinion, this is a total</p> <p>19 waste of state government time and money to continue</p> <p>20 making complaints like this.</p> <p>21 The same person filed another complaint</p> <p>22 that we didn't have a notice about referring to the</p> <p>23 Open Meetings Act, our agenda. That day I was</p> <p>24 standing there. The meeting was over. I was</p> <p>25 standing on the front porch of the school with the</p>

<p style="text-align: right;">14</p> <p>1 principal. This individual came up, and I didn't 2 know why, taking pictures and recording. I didn't 3 know what they were looking for. 4 When they walked off, I asked our 5 principal, "Why are they doing this?" 6 They were looking for the notice -- is 7 that my two minutes thing? Okay. 8 So it was there. But they didn't take a 9 picture of the -- the window that it was on. It was 10 posted. But I didn't even know why they were all 11 upset about it. 12 So I'll close a little quicker then. The 13 reason I got into this was as a guest at a charter 14 school conference in Tamayo (verbatim), I went there 15 before I was on the board right after our principal 16 was hired, and I saw how excited he was, and met his 17 administrative staff on how excited they were to 18 make the school better and help the students. 19 And that's why I got excited about it. 20 Later, then, I expressed interest to join the board. 21 And as far as nepotism, nobody offered me a job. 22 You all know we don't get paid anything. 23 THE CHAIR: Go ahead and wrap it up. 24 FROM THE FLOOR: That's it. Thank you 25 very much, too.</p>	<p style="text-align: right;">16</p> <p>1 three solid weeks. I abandoned my job and basically 2 helped get everything ready for the transition. 3 The problem we ran into is policies on 4 record had not been in force in decades. Some of 5 them truly hadn't been in force in decades. 6 When the policies on record started being 7 enforced, that caused a lot of anger and stress 8 among some parents and students. 9 Some of the parents wanted a place to dump 10 their kids off and pick them up later. 11 The only bullying I have truly seen is the 12 bullying of the governing council. We have had 13 obscenities hurled at us in public comment by a 14 student and then celebrated by parents and elected 15 officials. We have had property damage done to our 16 homes, which was then celebrated publicly on social 17 media in a Facebook group called Save Alma. That 18 post has been deleted, but if you're interested, I 19 do have the screenshots. 20 I would like to thank you, Commissioners, 21 for the work you do. What you do is not easy. And 22 that concludes my comments. Thank you so much. 23 THE CHAIR: Thank you. 24 MS. MELISSA BROWN: Next, we have Miles 25 Reneau. I don't see Miles anymore. I ask you to</p>
<p style="text-align: right;">15</p> <p>1 MS. MELISSA BROWN: Next up, we have 2 Kimberly Skaggs. 3 FROM THE PUBLIC: Good morning. This is 4 Kimberly Skaggs. K-i-m-b-e-r-l-y -- Skaggs. 5 I am the current vice president of 6 Alma d'Arte governing council. Thank you, 7 Madam Chairwoman Burt and Commissioners, for 8 allowing me to speak. 9 I want to speak strictly on bullying. 10 Multiple times, a very small group of parents and 11 students have accused the board and the 12 administration of bullying. 13 The problem is is that change is hard; 14 good change, bad change, all change. None of it is 15 easy. While I was the president during our 16 transition when we transitioned our administration, 17 March through July, we brought our administrator in 18 in an auditory fashion, "auditory" not meaning 19 volume, meaning auditing fashion -- sorry, maybe 20 that's better -- so that when his contract went live 21 July 1st, he would be able to hit the ground 22 running. 23 He never once during that time -- and I 24 spent a lot of time at the school -- again, we're 25 volunteers -- he was at the school for probably</p>	<p style="text-align: right;">17</p> <p>1 spell your last name for the court reporter. 2 FROM THE PUBLIC: Hi. I'm Miles Reneau 3 My name is spelled M-i-l-e-s R-e-n-e-a-u. 4 MS. MELISSA BROWN: Go ahead. 5 FROM THE PUBLIC: Huh? 6 MS. MELISSA BROWN: Go ahead with your 7 comments. 8 FROM THE PUBLIC: Okay. My experience at 9 Alma has been very positive. I came here during 10 last semester. I was failing all my classes at my 11 previous school. I couldn't even go to the bathroom 12 because of the people just in the bathroom. 13 And then I came here. And everyone was 14 very welcoming. I have turned everything around, 15 actually, made a lot of friends, and am now passing 16 all my classes. All the teachers here are very nice 17 and supportive, just in everything in general. And 18 that's all I have to say. 19 MS. MELISSA BROWN: Thank you. Next, we 20 have Kira Valles. 21 FROM THE PUBLIC: Hi. My -- 22 MS. MELISSA BROWN: You're going to have 23 to mute one of those microphones. 24 FROM THE PUBLIC: Hi. My name is Kira 25 Valles, spelled K-i-r-a V-a-l-l-e-s. I've been at</p>

18	<p>1 this school since my freshman year. And there have 2 been a lot of changes since then, some negative, 3 some positive. But I really do enjoy this school, 4 and I'm -- last year at one of the board meetings 5 there was a parent who reported me and my fellow 6 students sitting there and accused us of being 7 bribed by the school to be there, which was not 8 true. And it was very harmful, and it was weird to 9 be bullied by a parent, but I'm very grateful for 10 what the staff here have done to help us feel safe 11 at this school and to make us still want to keep 12 coming back to the school, because the school is 13 really great and the -- all the programs are 14 amazing.</p> <p>15 And so I love this school. And I find 16 myself thriving better than I did in middle school. 17 And I actually -- I have friends, and I have a 18 community here. And so this is, like, my favorite 19 school ever. Thank you.</p> <p>20 MS. MELISSA BROWN: Thank you. Next we 21 have Jana Holguin.</p> <p>22 FROM THE PUBLIC: Good morning. My name 23 is Jana Holguin. Last name, H-o-l-g-u-i-n.</p> <p>24 Good morning, members of the PEC, PED, and 25 CSD.</p>	20	<p>1 PEC, as the authorizing and compliance body, is 2 actively allowing Alma to function while remaining 3 out of compliance.</p> <p>4 The MOU between the PED and PEC explicitly 5 states that the division's responsibilities include 6 monitoring academic, fiscal, and governance 7 performance of state charter schools; yet nothing 8 has been done to address Alma's ongoing governance 9 failures.</p> <p>10 According to the Intervention Ladder, a 11 school's cumulative record of interventions must be 12 considered when determining the next steps. Schools 13 with multiple notices of breach should progress to 14 the next level of intervention, a Notice of 15 Probation. Alma has already been issued two letters 16 of breaches.</p> <p>17 Probation is required when a school fails 18 to meet its CAP requirements, continues to show poor 19 performance or repeatedly fails to comply with the 20 charter contract or law.</p> <p>21 Alma has met these conditions and must be 22 placed on Notice of Probation immediately.</p> <p>23 The school is failing under NM statute 24 22-8B-9.1, which mandates compliance with 25 performance indicators, such as student academic</p>
19	<p>1 It was stated at the last PEC meeting that 2 you all wrestle with the decision-making regarding 3 Alma.</p> <p>4 While some of you may be genuinely 5 deliberating, others appear intent on repeatedly 6 granting Alma extensions and leniency. The 7 continued approach of "Let's talk with them and get 8 their explanation" has emboldened Alma's 9 administration and governing council to flagrantly 10 violate laws and policies without consequence.</p> <p>11 Despite having most Does Not Meet 12 indicators, Alma was not issued a Notice of Concern. 13 This directly contradicts the assertion made at the 14 last PEC meeting that there is a threshold of 15 performance framework where a certain number of Does 16 Not Meet places the school in danger of 17 intervention. If such a threshold exists, why is it 18 not enforced with Alma?</p> <p>19 Alma remains out of compliance with 20 governance council assurances, its charter contract, 21 and performance contract, the OMA, state and federal 22 laws and regulations.</p> <p>23 The school continues to operate under a 24 CAP from the Notice of Breach issued April 2024. 25 Without accountability, why should Alma comply? The</p>	21	<p>1 growth, attendance, financial sustainability, and 2 governance body performance.</p> <p>3 In the January PEC meeting, there were 4 multiple areas of uncorrected unsatisfactory 5 performance, as well as new unsatisfactory 6 performance.</p> <p>7 Falling under the statute, Alma has 8 experienced a significant decline in enrollment from 9 the 2023 to 2024 and 2024 to 2025 school years, 10 compromising financial sustainability. This 11 directly impacts their recurrent enrollment metric 12 and financial viability.</p> <p>13 Transparency and accountability are sorely 14 lacking. Alma's website has failed to provide 15 current or accurate information, omitting essential 16 documents such as financial reports. The school's 17 webcast system is grossly inadequate, riddled with 18 audio and video issues that obstruct public 19 engagement and violate transparency laws.</p> <p>20 THE CHAIR: Ma'am, please wrap it up. The 21 time is up.</p> <p>22 FROM THE PUBLIC: Okay. The PEC has the 23 authority and duty to intervene. If you fail to 24 take immediate and decisive action, you are 25 complicit in allowing Alma's violations to continue</p>

<p style="text-align: right;">22</p> <p>1 unchecked. The Intervention Ladder exists to hold 2 schools accountable. Use it. Move on with the 3 Notice of Probation status and enforce the necessary 4 corrective measures. Thank you. 5 THE CHAIR: Thank you. 6 MS. MELISSA BROWN: Next we have Oscar del 7 Toro. Are you there? 8 FROM THE PUBLIC: Yes. Hello. My name is 9 Oscar del Toro. O-s-c-a-r, space, d-e-l, space, 10 T-o-r-o. 11 My experiences here at Alma have been very 12 positive. I've been here since sophomore year. And 13 I've got to say the change has been exponential. 14 Since upgrading our principal, things have improved 15 (incomprehensible). 16 I'm -- was struggling in the previous 17 school that I was at, not academically doing well, 18 not socially doing well. But since I came here to 19 Alma, everybody has been very, very kind to me. And 20 I try to pay it back every time that I get the 21 chance, whether it be helping at events for the 22 school, whether it be just helping out. 23 I love this school. And I love the 24 community built around the school. So the 25 improvements that have been done mostly have been</p>	<p style="text-align: right;">24</p> <p>1 four months, and those were the worst four months of 2 my life. 3 It was extremely traumatic to be bullied 4 by grown adults who I believe could not justify 5 bullying (inaudible) itself. It tarnished the 6 experience for me. And I felt a lot of hate towards 7 those parents, but I was able to come back, and I've 8 been thriving since. 9 And I've seen all that improvement with 10 Dr. Amador. Thank you. 11 THE CHAIR: Thank you. 12 MS. MELISSA BROWN: Next, we have Sherri 13 Hursey. 14 FROM THE PUBLIC: Hello. My name is 15 Sherri Hursey. S-h-e-r-r-i. Hursey, H-u-r-s-e-y. 16 I am a board member at Alma d'Arte. I 17 came on board in October of 2023, a few months after 18 the board hired Adam Amador. 19 You all asked us once why we had so much 20 turnover on our board. And my answer is this: It 21 is isn't easy getting new people when the school is 22 under fire. It has been hard being under attack 23 while trying to do what's best for the school. 24 There have been many times I did want to 25 quit. But at the end of the day, I wanted to see</p>
<p style="text-align: right;">23</p> <p>1 the academic side. We've actually recently got a 2 banner at our school saying that we improved 3 academically-wise from last year. 4 So a lot of the improvements have also 5 been towards our art programs, towards our music 6 programs, towards our dance programs, towards the 7 culinary programs. Dance has won many competitions. 8 Music gets asked to go and play at the Convention 9 Center and to go and play at other events. Our 10 culinary programs have won awards, and our art 11 programs, we have a very, very talented artist who 12 has actually won many competitions for the school. 13 And I have actually someone that you would 14 like to speak with, and that is Alex Smith, who is 15 right next to me. 16 FROM THE PUBLIC: Good morning. This is 17 Alex Smith. A-l-e-x S-m-i-t-h. I'm in my junior 18 year here at Alma d'Arte, and my experience has been 19 phenomenal. I'm socially thriving. My education is 20 thriving. I'm just doing extremely well. 21 My biggest problem here at Alma was 22 actually with the parents. I was bullied out of the 23 school my sophomore year just because of rumors that 24 parents created just to target me, a student, a 25 14-year-old student. And I was forced to leave for</p>	<p style="text-align: right;">25</p> <p>1 this through. I wanted the students and the school 2 to be successful. 3 What I've seen firsthand is a drastic 4 difference. You can feel it in the air, the energy. 5 The kids are happier. There's laughter and 6 conversation. I can't articulate into words how 7 different it feels this last year when you walk into 8 the school. 9 The school is attracting more students 10 that fit our mission and not just looking for 11 alternative schools. 12 The artwork is outstanding, and I continue 13 to be surprised at the quality of the work that is 14 coming from our students. 15 Our community needs Alma d'Arte. It 16 provides an inclusive and supportive environment. 17 Many students thrive in an art-integrated setting 18 where individuality is celebrated. 19 Thank you so much. 20 THE CHAIR: Thank you. 21 MS. MELISSA BROWN: Next we have Zeke 22 Rodriguez. 23 FROM THE PUBLIC: Yes. Zeke Rodriguez, 24 here. Thank you so much for having me. Z-e-k-e. 25 Last name, R-o-d-r-i-g-u-e-z. And I am a former</p>

26	<p>1 school board member of Alma d'Arte. And, 2 unfortunately, I had to step down because of some 3 career obligations. It wasn't because of the 4 harassment.</p> <p>5 I welcome controversy, especially when we 6 have the intentions of improving the children's 7 overall wellbeing and education. So it wasn't that. 8 And I still stay involved with the school even 9 after. I still attend meetings. I still try to 10 stay abreast of what's going on over there.</p> <p>11 I must say that when I first got involved 12 as a board member, I understood there was a lot of 13 big problems with the school. It was one of the 14 worst performing schools in the state. I knew the 15 former administrator.</p> <p>16 I saw a lot of turmoil. And I met a bunch 17 of people on the board, and Dr. Amador, who had 18 nothing but pure intentions, no choice but to have 19 transparency in improving the students' performance 20 and improving the quality of life in the community 21 around Alma d'Arte.</p> <p>22 I was honored to be a part of that. What 23 I experienced is I went to school functions. I met 24 with students, and the students were happy. A lot 25 of parents -- many parents were happy. Functions</p>	28	<p>1 school.</p> <p>2 Thank you so much for your time.</p> <p>3 MS. MELISSA BROWN: Thank you.</p> <p>4 THE CHAIR: Thank you.</p> <p>5 MS. MELISSA BROWN: Next we have Xanthe 6 Phillips.</p> <p>7 FROM THE PUBLIC: Hello. Pardon me. I'm 8 not feeling too well today, but I hope you can hear 9 me all right.</p> <p>10 MS. MELISSA BROWN: We can.</p> <p>11 FROM THE PUBLIC: My name is Xanthe 12 Phillips, spelled X-a-n-t-h-e P-h-i-l-l-i-p-s. I've 13 been a math teacher at Alma d'Arte since 14 October 2024. I'm here mainly today to ask the 15 purpose of all these investigations into Alma. It 16 seems the better we do, the more complaints we get.</p> <p>17 This is extremely damaging to the morale 18 of our students, staff, and pretty much anyone who 19 enters our building.</p> <p>20 Students, whether we want to realize it or 21 not, hear all the negative comments, which affects 22 their motivation and inspiration.</p> <p>23 Our attendance has been greatly affected, 24 I believe, by everything that's going on, and it 25 continues to degrade.</p>
27	<p>1 were -- you couldn't even find seats.</p> <p>2 And that's the opposite of what I hear 3 from the complaints from these -- the parents, who 4 I've never experienced such disrespect. I have been 5 involved with legal matters, politics, a lot of 6 controversial stuff. I was in the military.</p> <p>7 The amount of disrespect that the board 8 and the children have incurred over this period has 9 been like nothing I've ever seen. And despite all 10 that, Dr. Amador and the board and the children, as 11 you see today, are very proud and working hard to 12 get the school to where it needs to be.</p> <p>13 So I have nothing but respect and just 14 adoration for the bravery and courage of all those 15 here today, and how they continue to work so hard 16 for all Alma d'Arte and the students in the face of 17 the most disrespect that I've ever seen in my life.</p> <p>18 And I'm happy to be here today to promote 19 Alma d'Arte. I want my daughter to go to this 20 school, because I know how the public schools are 21 right now, and would rather them be under the 22 guidance of Dr. Amador and his staff.</p> <p>23 And I know that my daughter's going to get 24 a better education. She's going to be better 25 positioned for the future that she wants post-high</p>	29	<p>1 Teachers and all staff have had their 2 mental health affected based on what happens at our 3 board meetings and after our board meetings. People 4 are being threatened. Their lives are being 5 threatened. This is not something to take lightly.</p> <p>6 Our students at our school are suffering, 7 even though we are improving. Why is the public 8 continually allowed to bully everyone at our school? 9 Why are public members who do not have children at 10 our school allowed to threaten our staff with no 11 retaliation?</p> <p>12 I wonder. Is the goal of the angered 13 parents truly to care for the students? Or is there 14 some kind of personal agenda that we're not aware 15 of? Because at this point, if we're improving and 16 parents are still bullying our students and bullying 17 our staff, that makes me question their true 18 motivation behind everything that's going on here.</p> <p>19 And I'm very, very happy to be able to 20 speak about this, and thank you very much.</p> <p>21 MS. MELISSA BROWN: Thank you.</p> <p>22 Next we have Cindy DeLanoy.</p> <p>23 FROM THE PUBLIC: My name is Cindy 24 DeLanoy. C-i-n-d-y D-e-L-a-n-o-y. 25 I am a parent of a past student, two past</p>

30	<p>1 students at Alma. I know you all recognize my name. 2 My son was Malachi DeLanoy. And I find it 3 absolutely laughable that all of these people are 4 all of a sudden coming on and whining about 5 bullying. 6 My child -- my child -- was bullied by 7 that administration until he was found hanging from 8 his closet door -- I mean his closet pole. Now tell 9 me why, all of a sudden, when my child's death has 10 not been addressed, when my child's inclusion on the 11 roster six months after his death and accepting his 12 money from the state and the federal community, in 13 addition to his -- to his older brother being gone 14 from there, having all of his money allotted to a 15 school where he was not attending -- so we have 16 financial malfeasance. We have bullying of adults 17 and students. We have a so-called principal who has 18 a record, a proven record, of bullying. And all of 19 a sudden we are being accused of bullying. 20 And we are the bad ones? I am finding it 21 laughable. And the fact that they have been on 22 academic probation for over eighteen months, since 23 my son killed himself over that man, and -- 24 absolutely absurd. 25 Nothing is being done. Nothing will be</p>	32	<p>1 from 130- -- 2 THE CHAIR: Ma'am, please wrap it up. You 3 need to finish. 4 FROM THE PUBLIC: Thank you so much. 5 THE CHAIR: Thank you. 6 MS. MELISSA BROWN: Finally, we have Katie 7 Rarick. 8 MS. KATIE RARICK: Hi, all. I am just 9 here to talk about Red River being on the agenda. 10 I'll also (inaudible) Las Cruces later. 11 I want to make sure that, or just want to 12 voice that while Red River is on the agenda, they 13 did not get notice soon enough, so we were not able 14 to provide any documentation. And I think this will 15 be addressed later during the meeting. But I just 16 wanted to flag that and put that on the public 17 record. 18 THE CHAIR: Thank you. 19 MS. MELISSA BROWN: Thank you. That 20 concludes public comment. 21 THE CHAIR: Thank you. All right. 22 That'll bring us to Item No. 4, School Highlights 23 and Spotlight. No discussion or action will be 24 taken. 25 Any Commissioners? Commissioner Brauer.</p>
31	<p>1 done. You continue to give them month after month 2 after month despite OMA violations that are well 3 recorded, despite having no certified teachers for 4 core classes for months, despite having file after 5 file after file of special education violations, 6 nothing, nothing is being done. 7 And all they get is exception after 8 exception after exception. And instead of being 9 addressed, they are being allowed to turn the 10 narration back on us. 11 We are not the bullies. The bullies came 12 from the man who caused my child to hang himself in 13 his closet as a 14-year-old child. He went -- 14 THE CHAIR: Ma'am, your time is up. If 15 you can wrap up, please. 16 FROM THE PUBLIC: I will wrap it up, 17 happily. The fact is the board is doing absolutely 18 nothing. You just give them month after month after 19 month to not correct. I am a full-charge 20 bookkeeper. Their financial statements are 21 laughable. They are so non-transparent, it is 22 ridiculous. There is so much financial malfeasance 23 going on there, and nothing is done. 24 I am furious. Something must be done. 25 Students are happier? Yeah. They went</p>	33	<p>1 COMMISSIONER BRAUER: Good morning, Chair 2 Burt, members of the Commission. I just wanted to 3 lift up Albuquerque Sign Language Academy. Every 4 year for the last several years, I've had the chance 5 to go and be a judge at their science fair. And so 6 that happened again during January, just after our 7 last meeting. 8 And it's just always such a great, 9 heartening, emotional day to kind of see -- to see 10 such great strong scientists, with various 11 exceptionalities and talents, just really thrive. 12 And I've -- I just wanted to share with 13 the Commission that it's just -- just always is so 14 great to see that, and one of the schools that's in 15 my district, to see young people just -- just thrive 16 and enjoy that excitement and rigorous learning 17 during the science fair. 18 Thank you. 19 THE CHAIR: Commissioner Taylor. 20 COMMISSIONER TAYLOR: Yeah. I'd like to 21 give a shout-out to our local charter school in 22 Roswell that is a district-authorized school. But I 23 still think they deserve recognition for their -- 24 they won the regional science olympiad for their 25 middle school and are competing in state this</p>

34	<p>1 weekend. So good job.</p> <p>2 THE CHAIR: Awesome. All right. I'll</p> <p>3 just say last -- not this Monday, the Monday before,</p> <p>4 there was Charter School Day at the Legislature.</p> <p>5 And it was an incredible experience just to see the</p> <p>6 rotunda filled up full of charter school leaders,</p> <p>7 tons of students, like, all around, watching the</p> <p>8 performances, but then going off and speaking to</p> <p>9 legislators and advocating on behalf of charter</p> <p>10 schools.</p> <p>11 It's just a really -- a great organized</p> <p>12 effort for PCSNM to get it all together, make it</p> <p>13 available to everyone, but for all the school</p> <p>14 leaders and students who made their way up to</p> <p>15 Santa Fe that day to really show charter school</p> <p>16 support was really, really special and cool.</p> <p>17 The performances were great, and I'm sure</p> <p>18 the conversations were even better that were</p> <p>19 happening.</p> <p>20 So I just wanted to say congratulations</p> <p>21 for a great Charter School Day at the Legislature.</p> <p>22 With that, we'll go to Item 5 with</p> <p>23 approval of the Consent Agenda. And I will move to</p> <p>24 approve the Consent Agenda.</p> <p>25 COMMISSIONER INGHAM: Second.</p>	36	<p>1 eight for, none against.</p> <p>2 THE CHAIR: Thank you. This will be Item</p> <p>3 No. 7. And this is Discussion and Possible Action</p> <p>4 under the Intervention Ladder.</p> <p>5 We'll start with 7.a., Dream Diné.</p> <p>6 And I believe -- I could ask Director</p> <p>7 Chavez to go ahead and come up and introduce us to</p> <p>8 this item.</p> <p>9 DIRECTOR CORINA CHAVEZ: Good morning --</p> <p>10 excuse me. Good morning, Commissioners. Sorry.</p> <p>11 There are several schools listed under 7,</p> <p>12 and you received a memo from me for item 7.a. and</p> <p>13 7.b. And I do have an update to that memo.</p> <p>14 For Dream Diné, like all the other</p> <p>15 schools, I contacted them and let them know that the</p> <p>16 PEC had voted in January to bring them back to the</p> <p>17 February meeting, and, if they had anything they</p> <p>18 wanted to share, to please share it with us by</p> <p>19 February 11th.</p> <p>20 So just yesterday, we also received an</p> <p>21 e-mail from the Dream Diné head administrator with</p> <p>22 additional materials to include information that a</p> <p>23 sixth governing board member has been added, and --</p> <p>24 though no paperwork submitted.</p> <p>25 And then another ongoing board member's</p>
35	<p>1 THE CHAIR: All right. Seeing none,</p> <p>2 Secretary Carrillo, if you could call roll.</p> <p>3 SECRETARY CARRILLO: And Commissioner</p> <p>4 Beck.</p> <p>5 COMMISSIONER BECK: Yes.</p> <p>6 SECRETARY CARRILLO: Commissioner Brauer.</p> <p>7 COMMISSIONER BRAUER: Yes.</p> <p>8 SECRETARY CARRILLO: Commissioner Ingham.</p> <p>9 COMMISSIONER INGHAM: Yes.</p> <p>10 SECRETARY CARRILLO: Chair Burt.</p> <p>11 THE CHAIR: Yes.</p> <p>12 SECRETARY CARRILLO: Secretary votes yes.</p> <p>13 Commissioner Taylor.</p> <p>14 COMMISSIONER TAYLOR: Yes.</p> <p>15 SECRETARY CARRILLO: Commissioner</p> <p>16 Obenshain.</p> <p>17 COMMISSIONER OBENSHAIN: Yes.</p> <p>18 SECRETARY CARRILLO: Commissioner Manis.</p> <p>19 COMMISSIONER MANIS: Yes.</p> <p>20 SECRETARY CARRILLO: All-righty. There</p> <p>21 are seven for, none against.</p> <p>22 THE CHAIR: Thank you. The motion passes.</p> <p>23 All right. The next item is Item No. 7.</p> <p>24 And this is --</p> <p>25 SECRETARY CARRILLO: I'm sorry. It was</p>	37	<p>1 packet still lacks the statement to consult,</p> <p>2 assurances, and an affidavit.</p> <p>3 But three packets are complete.</p> <p>4 So there are three additional members who</p> <p>5 now have complete packets, and they will be on your</p> <p>6 March PEC Consent Agenda.</p> <p>7 THE CHAIR: Okay. And do we know -- is</p> <p>8 anyone from the school in attendance?</p> <p>9 MS. MELISSA BROWN: Yes. Director Chatto</p> <p>10 is on.</p> <p>11 THE CHAIR: Okay, yeah. If we can bring</p> <p>12 her on.</p> <p>13 Do you want to ask a question?</p> <p>14 MS. NADINE CHATTO: Good morning. This is</p> <p>15 Nadine Chatto.</p> <p>16 THE CHAIR: Hi, Nadine. Good morning. If</p> <p>17 you can kind of give us an update -- I think</p> <p>18 Director Chavez covered it all. But just in case, I</p> <p>19 wanted to give you the opportunity to speak on this</p> <p>20 item.</p> <p>21 MS. NADINE CHATTO: Okay. Nadine Chatto.</p> <p>22 N-a-d-i-n-e. Chatto is spelled C-h-a-t-t-o.</p> <p>23 Yes. We have six board members now. The</p> <p>24 last one was on-boarded on Monday, the 17th. And we</p> <p>25 did get her paperwork. I think she's just lacking</p>

38	<p>1 one item. Everybody else besides the one who's 2 still lacking her entire packet are -- Corina is 3 correct. We are just missing that one. And 4 everybody else is good. 5 We have six people. We're really excited 6 and happy to have all the six board members on. 7 That's basically the update. Thank you. 8 THE CHAIR: All right. Thank you. So now 9 we'll take Commissioner questions. Commissioner 10 Ingham. 11 COMMISSIONER INGHAM: Yeah. I -- I was 12 just wondering, from Corina, is -- you said that 13 there's now four members that have completed their 14 packets; is that correct? And two more that have to 15 be completed to be full functioning board members? 16 DIRECTOR CORINA CHAVEZ: Commissioner 17 Ingham, yes, that is correct. 18 THE CHAIR: And any other questions? And 19 of those two that are -- of those two that have not, 20 are either of them past the point where now they're 21 considered late submissions? 22 DIRECTOR CORINA CHAVEZ: Chair Burt, one 23 will be considered late. And if we get the 24 paperwork in time, the other one will be timely. 25 It's the brand new board member that just came on.</p>	40	<p>1 to provide an update on the number of students now 2 enrolled currently at the school? 3 MS. NADINE CHATTO: Madam Chair, we still 4 have seventeen. We still have seventeen students 5 enrolled. Thank you. 6 THE CHAIR: Thank you. And then, 7 Ms. Barnes, could you talk to us a little bit about 8 after these two members come on board and they have 9 an official five-plus member, six-member board, what 10 would that look like in the review of the contract 11 and performance framework? 12 MS. JULIA BARNES: It's very similar to 13 what Commissioner Taylor just raised. They were 14 late in signing their assurance document before, as 15 you all remember. You've asked schools once a year 16 at the beginning of the school year to review the 17 contract and the performance framework and know that 18 they're kind of on track for doing that. 19 This school was late in doing that. And 20 now that they have a new board, we've asked them to 21 do that again, and then also asked the school, if 22 they took any action with a board that was not a 23 full board, to make sure that they look at those 24 actions again and make sure that they're done 25 properly. They're welcome to reach out to their</p>
39	<p>1 THE CHAIR: Okay. Thank you. 2 Commissioner Taylor. 3 COMMISSIONER TAYLOR: So just for 4 clarification, the letter that -- that was sent, 5 those other issues as far as attendance and so on 6 will be addressed next month; is that correct? Is 7 that what we're saying? 8 There would -- the letter that 9 Commissioner Gipson sent was we would also like an 10 update on the number of students now enrolled in the 11 school, given the recent upheaval related -- so I 12 didn't know if those other issues were going to be 13 addressed today, or are we postponing that till next 14 month? 15 THE CHAIR: No. I think the other items 16 are also available for -- for comment as well. 17 COMMISSIONER TAYLOR: It looks like the 18 final thing on there was we'll be asking the school 19 to review the contract after they get -- so that, 20 obviously, can't be done until all people are -- 21 are -- 22 THE CHAIR: Official? 23 COMMISSIONER TAYLOR: Yeah, official. 24 So... 25 THE CHAIR: So, Ms. Chatto, are you able</p>	41	<p>1 attorney on that. 2 So I agree with Commissioner Taylor that 3 there's a couple of pending things that maybe 4 can't -- I want all -- now that there are six 5 members -- we thought they were only going to have 6 five. If they're going to have six, we want to wait 7 until there's a full board there. We want the full 8 board to know what they're looking at with the 9 director. 10 THE CHAIR: Commissioner Carrillo. 11 SECRETARY CARRILLO: Thank you. Nadine -- 12 or, actually, I would ask maybe the Chair or 13 Ms. Barnes. 14 Are we setting dates by which these things 15 have to be completed? Because that's been one of 16 our challenges with the school is that that can just 17 keeps getting kicked. 18 MS. JULIA BARNES: They didn't meet the 19 deadline. The deadline was today. We'll add 20 another deadline today to have all the board members 21 on board. And we had asked them to do all of that 22 before this meeting, so they're presently late. 23 SECRETARY CARRILLO: And -- all-righty. 24 So I would imagine if this continues into March, 25 that there will be other actions relevant to</p>

<p style="text-align: right;">42</p> <p>1 intervention.</p> <p>2 THE CHAIR: I believe so. If that's</p> <p>3 something, maybe, Ms. Barnes, if you can talk to us</p> <p>4 about what the next steps are if we -- because it</p> <p>5 sounds like the March meeting, we would be</p> <p>6 approving -- the school should be submitting the</p> <p>7 full packets for the two new board members. That</p> <p>8 should be probably a consent agenda item to approve</p> <p>9 those board members, get them in.</p> <p>10 But as far as that follow-up on the</p> <p>11 required assurance document and then reviewing that</p> <p>12 contract and performance framework again, yeah, what</p> <p>13 is the time frame -- or what would be our next</p> <p>14 steps? And then -- for time frame. And then next</p> <p>15 steps of if that doesn't happen the way in which we</p> <p>16 would intend it to, what would be our next options</p> <p>17 after that?</p> <p>18 MS. JULIA BARNES: You're presently on a</p> <p>19 Notice of Concern to the school. They -- they're</p> <p>20 reporting what they have done and what they haven't</p> <p>21 done.</p> <p>22 You know, they're closer. Six is a good</p> <p>23 number. What you have been doing under the</p> <p>24 Intervention Ladder, generally, is if somebody is</p> <p>25 late, you've been -- and there's a Notice of</p>	<p style="text-align: right;">44</p> <p>1 The second thing that I know I had had a</p> <p>2 concern with that I would just express to you,</p> <p>3 Nadine, is Open Meetings Act violation.</p> <p>4 I know that the meeting that I attended</p> <p>5 late last year, the use of executive session, this</p> <p>6 is where I think a lot of governing councils and</p> <p>7 boards get into trouble. And sometimes they even</p> <p>8 have counsel and they still get into trouble,</p> <p>9 because I know enough to know what -- how something</p> <p>10 has to be listed, what can be listed, and then what</p> <p>11 you need to go into executive session and what you</p> <p>12 need to do to come out of executive session.</p> <p>13 And I know that the meeting that I</p> <p>14 attended, that wasn't happening. So I would just</p> <p>15 ask you. And if -- if you feel like your counsel is</p> <p>16 not giving you the advice you need on that, I mean,</p> <p>17 certainly, there are people at PED and other capable</p> <p>18 attorneys who are experts in OMA who can help guide</p> <p>19 you -- okay? -- because you don't want to get -- you</p> <p>20 don't want that to be a sticky widget as you move</p> <p>21 forward.</p> <p>22 THE CHAIR: Commissioner Taylor.</p> <p>23 COMMISSIONER TAYLOR: So, yeah. I</p> <p>24 certainly -- the Commission, I think in general, is</p> <p>25 in big support of this school; right? And all of</p>
<p style="text-align: right;">43</p> <p>1 Concern, sometimes you've been opening and closing</p> <p>2 that.</p> <p>3 So you could, again, do a Notice of</p> <p>4 Concern that they weren't able to meet all of the</p> <p>5 deadlines today. Or you can -- we can address it</p> <p>6 probably more clearly in March. So you can stay on</p> <p>7 this Notice of Concern till they are able to kind of</p> <p>8 get up to speed to where you want them to be.</p> <p>9 The next step, obviously, in the</p> <p>10 Intervention Ladder is a Notice of Breach of</p> <p>11 Contract. That would be a next, more serious step</p> <p>12 that you do not have to move towards.</p> <p>13 And I don't know if there's other -- you</p> <p>14 can add to a Notice of Concern, so you may just wait</p> <p>15 until March. The Chair can send out another letter</p> <p>16 under this existing Notice of Concern indicating,</p> <p>17 again, what your expectations are for next month.</p> <p>18 THE CHAIR: Commissioner Carrillo.</p> <p>19 SECRETARY CARRILLO: And thank you. So,</p> <p>20 Nadine, I think you know how supportive we are of</p> <p>21 the school, and that nobody up here wants to see</p> <p>22 moving to a breach. So we just really encourage you</p> <p>23 and the board to take as much -- to just -- you</p> <p>24 know, to get all the stuff done; okay?</p> <p>25 Enough time has passed. Just get it done.</p>	<p style="text-align: right;">45</p> <p>1 our schools, we want to make sure that all have the</p> <p>2 resources you need to -- to educate your kids. And</p> <p>3 it's because it's about them.</p> <p>4 So I don't want to get into the -- the</p> <p>5 nitpicky stuff. But a little bit of this is, okay,</p> <p>6 you missed the deadline. You missed the deadline;</p> <p>7 right? So I would -- I would -- I would be in favor</p> <p>8 of making sure that we do send a letter, just</p> <p>9 indicating the importance of getting this material</p> <p>10 to us, because we have this -- we have to be</p> <p>11 consistent. That's one of our -- that's one of our</p> <p>12 policies.</p> <p>13 And so when we do stuff like this, it</p> <p>14 makes it harder to address another school's issues</p> <p>15 that we may not vote that same way, you know? Just,</p> <p>16 let's be consistent.</p> <p>17 I think, you know, we do want to extend</p> <p>18 them grace. We all know that things happen and so</p> <p>19 forth. But I do think that the importance of making</p> <p>20 sure that deadlines are met and we have the</p> <p>21 materials to -- in the right place at the right time</p> <p>22 is important. It's not something that we look</p> <p>23 casually upon, I think.</p> <p>24 MS. NADINE CHATTO: Madam Chair, this is</p> <p>25 Chatto.</p>

46	<p>1 THE CHAIR: Sorry, Ms. Chatto. No one has 2 asked a question yet; so...</p> <p>3 MS. NADINE CHATTO: Oh, okay.</p> <p>4 THE CHAIR: Thanks. I will say, for me, I 5 think I agree with Commissioner Taylor. And I 6 wonder if it's just something we can add to the 7 Letter of Concern that's already currently there. I 8 mean, obviously, we're not going to be able to close 9 this one out, because the items haven't happened 10 yet.</p> <p>11 I do think I agree with it becoming a part 12 of the record of performance, but knowing -- if the 13 school didn't have two more board members that we 14 feel will be approved next month, I would be more 15 concerned. Knowing there's two in the queue coming 16 on board, okay, get that in by next month.</p> <p>17 But I do think there was very clear 18 instructions for what was expected. And for it not 19 to be -- at least one of those board members not to 20 have been completed on time and ready today is still 21 an issue that I think it should just be acknowledged 22 as part of -- just adding to that Letter of Concern 23 of the issue of timeliness, and then continuing to 24 move forward with these items of making sure we have 25 a full board, ensuring that the assurance documents</p>	48	<p>1 reflect a review of the contract, performance 2 framework, conditions, and annual report, and; 3 Confirmation of all actions taken during 4 the time that the board did not have sufficient 5 membership.</p> <p>6 SECRETARY CARRILLO: I'll second.</p> <p>7 THE CHAIR: Thank you. Any Commissioner 8 comments on the motion?</p> <p>9 SECRETARY CARRILLO: A question regarding 10 the motion.</p> <p>11 THE CHAIR: Sure.</p> <p>12 SECRETARY CARRILLO: Should it be -- since 13 we put everything in the folders and everything and 14 have to do the agenda before the actual date of the 15 meeting, should that be the deadline of when things 16 are turned in? Or the day of the meeting?</p> <p>17 THE CHAIR: So I think in order to have 18 things completed by the meeting, there are timelines 19 that have to be met --</p> <p>20 SECRETARY CARRILLO: Okay.</p> <p>21 THE CHAIR: -- that are inherent. I don't 22 know if we need to list out the timeline that they 23 need to follow, because that is already in our 24 policies and procedures.</p> <p>25 SECRETARY CARRILLO: But we want to have</p>
47	<p>1 get relooked at, that those things can also continue 2 and -- because we have to get this first one started 3 before we can tackle those other two.</p> <p>4 So, yeah, I would agree with that as well.</p> <p>5 Commissioner Carrillo, I saw you, like, 6 put your hand up for a second.</p> <p>7 SECRETARY CARRILLO: I did. But I would 8 just say I think all the educators in the room who 9 are listening, they wouldn't allow a student to miss 10 every deadline constantly for months on end. So set 11 an example to your students. Get everything in.</p> <p>12 THE CHAIR: Okay. Yeah. There is an 13 action. I'm just going to take a second to review.</p> <p>14 Okay. I move that the Chair send an 15 updated letter regarding expectations under the 16 Notice of Concern that the following items need to 17 be completed by the March PEC meeting.</p> <p>18 And in the updated letter, it should also 19 address the lack of timeliness to -- according to 20 the first letter, with the following items needing 21 to be completed by the March Public Education 22 Commission meeting:</p> <p>23 Completion of the paperwork for six board 24 members;</p> <p>25 Completion of the assurances form to</p>	49	<p>1 on the record the date at which these things need to 2 be completed and turned in.</p> <p>3 THE CHAIR: My thought process is there is 4 already a part of the new membership -- there is 5 instructions on when that needs to be submitted. So 6 they need to follow the instructions.</p> <p>7 SECRETARY CARRILLO: Okay. Okay.</p> <p>8 THE CHAIR: Yeah.</p> <p>9 SECRETARY CARRILLO: All right.</p> <p>10 THE CHAIR: Let's go ahead and take a 11 roll-call vote.</p> <p>12 SECRETARY CARRILLO: Okay. This is -- 13 okay.</p> <p>14 Commissioner Ingham.</p> <p>15 COMMISSIONER INGHAM: Yes.</p> <p>16 SECRETARY CARRILLO: And Secretary is yes. 17 Chair.</p> <p>18 THE CHAIR: Yes.</p> <p>19 SECRETARY CARRILLO: Great. And 20 Commissioner Taylor.</p> <p>21 COMMISSIONER TAYLOR: Yes.</p> <p>22 SECRETARY CARRILLO: Commissioner 23 Obenshain.</p> <p>24 COMMISSIONER OBENSHAIN: Yes.</p> <p>25 SECRETARY CARRILLO: Commissioner Beck.</p>

50	<p>1 COMMISSIONER BECK: Yes.</p> <p>2 SECRETARY CARRILLO: Commissioner -- he's</p> <p>3 here? Commissioner Manis.</p> <p>4 COMMISSIONER MANIS: Yes.</p> <p>5 SECRETARY CARRILLO: And Commissioner</p> <p>6 Brauer.</p> <p>7 COMMISSIONER BRAUER: Yes.</p> <p>8 SECRETARY CARRILLO: Terrific. And that</p> <p>9 is eight yeses. And the motion passes.</p> <p>10 THE CHAIR: The motion passes. Thank you.</p> <p>11 All right. Thank you, Ms. Chatto. And we</p> <p>12 will see you next month.</p> <p>13 All right. Item b. is Explore Academy-Las</p> <p>14 Cruces.</p> <p>15 Director Chavez.</p> <p>16 DIRECTOR CORINA CHAVEZ: Yes, Chair Burt,</p> <p>17 Commissioners. Katie Rarick should be in the</p> <p>18 audience and be promoted. Explore-Las Cruces is on</p> <p>19 the agenda for a couple of different reasons. And</p> <p>20 this item is simply for the school to talk about</p> <p>21 Indicator 2.c., Responsiveness to Audit Findings.</p> <p>22 And although the memo that I sent to you</p> <p>23 said we had not heard from the school, I was looking</p> <p>24 for something from the director, Dr. Hall. And,</p> <p>25 instead, Katie -- Karen Woerner had sent it.</p>	52	<p>1 don't totally fix, you will get a repeat finding.</p> <p>2 So this presentation has six findings.</p> <p>3 That's how many we got in FY23. You can see at</p> <p>4 least half, maybe half, are fixed, and the others</p> <p>5 are being currently worked on.</p> <p>6 Are there any specific questions about the</p> <p>7 findings or what we're doing to fix them?</p> <p>8 THE CHAIR: Commissioner Taylor.</p> <p>9 COMMISSIONER TAYLOR: Yeah. I appreciate</p> <p>10 the response. And it looks like -- obviously, some</p> <p>11 of these things take time and can't be addressed</p> <p>12 immediately. And so it looks like things are all in</p> <p>13 progress.</p> <p>14 Missy, could you go back to that first</p> <p>15 screen with the first three findings?</p> <p>16 The thing that was kind of funny to me is</p> <p>17 the last sentence of the material weakness,</p> <p>18 financials, and financial reports on that page, the</p> <p>19 No. 3 on there. The last sentence says that, "As of</p> <p>20 the second quarter cash reporting submitted to PED</p> <p>21 and the general ledger cash and the bank</p> <p>22 reconciliation match almost to the penny."</p> <p>23 So that made me laugh that it was "almost</p> <p>24 to the penny." So I guess that's still a work in</p> <p>25 progress; right?</p>
51	<p>1 So we do have a PowerPoint presentation</p> <p>2 that they've prepared, and they are ready to speak</p> <p>3 with you. Thank you.</p> <p>4 THE CHAIR: Thank you.</p> <p>5 MS. KATIE RARICK: Hi, everyone. This is</p> <p>6 Katie Rarick. K-a-t-i-e R-a-r-i-c-k. I'm the</p> <p>7 business manager for Las Cruces. And so this is the</p> <p>8 document that we provided to kind of explain where</p> <p>9 we are for the audit findings. I will say -- so the</p> <p>10 current audit, FY24 audit has not been released, so</p> <p>11 we can't speak about that. These were FY23</p> <p>12 findings. So we're a full year-plus behind with the</p> <p>13 information I can share with you.</p> <p>14 In addition to that, we still have work to</p> <p>15 do. In the document, anything that has green in the</p> <p>16 columns was fixed in 2024. Those are the parts of</p> <p>17 the finding or the entire finding that was fixed</p> <p>18 that we had worked on.</p> <p>19 Some of these other findings, we are still</p> <p>20 working on.</p> <p>21 As you can see, findings are grouped into</p> <p>22 categories. And within that category, there are</p> <p>23 several different parts of that finding. So while</p> <p>24 you may attack one part and fix it, there are other</p> <p>25 aspects of that finding, that, if you don't catch or</p>	53	<p>1 MS. KATIE RARICK: Well, it's to the</p> <p>2 penny. The thing is we book the financials to meet</p> <p>3 the cash balances based on the auditor's financials.</p> <p>4 So we try to start with the most accurate financials</p> <p>5 as possible.</p> <p>6 The problem is the financials from the</p> <p>7 auditor are rounded. So when we book those, all of</p> <p>8 our reports are off by, like, a dollar or maybe</p> <p>9 50 cents.</p> <p>10 And so I just used that term, because we</p> <p>11 always have to have some rounding in our -- in our</p> <p>12 financials because of the fact that we start with</p> <p>13 the audited financials every year.</p> <p>14 COMMISSIONER TAYLOR: If that's standard</p> <p>15 practice, I would remove the last part of that</p> <p>16 statement and say they match, because they do, based</p> <p>17 on standard practices; so...</p> <p>18 MS. KATIE RARICK: Okay. That's good.</p> <p>19 I'll be happy to remove that from the report.</p> <p>20 THE CHAIR: Any other questions from</p> <p>21 Commissioners at this time?</p> <p>22 (No response.)</p> <p>23 THE CHAIR: Okay.</p> <p>24 Thank you, Ms. Rarick, for presenting</p> <p>25 that.</p>

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1 Ms. Barnes?

2 MS. JULIA BARNES: If the school is done

3 presenting, I was just going to outline what your

4 options are for kind of where you are on this type

5 of action. But I didn't know if the school was done

6 presenting.

7 THE CHAIR: Yeah. Go ahead, Ms. Barnes,

8 with that.

9 MS. JULIA BARNES: So in the rule, the

10 rule is quite specific about -- these next schools

11 are all uncorrected unsatisfactory performance.

12 You've asked them to come forward because it's been

13 two years in a row.

14 They each are going to present information

15 to you. So the motions are all drafted in a way

16 that you have two choices:

17 One is to let the schools continue to

18 report this through the annual report through the

19 work that they do with CSD and kind of continue

20 because you're satisfied with their response.

21 The second is to move forward with a CAP

22 under the rule.

23 And it's very specific. So I put it in

24 here into the motion. I just dropped the rule in

25 there, because the motion says basically follow the

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1 rule, which is the school then has very specific

2 actions to present a CAP to CSD within the next ten

3 days, and CSD has a very specific requirement to

4 analyze that before your next meeting.

5 And so rather than outline that, I think

6 we should send people back constantly to the rule.

7 So that's how all of these next ones are set up.

8 THE CHAIR: Thank you, Commissioners.

9 Commissioner Ingham.

10 COMMISSIONER INGHAM: I just wanted to ask

11 about the facilities Does Not Meet deal. Was there

12 reconciliation with CSD on that?

13 THE CHAIR: So that actually is on another

14 item later on.

15 COMMISSIONER INGHAM: Okay.

16 THE CHAIR: So we will come back to that.

17 COMMISSIONER INGHAM: Okay.

18 THE CHAIR: Okay. So, Commissioner

19 Obenshain.

20 COMMISSIONER OBENSHAIN: So with regard to

21 the rule and the CAP, is that something that would

22 be different than what was presented here this

23 morning in the sense of actions that they're taking

24 to address the delinquencies?

25 MS. JULIA BARNES: No. I would say that

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1 you are following the rule. The school is

2 responding according to the rule.

3 So the way that this goes is two years

4 ago, they got a red on an item. And then this --

5 this -- for last year, they got a second red.

6 So that is a heightened level that you're

7 going to look at. And how you do it you send out,

8 in your annual PEC notice -- which has happened

9 here -- you are saying to the school, "This has been

10 two years in a row. That's more serious. Please

11 come and talk to us."

12 So you just had an example of the first of

13 these schools coming forward and presenting what

14 they want to tell you. And so you are exactly

15 within the rule right now, that you can say two

16 things.

17 You can say -- one is, "I accept that,

18 sounds like you are on top of it." And we're going

19 to go back to the regular process.

20 The second thing you can do is say, "I

21 didn't quite hear everything that I needed. I want

22 you to do a CAP."

23 And it's -- it's three things. So it's

24 not -- it's actually kind of Monday-morning

25 quarterbacking the rule. And I was pleased with it.

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1 It's kind of a simple CAP that says, "No,

2 that the PEC wants a little bit more information.

3 We're not satisfied. It feels like we're not quite

4 there."

5 So you have those two choices.

6 The last thing I want to say is this is

7 consistent throughout the performance framework and

8 throughout the rule and throughout the conditions,

9 that, basically, when you feel comfortable returning

10 something to the normal annual report structure,

11 you're doing that. And if you're not quite there,

12 you're moving to the Intervention Ladder.

13 But I want to say that -- it's almost like

14 a preference to keep in the annual report system and

15 not have lots of Intervention Ladder items. You're

16 welcome to have as many as you feel like you need.

17 But the preference is to keep this at the annual

18 reporting.

19 Did that answer your question?

20 COMMISSIONER OBENSHAIN: Yeah. I think

21 what I was getting at was your first option, in the

22 sense that what would we consider making progress

23 towards meeting this condition -- this expectation?

24 And that's what I'm wondering. Would a CAP be more

25 sufficient? Or is this -- will we deem this

<p style="text-align: right;">58</p> <p>1 sufficient to having addressed it?</p> <p>2 THE CHAIR: Commissioner Taylor.</p> <p>3 COMMISSIONER TAYLOR: So I agree. I think</p> <p>4 is there a way that we can take and ask for a --</p> <p>5 stay in the first option that you offered,</p> <p>6 Ms. Barnes, and go to an annual -- you know, an</p> <p>7 annual evaluation -- or the annual report. But can</p> <p>8 we ask for progress in three months, an update on</p> <p>9 where they sit with -- with these -- is that -- do</p> <p>10 those two things contradict each other? Or --</p> <p>11 MS. JULIA BARNES: This is more of an</p> <p>12 opinion.</p> <p>13 We -- it's my opinion that it would be</p> <p>14 good for you that if you have check-ins that they</p> <p>15 kind of be done at a -- at a normal period of time.</p> <p>16 When you have a bunch -- this is my</p> <p>17 opinion. When you have a bunch of different dates,</p> <p>18 like some are in March and some are in July, we have</p> <p>19 to track that. And there can be a lot of those</p> <p>20 moving pieces.</p> <p>21 However, you can do anything you want.</p> <p>22 And in looking at when might make sense, and when</p> <p>23 might make sense for CSD to come and talk to you</p> <p>24 about conditions or -- or -- you know, it seems like</p> <p>25 July is a time that they have. So, you know, right</p>	<p style="text-align: right;">60</p> <p>1 like, "This is where the root causes of these reds</p> <p>2 were, this is what we've done to adjust it," I feel</p> <p>3 like for that first time that we get that, I feel</p> <p>4 like it's, to me, most appropriate to be, like,</p> <p>5 "Okay. You have autonomy. You have a plan. Go</p> <p>6 execute your plan." And we don't need to do</p> <p>7 additional monitoring.</p> <p>8 I think I would be more concerned when</p> <p>9 schools come up during this time period, and instead</p> <p>10 of having that kind of documentation -- and, I mean,</p> <p>11 finances are a whole other -- a different kind of</p> <p>12 thing, too. Because it has an even bigger lag than</p> <p>13 the rest of the data that we collect.</p> <p>14 But I do think, like, I -- for financial,</p> <p>15 I'm never too surprised when it's two in a row, not</p> <p>16 really, because sometimes you don't figure out where</p> <p>17 that issue was until you're already halfway through</p> <p>18 that next year. And you continued making that</p> <p>19 mistake until you got that audit, and then you're</p> <p>20 like, "Oh, now I need to fix it," but you're already</p> <p>21 halfway into another year of getting another red.</p> <p>22 So for financial, it's not as shocking</p> <p>23 when that happens to me because of that lag.</p> <p>24 And to not have to -- so that's what --</p> <p>25 and I would say if we go to -- the school didn't</p>
<p style="text-align: right;">59</p> <p>1 now you're in February. So maybe July.</p> <p>2 Another one is October when schools are</p> <p>3 starting. That's when you're getting that</p> <p>4 assurances information. And then January, February,</p> <p>5 March is when you're getting the annual reports.</p> <p>6 So those decisions haven't been made. But</p> <p>7 those dates, we're starting to kind of circle those.</p> <p>8 COMMISSIONER TAYLOR: Okay.</p> <p>9 MS. JULIA BARNES: I will say that when</p> <p>10 there are so many dates, and it's so hard to track</p> <p>11 it, and things fall through the cracks, I get</p> <p>12 nervous, as your attorney, that you've asked for</p> <p>13 things, and we didn't do it, or it was hard to do</p> <p>14 it, or people forgot or whatever. That makes an</p> <p>15 inconsistent record of performance.</p> <p>16 I don't think it's up to the standards</p> <p>17 that I think you want to set and that I see you</p> <p>18 trying to set. So that's just why I'm having that</p> <p>19 opinion.</p> <p>20 THE CHAIR: I would say, from my</p> <p>21 perspective, I think -- I do think it's only two</p> <p>22 options. It's either we take -- we hear the school.</p> <p>23 We see they have a plan in place. And then we trust</p> <p>24 their school autonomy to fix it; right?</p> <p>25 And that, to me, if they have a plan of,</p>	<p style="text-align: right;">61</p> <p>1 really have a plan, or we feel like we need more</p> <p>2 oversight quicker, I think we go straight to that,</p> <p>3 "We need to put them on a CAP, do a Letter of</p> <p>4 Concern, put them on a CAP and do additional</p> <p>5 oversight."</p> <p>6 I also agree it would be very difficult to</p> <p>7 put one, two, three, four, five, six -- like, ten</p> <p>8 schools on a CAP for additional monitoring every</p> <p>9 single -- that just seems overwhelming.</p> <p>10 So from my perspective, I'm going to</p> <p>11 probably reserve moving schools from uncorrected</p> <p>12 unsatisfactory performance, I'm going to leave it</p> <p>13 for maybe just a couple of the schools that I really</p> <p>14 feel uneasy about. Otherwise, for me sitting back,</p> <p>15 and I'm mostly going to be like, this, to me, was</p> <p>16 the intervention, seeing the plan, having them come</p> <p>17 up and talk to us, making sure that we have a plan</p> <p>18 that we're like, okay, we see that you addressed the</p> <p>19 issues.</p> <p>20 We don't know what it's going to look</p> <p>21 like; right? We don't know what their next annual</p> <p>22 report will look like yet. But I do think you trust</p> <p>23 the process, as the authorizer. That's when we can</p> <p>24 do our best job of protecting their autonomy and not</p> <p>25 going too far too soon.</p>

62	<p>1 I think that was a good example for me of, 2 like, a school having an issue, saying there was a 3 problem. They figured out the problems. They 4 figured out the root causes. These are already the 5 adjustments that they've already started making. 6 So for me, to me, that satisfies that, 7 like, the intention of what we're doing today. I'm 8 not sure if, as we get to other schools, if it's the 9 same thing. I feel like for this school in 10 particular, I feel okay with accepting it and then 11 expecting that their next annual report would be 12 better. Yeah. 13 SECRETARY CARRILLO: I would just echo 14 what you're saying. I'm just curious, relative to a 15 motion, if the first paragraph there needs to be 16 modified to reflect what Chair Burt was just saying. 17 Yeah, 7.b., first paragraph. 18 Okay. Then I'm going to move, then, 19 please, that the -- that -- I move that Explore 20 Academy-Las Cruces continue to address the 21 uncorrected unsatisfactory performance through the 22 annual report review process and show improvement in 23 the next annual report. 24 THE CHAIR: Second. 25 SECRETARY CARRILLO: Any more discussion?</p>	64	<p>1 THE CHAIR: Thank you. 2 COMMISSIONER INGHAM: I was just saying 3 Karen raised her hand before. 4 THE CHAIR: So I do want to make sure the 5 Commission knows, and everyone. I will not be 6 calling on people unless the Commissioner has a 7 question for a person. So I will not be just taking 8 people raising their hands and wanting to interject. 9 So if the Commission has a question for 10 someone, you are more than welcome to ask a pointed 11 question to a person. But just for, just, you know, 12 random narrative popping into the meeting, I'm not 13 doing it. 14 SECRETARY CARRILLO: And not once a motion 15 is made. 16 THE CHAIR: Even before that. If a 17 Commissioner has a question, then that person -- I 18 will call on that person to speak. 19 Otherwise, people just raising their hands 20 randomly throughout -- I will not be accepting that 21 unless a Commissioner has a question. 22 So there's introduction times. There's -- 23 you know, the school presents it. That's it. 24 That's the opportunity. 25 COMMISSIONER INGHAM: Okay.</p>
63	<p>1 Any -- all right. We'll go ahead and take 2 a roll call. And -- 3 THE CHAIR: Thanks, Steve. Appreciate it. 4 SECRETARY CARRILLO: Sorry. And -- okay. 5 Is secretary Manis on? Secretary Manis -- 6 I mean Commissioner Manis. I know you're there. 7 (No response.) 8 SECRETARY CARRILLO: Commissioner Beck. 9 COMMISSIONER BECK: Yes. 10 SECRETARY CARRILLO: Commissioner Ingham. 11 COMMISSIONER INGHAM: Yes. 12 SECRETARY CARRILLO: Commissioner Brauer. 13 COMMISSIONER BRAUER: Yes. 14 SECRETARY CARRILLO: Secretary votes yes. 15 Commissioner Obenshain. 16 COMMISSIONER OBENSHAIN: Yes. 17 SECRETARY CARRILLO: Commissioner Taylor. 18 COMMISSIONER TAYLOR: Yes. 19 SECRETARY CARRILLO: Chair Burt. 20 THE CHAIR: Yes. 21 SECRETARY CARRILLO: And there you are. 22 And Commissioner Manis. 23 COMMISSIONER MANIS: Yes. 24 SECRETARY CARRILLO: Terrific. Passes 25 with eight for, zero against.</p>	65	<p>1 THE CHAIR: And then after that, once we 2 get to Commissioner questions, it's only 3 Commissioner questions. 4 SECRETARY CARRILLO: So noted. 5 THE CHAIR: Just to help with the flow and 6 process of the meeting. 7 Okay. All right. Great. This will take 8 us to Item c., which is J. Paul Taylor Academy. 9 COMMISSIONER INGHAM: I thought we were 10 going to go to the issue with the facility. 11 THE CHAIR: That's the next item. It's a 12 different item. 13 Dr. Russell. 14 DR. BRIGETTE RUSSELL: Thank you, Chair 15 Burt. The school is here to address 2.b., 16 Accounting Principles. 17 CSD is addressing only ELA growth for 18 Black students. 19 We have a memo in the meeting materials. 20 ELA growth for this subgroup was -- the proficiency 21 levels for this subgroup were masked in Vistas for 22 both '22-'23 and '23-'24. Growth, therefore, ought 23 to have been masked, too, because growth was 24 published on Vistas in '22-'23. I believe it has 25 since been taken down because it should have been</p>

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1 masked. It got into the CSD annual report.
 2 So in the CSD annual report for '23-'24,
 3 that report does not include ELA growth data for
 4 Black students. So we can't say they have corrected
 5 it or that they didn't correct it.
 6 What CSD can tell you is that it should
 7 not have even appeared in the '22-'23 report. So
 8 there shouldn't even be an issue.
 9 I realize that those reports are accepted.
 10 It's water under the bridge, and there's nothing we
 11 can do. But the school definitely shouldn't have
 12 uncorrected unsatisfactory performance held against
 13 them.
 14 THE CHAIR: Thank you, Dr. Russell.
 15 All right. Then I'll ask if the school
 16 wishes to speak.
 17 Good morning.
 18 MR. ERIC AHNER: Good morning. My name is
 19 Eric Ahner. E-r-i-c A-h-n-e-r.
 20 Madam Chair and members of the Commission,
 21 are you prepared for my presentation at this point?
 22 THE CHAIR: Yes.
 23 MR. ERIC AHNER: Okay, great. A question
 24 that I have. In Commissioner Gipson's letter that
 25 I -- that this was going to occur, they listed a

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1 second item which was licensure. So my question is
 2 do I still need to speak to that? Is that an area
 3 of concern?
 4 THE CHAIR: Yes. But I would say refrain
 5 from using any names or any sensitive information in
 6 speaking about that.
 7 MR. ERIC AHNER: Thank you, Madam Chair.
 8 So first, with regards to the financials,
 9 it seems to basically all relate to the audit. As a
 10 reminder, I sat in front of members of the
 11 Commission here on -- in May 6 this past year to
 12 talk about the audit. And we don't have, obviously,
 13 the new audit. So I don't have anything necessarily
 14 new since the time I sat in front of you all in May.
 15 With regard to where we are with fiscal
 16 practices, I'm not happy with where we are with our
 17 fiscal practices.
 18 In our fourteen years as a school, we are
 19 about to have our sixth business manager. And I
 20 think that has had a very devastating effect on us.
 21 Our current business manager is a single
 22 person who's off site, and I don't think that that
 23 model has served us well. I think we need more
 24 depth.
 25 And we are in the process -- and March 1st

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1 will be the first official day that the Vigil Group
 2 will take over as our new business manager and
 3 individuals within that entity. That allows us to
 4 have a business manager and also a staff that does
 5 payroll and payroll liabilities, which has been very
 6 problematic for us. Much more depth from the Vigil
 7 Group than a single person who's trying to serve our
 8 school, again, remotely, which hasn't been a good
 9 model for us.
 10 As a school leader, I had seven successful
 11 years at Aldo Leopold without financial concerns,
 12 without audit concerns. Since I've been at J. Paul
 13 Taylor, we've had -- nine years that I've been there
 14 we've had various struggles since the day I stepped
 15 into the school.
 16 We're in good position financially
 17 speaking. The practices of coding and nuances that
 18 lead to audit findings have been the primary areas
 19 of challenge for us as a school.
 20 So I am confident, with our new business
 21 manager, that we can begin to heal. Obviously,
 22 there's a period that it's going to take to have
 23 that new entity look over what we have.
 24 I actually used the -- the 2 percent
 25 returned to us to hire a new business manager to

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1 have two months of overlap so that my current
 2 business manager can work with the Vigil Group for
 3 the first month, and he maintains the lead. The
 4 second month, the Vigil Group is the official
 5 business manager, and my current business manager
 6 can be there and can consult with his documentation
 7 as he phases out.
 8 This would be a really good opportunity to
 9 utilize that money to target the area that has had
 10 the greatest negative impact on us as an entity,
 11 fiscally speaking.
 12 I wished we could talk about the new
 13 audit, but it's not there yet. But that's okay.
 14 THE CHAIR: Actually, I'm sorry,
 15 Mr. Ahner. I was mistaken. That was only a
 16 one-year. The licensure issue was just a one-year,
 17 so you haven't had two reds in a row. So you don't
 18 have to address that at this time. We'll just look
 19 at your next annual report and make sure it's
 20 corrected at that time. It's just the accounting
 21 principles.
 22 MR. ERIC AHNER: I won't go into details,
 23 other than it will not be repeated at this point.
 24 Assuming the S.T.A.R.S. reporting and Nova reporting
 25 is consistent with the Licensure Bureau. So we're

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1 good there.

2 I do want to point out, regardless, if

3 there's a CAP put in place in front of the PEC, I

4 will be in front of you next year for renewal.

5 That's our renewal cycle, so we will be looking at

6 all of these things together, in many ways, in the

7 process for our third renewal. And I appreciate

8 your time. Thank you.

9 THE CHAIR: Thank you.

10 Commissioner questions?

11 (No response.)

12 THE CHAIR: All right.

13 Does that mean someone is ready for a

14 motion? To make a motion?

15 COMMISSIONER INGHAM: I can do that. I'd

16 like to move that J. Paul Taylor Academy continue to

17 address the uncorrected unsatisfactory performance

18 through the annual report review process and show

19 improvement in the next actual report.

20 THE CHAIR: Second.

21 All right. There's a motion and a second.

22 Any Commissioner comments on the motion?

23 (No response.)

24 THE CHAIR: All right. Seeing none, if

25 you could call roll.

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1 SECRETARY CARRILLO: Yes.

2 Commissioner Taylor.

3 COMMISSIONER TAYLOR: Yes.

4 SECRETARY CARRILLO: Commissioner

5 Obenshain.

6 COMMISSIONER OBENSHAIN: Yes.

7 SECRETARY CARRILLO: Commissioner Brauer.

8 COMMISSIONER BRAUER: Yes.

9 SECRETARY CARRILLO: Commissioner Manis.

10 (No response.)

11 SECRETARY CARRILLO: He's there somewhere.

12 Commissioner Beck.

13 COMMISSIONER BECK: Yes.

14 SECRETARY CARRILLO: Commissioner Ingham.

15 COMMISSIONER INGHAM: Yes.

16 SECRETARY CARRILLO: Chair Burt.

17 THE CHAIR: Yes.

18 SECRETARY CARRILLO: Secretary votes yes.

19 Commissioner Manis.

20 COMMISSIONER MANIS: Yes.

21 SECRETARY CARRILLO: Terrific. Thanks.

22 That passes, eight to zero.

23 THE CHAIR: Thank you. Actually, before

24 we go forward, I'd like to make a second motion that

25 I was just thinking about. That would be to remove

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1 the concern on the ELA growth in that Black student

2 group from the record of performance, because that

3 was on the letter that we sent out.

4 So for it to be acknowledged as an error

5 that should have been -- that's nothing we should

6 have been involved with to begin with. I would

7 encourage -- what I'm thinking is to make a motion

8 to remove that from the record of performance from

9 this school.

10 SECRETARY CARRILLO: And I'll second.

11 THE CHAIR: Okay. We'll take a second.

12 Do we need to do it that way? Okay. I'm

13 going to make a formal motion.

14 SECRETARY CARRILLO: Got it.

15 THE CHAIR: I move that the school be

16 issued an amended annual report notice removing the

17 issue related to growth of Black students.

18 SECRETARY CARRILLO: Second.

19 THE CHAIR: All right. And any

20 Commissioner comments on that motion?

21 (No response.)

22 THE CHAIR: Seeing none, if you could take

23 roll.

24 SECRETARY CARRILLO: And Chair Burt.

25 THE CHAIR: Yes.

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1 SECRETARY CARRILLO: Commissioner Brauer.

2 COMMISSIONER BRAUER: Yes.

3 SECRETARY CARRILLO: Commissioner

4 Obenshain.

5 COMMISSIONER OBENSHAIN: Yes.

6 SECRETARY CARRILLO: Commissioner Taylor.

7 COMMISSIONER TAYLOR: Yes.

8 SECRETARY CARRILLO: Commissioner Ingham.

9 COMMISSIONER INGHAM: Yes.

10 SECRETARY CARRILLO: Secretary votes yes.

11 Commissioner Manis.

12 COMMISSIONER MANIS: Yes.

13 SECRETARY CARRILLO: And Commissioner

14 Beck.

15 COMMISSIONER BECK: Yes.

16 SECRETARY CARRILLO: Excellent. That

17 passes, eight-zero.

18 THE CHAIR: Thank you. All right. And

19 we'll go ahead and do Item d. and take a break after

20 Item d.

21 So next item is McCurdy Charter School.

22 And, Director Chavez, for you to introduce the item,

23 and then we'll call the school. Unless -- if you

24 want me to just move straight to the school. Just

25 go straight to the school? Okay.

<p style="text-align: right;">74</p> <p>1 Good morning.</p> <p>2 MS. SARAH TARRIO: Good morning. Thank</p> <p>3 you for having me. It's -- I know many of you.</p> <p>4 We've talked a few times now, so it's a pleasure to</p> <p>5 be here and talk about my school and the amazing</p> <p>6 things we've done.</p> <p>7 I recognize it's not because you invited</p> <p>8 me for "yay," but it's because you have a concern.</p> <p>9 But I think that we can pretty quickly and</p> <p>10 effectively resolve that concern. I want to talk</p> <p>11 about --</p> <p>12 SECRETARY CARRILLO: Sorry, Ms. Tarrio.</p> <p>13 You have to introduce yourself.</p> <p>14 MS. SARAH TARRIO: I'm Sarah Tarrio, the</p> <p>15 director of McCurdy Charter School. S-a-r-a-h</p> <p>16 T-a-r-r-i-o.</p> <p>17 I want to talk about that we're a school</p> <p>18 on the rise. We were the PCSNM Charter School of</p> <p>19 the Year this year, which we celebrated. We did not</p> <p>20 nominate ourselves. Somebody else nominated us, and</p> <p>21 we won that award, and that was an amazing thing for</p> <p>22 our school.</p> <p>23 We've had stable employment and increasing</p> <p>24 employment every year.</p> <p>25 We had a cross country team that was the</p>	<p style="text-align: right;">76</p> <p>1 don't use that lens, though, I want to point out</p> <p>2 that our achievement in academics is going up pretty</p> <p>3 significantly every year. We outpaced growth in the</p> <p>4 state both in math and language arts. We're</p> <p>5 outperforming the district.</p> <p>6 When we came for our renewal hearing, I</p> <p>7 spent a couple of hours in this seat explaining why</p> <p>8 our school was a great place to be and was pretty</p> <p>9 bluntly told it has to be more than just a great</p> <p>10 place to be; it also has to have good academics.</p> <p>11 And we're now outperforming the district schools in</p> <p>12 almost every area.</p> <p>13 In our mission-specific goals, we set</p> <p>14 those goals during renewal. And we based those</p> <p>15 goals on a testing platform called Galileo from</p> <p>16 Imagine Learning. We had not used that platform at</p> <p>17 the time we set those goals. So we made those goals</p> <p>18 based on what we thought it would like when we</p> <p>19 reported this data.</p> <p>20 The goals use a leveling system that has</p> <p>21 four levels, 1, 2, 3, and 4. Levels 3 and 4 are</p> <p>22 what are considered proficient. We wrote the goal</p> <p>23 to say -- you're seeing the document I sent over,</p> <p>24 and it raises this first question.</p> <p>25 The goal says, specifically, if we're</p>
<p style="text-align: right;">75</p> <p>1 state championship team. We had our boys' football</p> <p>2 team go to the state tournament. We had the girls'</p> <p>3 volleyball team go to the state tournament. We</p> <p>4 expect our basketball team to do the same. We have</p> <p>5 a baseball team that performs well every single</p> <p>6 year. And we're increasing our academic</p> <p>7 achievement.</p> <p>8 All those things are happening, and I</p> <p>9 think that our school should be celebrated.</p> <p>10 In addition to that, we completed our</p> <p>11 financial condition. It was resolved at the last</p> <p>12 meeting. I came to the last meeting because that</p> <p>13 was going to happen, and I wanted to celebrate it</p> <p>14 and was greatly shocked and disappointed that we had</p> <p>15 to come and prove we were doing good things.</p> <p>16 We also anticipate that the audit this</p> <p>17 year will show that continued improvement and are</p> <p>18 excited for that to be reported.</p> <p>19 Specifically, we're supposed to be talking</p> <p>20 about the mission goals related to achievement. I</p> <p>21 sent to Corina and the -- to provide to you some</p> <p>22 materials because some questions were raised about</p> <p>23 how we're reporting that data to you.</p> <p>24 That classically changed the picture if we</p> <p>25 look at it through a different lens. Even if we</p>	<p style="text-align: right;">77</p> <p>1 going to meet the standard that 60 percent,</p> <p>2 84 percent or more in grades 3 through 12 who were</p> <p>3 enrolled in a full annual cycle will achieve a</p> <p>4 passing score in math or language arts of Level 3 or</p> <p>5 4.</p> <p>6 The question is do I only count end of</p> <p>7 year? The data I've provided previously to PEC only</p> <p>8 included a student who was proficient on the</p> <p>9 end-of-year test. But, that means if a student</p> <p>10 tested proficient on beginning-of-year and</p> <p>11 middle-of-year test, but not proficient on</p> <p>12 end-of-year test, they are not included in that</p> <p>13 data. The goal doesn't say that. The goal says</p> <p>14 through the enrollment cycle.</p> <p>15 I've been reporting just end-of-year.</p> <p>16 The chart that's being sort of displayed</p> <p>17 right now, that blue and pink, if we include</p> <p>18 students who tested proficient at the</p> <p>19 beginning-of-year, middle-of-year, or end-of-year</p> <p>20 test, we easily met our goal, exceeded our goal</p> <p>21 almost, in language arts and in math.</p> <p>22 And that's what the chart demonstrates to</p> <p>23 you. And you can see on the far right-hand column</p> <p>24 where that score ranking would change based on</p> <p>25 including students who tested proficient at any</p>

<p style="text-align: right;">78</p> <p>1 point in the testing cycle.</p> <p>2 It also pretty easily shows you the areas</p> <p>3 of concern we have as a school. The grade levels</p> <p>4 we're targeting for improvement and even those grade</p> <p>5 levels are very close to meeting the proficiency</p> <p>6 level of the test.</p> <p>7 So the question that I have for the PEC</p> <p>8 is, one, should I continue to report just</p> <p>9 end-of-year proficiency, which I don't think is an</p> <p>10 accurate or fair measure, given that a student could</p> <p>11 test twice proficient and then miss it once? Or</p> <p>12 should I update what I report to include the full</p> <p>13 test cycle, as the goal states?</p> <p>14 THE CHAIR: Commissioner Taylor.</p> <p>15 COMMISSIONER TAYLOR: I have a question in</p> <p>16 regards to that. So if a student tests proficient</p> <p>17 at the beginning of the year, and they don't test</p> <p>18 proficient the next two cycles, what kind of -- what</p> <p>19 message are you getting from that?</p> <p>20 MS. SARAH TARRIO: That's a great</p> <p>21 question. That's one of the reasons I only included</p> <p>22 end-of-year.</p> <p>23 But that brings us to question two, which</p> <p>24 is if you look further down on this report, it talks</p> <p>25 about how these scores are determined for</p>	<p style="text-align: right;">80</p> <p>1 school, what do these actually mean? Because what</p> <p>2 we're telling the student is, "You made your</p> <p>3 expected growth, but you dropped below proficiency."</p> <p>4 That's a mixed message. And it was very</p> <p>5 discouraging to our students and teachers. "We did</p> <p>6 it. We hit our growth. We made it. But we</p> <p>7 dropped. We're no longer proficient."</p> <p>8 You can really drastically see it in our</p> <p>9 seniors. It happened year after year, and this year</p> <p>10 is the year when we finally figured out that's</p> <p>11 what's happening on the middle and end-of-year test.</p> <p>12 They have been tanking those beginning and middle --</p> <p>13 tanking, based on this chart, but meeting growth.</p> <p>14 And these charts, which seem complex if</p> <p>15 you take a look at them, you can see how many of our</p> <p>16 students are meeting or exceeding growth. And it's</p> <p>17 far outpacing what shows on that chart.</p> <p>18 So, yes, I agree. What message are we</p> <p>19 sending? It's a tricky one.</p> <p>20 The question I really, really have to ask</p> <p>21 as a school is is this the correct test for our</p> <p>22 students? Because I don't think it's showing an</p> <p>23 accurate or fair measure.</p> <p>24 And I think that's also true, because on</p> <p>25 the state test, we're showing -- our proficiency is</p>
<p style="text-align: right;">79</p> <p>1 proficiency levels.</p> <p>2 And in particular, I would point to the</p> <p>3 chart that has grades 10 through 12 ELA. And at the</p> <p>4 very bottom, it shows you that ELA Benchmark 1 and</p> <p>5 ELA Benchmark 2. This is our current year data, by</p> <p>6 the way. If you look at this chart, our</p> <p>7 twelfth-grade students look like they tanked. Their</p> <p>8 levels -- they look terrible if you look at that</p> <p>9 chart.</p> <p>10 However, if you look at the score markers</p> <p>11 down at the bottom, a student was expected to grow</p> <p>12 25 points in twelfth-grade language arts.</p> <p>13 However, to maintain a level of the green</p> <p>14 or blue, the support/enrich, where the two</p> <p>15 proficient levels, they had to have at least 114</p> <p>16 points.</p> <p>17 So to stay at their level, they needed</p> <p>18 114. They could meet their expected growth and only</p> <p>19 go down one or two levels.</p> <p>20 So this leveling system, I do not believe</p> <p>21 has created a fair and accurate picture of our</p> <p>22 students. We don't set these. The testing platform</p> <p>23 sets these. The expected growth is determined based</p> <p>24 on how many days of instruction.</p> <p>25 So we are asking the question inside the</p>	<p style="text-align: right;">81</p> <p>1 growing up, up, up, right? I think that's a</p> <p>2 question we need to ask as a school and then find</p> <p>3 out if you would allow us to switch to another test</p> <p>4 partway through our renewal cycle.</p> <p>5 I think that might be the way we need to</p> <p>6 go, because the test isn't going to change. This is</p> <p>7 set by them. This is how their scores are</p> <p>8 determined, and this is how our goal is determined</p> <p>9 based on these levels.</p> <p>10 Now, if I could go back in time, I would</p> <p>11 say we should report based on growth. Did they meet</p> <p>12 their expected targets? Because then, if you look</p> <p>13 at those numbers, we're meeting expected targets</p> <p>14 across the board. There are some areas of concern.</p> <p>15 We're addressing those areas of concern.</p> <p>16 COMMISSIONER TAYLOR: Thank you.</p> <p>17 MS. SARAH TARRIO: Yeah.</p> <p>18 THE CHAIR: Commissioner Obenshain.</p> <p>19 COMMISSIONER OBENSHAIN: I think what you</p> <p>20 said at the beginning, when you had not used the</p> <p>21 assessment prior to writing your goals, I think</p> <p>22 that, for me, just the idea that, yeah, we're</p> <p>23 looking at this data to this depth and have</p> <p>24 identified that this is the problem, I think that's</p> <p>25 a huge step.</p>

<p style="text-align: right;">82</p> <p>1 I'm not sure that you need to necessarily 2 get rid of the assessment. But I think if what 3 you're saying is, you know, consistent with year 4 after year of this assessment, then I think it makes 5 sense to reexamine what those goals were. And I, 6 for one, would support the idea of looking at maybe 7 not a different assessment, but a different measure 8 that is consistent with what you've just 9 articulated.</p> <p>10 MS. SARAH TARRIO: Yeah. I think, if 11 nothing else, we need to clarify what the goal is 12 asking us to report to you -- right? -- because of 13 the -- and, honestly, it's only because PED sent me 14 a template that said, "Maybe try reporting the 15 numbers this way."</p> <p>16 Then I said, "Oh, I probably should have 17 included middle-of-year and end-of-year on those."</p> <p>18 If I did, those numbers are really, really 19 different. That's on me. It's not because the 20 students aren't performing. It's not because the 21 staff isn't performing. It's because I interpreted 22 it to mean end-of-year.</p> <p>23 THE CHAIR: Yeah. I mean, I do think how 24 you're reporting it does look like what the goal was 25 intended to do. But I also hear what you're saying</p>	<p style="text-align: right;">84</p> <p>1 ranges. It doesn't give us where the student is in 2 that score range. The expected growth is calculated 3 using a spreadsheet that you put in how many days of 4 instruction, and it tells you the number of what the 5 expected growth is for that grade level.</p> <p>6 THE CHAIR: So every student has the same 7 expected growth.</p> <p>8 MS. SARAH TARRIO: Correct. That's not 9 great.</p> <p>10 THE CHAIR: And, I mean, this is always 11 the hard part, for sure, about trying to -- when we 12 were just doing contract negotiations again, it's 13 difficult for schools that want to do something new 14 as their mission goal. It's, like, they've never 15 done it before. There's no real baseline data. And 16 so I do think we end up maybe in the situation we do 17 sometimes when we do it, because it is making 18 educated guesses as to what these might look like 19 and how it could be --</p> <p>20 MS. SARAH TARRIO: Right. We had no way 21 of knowing. And this happened -- already know it 22 happened during COVID. So we were setting goals for 23 students who weren't taking tests at that point. 24 We're going to use this platform, but we've never 25 used it before. We're not sure when we're going to</p>
<p style="text-align: right;">83</p> <p>1 with that maybe growth is a better measure instead 2 of -- basically, this is measuring proficiency; 3 right? And you're feeling like maybe it would be a 4 better measure to look at are all the students 5 meeting the growth targets on this assessment? 6 That's what I hear the difference.</p> <p>7 MS. SARAH TARRIO: I think that is part of 8 the difference. The other part is the way that the 9 test platform sets those proficiency targets isn't 10 standardized. For one grade level, you only needed 11 20 points to maintain a level. Another, you needed 12 100. There's no, like, predictability to it.</p> <p>13 I can't state to students, "You need to 14 grow 100 points."</p> <p>15 I can say, "You might need to grow 16 5 points."</p> <p>17 THE CHAIR: That's more common for a lot 18 of assessments. I remember when I was a teacher, I 19 did NWEA. I remember the math teacher, every single 20 student was 5 points. For me, as an English 21 teacher, some kids had to grow 2; some had to grow 22 12; some had to grow 18. It was specific to the 23 student. Does this do it per student? Or is it 24 every grade level, it's --</p> <p>25 MS. SARAH TARRIO: It gives us the score</p>	<p style="text-align: right;">85</p> <p>1 be back in person at this point. There's that 2 nuance, too.</p> <p>3 THE CHAIR: And I do want to say 4 congratulations on the academic growth and all the 5 great things your school is doing. We never intend 6 these moments to be -- that we see your school being 7 all one thing or another. Can we make a targeted 8 intervention early on, so that we're not having this 9 conversation at renewal telling you, "Hey, you 10 missed your mission goal all four years in a row." 11 And it's at a high-stake time, you know.</p> <p>12 So that's what really our intention of 13 doing this now is not to be, "Your school is bad, 14 and you need to come talk..." -- your school is 15 actually doing really great on the performance 16 framework, you know. It actually is predominantly 17 greens with a yellow, you know, like --</p> <p>18 MS. SARAH TARRIO: Even in these two 19 goals, we're within 4 percent of what I reported; 20 right? If we didn't change anything, we're within 21 4 percent.</p> <p>22 THE CHAIR: It's close. But we are trying 23 be proactive. The first time you hear about this 24 won't be at your renewal. That's the intention. 25 Not to minimize any of the incredible things</p>

<p style="text-align: right;">86</p> <p>1 happening at your school. We definitely want your 2 school to be better than your district all the time. 3 So we're very proud of you for getting there, too. 4 I would say, from my perspective in 5 listening to this, I would support an amendment 6 being proposed from the school to renegotiate some 7 of these mission goals. 8 And I would be open as to what the school 9 would think would be best. If it's -- if you really 10 feel like, "This assessment is not doing anything 11 positive for our school, like, it's not helping our 12 teachers inform their instruction, it's not helping 13 student track their progress, we're just doing it 14 for this mission goal, and it doesn't even make 15 sense for us," I would be open to, okay, well maybe 16 the assessment is not the right assessment. 17 But if this assessment is being used 18 internally, and it is informing your teachers in a 19 beneficial way, if the students are able to track 20 their data, and it's just the way in which we're 21 using it is being weird, and you'd rather switch 22 from proficiency to growth in hitting those growth 23 targets, I would be open to what that looks like. 24 But I would suggest the school propose 25 that as an amendment to us, and we can do a</p>	<p style="text-align: right;">88</p> <p>1 So I think that it's more fair to our students. 2 Having a student -- both my children were in special 3 education. I have had both students who have hit 4 proficiency at one point on the test and never done 5 it again. 6 And I think honoring that they hit 7 proficiency is important. Yeah, we want to hit 8 proficient the entire year. Of course, we do. We 9 want them to increase the entire year. For some 10 students, hitting that one time is a huge victory. 11 I think honoring that is appropriate, not just 12 because it makes our school better -- of course, I 13 like that -- but because we do have students who did 14 hit it two times and just missed it on the third 15 one. 16 And there are so many factors why a 17 student doesn't perform on a test. It's one moment, 18 one test, and it could have been a bad day. And 19 they don't get another shot at it. 20 So I think including the full cycle makes 21 more sense. 22 THE CHAIR: Yeah. I would suggest -- that 23 would be my suggestion is that you guys go back, 24 talk to your board, come up with some new mission 25 goals, and -- whatever that looks like, and then</p>
<p style="text-align: right;">87</p> <p>1 negotiation at that point and renegotiate the 2 mission goal starting for this next school year. I 3 know you only have two more years left on this 4 contract. You're kind of locked into this school 5 year with this. We don't have to keep repeating 6 things just for the sake of it when we can do 7 something about it. 8 MS. SARAH TARRIO: That's the definition 9 of crazy; right? 10 I think the test does do positive things. 11 We are showing growth. 12 Obviously, it is doing positive things. 13 The real question I have is do I include the 14 beginning, middle, and end data. 15 THE CHAIR: I think the way it is written, 16 it's those -- it says "at least will increase" -- so 17 there's an "or" in there. That maybe helps. I 18 don't know if it does or not, how often it helps. 19 But I think it is very clear that if 20 they're in the right -- that they're enrolled during 21 that full cycle, will achieve that passing, "or" 22 that they'll at least move up one level from 23 beginning to end of year. 24 MS. SARAH TARRIO: Right. That's the only 25 place where beginning and end-of-year are included.</p>	<p style="text-align: right;">89</p> <p>1 submit that as an amendment request to the PEC for 2 your contract. And I think we can do a negotiation 3 at that time would be my suggestion. 4 COMMISSIONER TAYLOR: I agree. And I 5 think that, you know, time is of the essence, 6 obviously because you want to have it in place by 7 next year; right? 8 MS. SARAH TARRIO: Yes. 9 COMMISSIONER TAYLOR: All right. I'm 10 ready to make motion. 11 SECRETARY CARRILLO: So thank you very 12 much for being here today. And, you know, it's 13 funny. It's totally unrelated to this, by the way. 14 But I go to so much sports. But it's always Demon 15 sports. But I need to include McCurdy Bobcat 16 sports. Sometimes it's challenging days, but I 17 just -- it would be so fun. 18 MS. SARAH TARRIO: Yes. Please do. 19 SECRETARY CARRILLO: Do you go to most of 20 those events? 21 MS. SARAH TARRIO: A member of the 22 administration goes to all of events. I go to a 23 third of them. 24 SECRETARY CARRILLO: So proficiency and 25 growth. I've always -- you know, there's -- it's a</p>

90	<p>1 balance; right? And so if a school is focusing 2 mostly on growth only, and their proficiency scores 3 are really in the cellar, I'm going to want to focus 4 a lot on the proficiency. So going from -- you 5 know, you're not in this situation -- but schools 6 that maybe are 5 percent in math and whatever. 7 Yeah. So you grew to 10. That's really wonderful, 8 but you're still a 10. So let's, like, live in the 9 real world.</p> <p>10 But I do want to absolutely acknowledge 11 the growth of the students and how well you're 12 doing. And I would agree with Ms. Burt. And I see 13 that we're changing the language of this motion to 14 include the amendment relative to the mission goal.</p> <p>15 THE CHAIR: Commissioner Beck.</p> <p>16 COMMISSIONER BECK: Yeah. And when we go 17 through the contract negotiations, we always talk 18 about that if the mission goal is not working out 19 for some reason, other than the idea that you're 20 improving your students, you're improving your 21 outcomes, that you can come back, and, you know, we 22 listen to you, and we get it.</p> <p>23 So your -- your position is -- is super 24 logical. And, most important, it's real 25 student-focused, which is really one of our five</p>	92	<p>1 SECRETARY CARRILLO: Commissioner Manis. 2 COMMISSIONER MANIS: Yes. 3 SECRETARY CARRILLO: Commissioner Beck. 4 COMMISSIONER BECK: Yes. 5 SECRETARY CARRILLO: Commissioner Burt. 6 THE CHAIR: Yes. 7 SECRETARY CARRILLO: And Secretary votes 8 yes. 9 And Commissioner Obenshain. 10 COMMISSIONER OBENSHAIN: Yes. 11 SECRETARY CARRILLO: And -- I didn't miss 12 anybody, did I? 13 COMMISSIONER INGHAM: Me. Yes. 14 SECRETARY CARRILLO: And Commissioner 15 Ingham, yes. That's eight-zero. 16 THE CHAIR: All right. We're going to go 17 ahead and take a quick break until 11:00 a.m. 18 (Recess taken, 10:47 a.m. to 11:00 a.m.) 19 THE CHAIR: All right. We're going to go 20 ahead and get started back with Item 7.e., 21 New America School-Las Cruces. 22 Director Chavez. 23 DIRECTOR CORINA CHAVEZ: Yes, Chair Burt, 24 Commissioners. 25 New America School-Las Cruces is -- we</p>
91	<p>1 values. And so, yeah, I would be fully in support 2 of that, to amending what your current mission goal 3 is, for sure.</p> <p>4 MS. SARAH TARRIO: Thank you.</p> <p>5 THE CHAIR: Commissioner Taylor.</p> <p>6 COMMISSIONER TAYLOR: I move that McCurdy 7 Charter School continue to address the uncorrected 8 unsatisfactory performance through the annual report 9 review process and to show improvement in the next 10 annual report, and that the school provide an 11 amendment to request a renegotiation of the mission 12 goal.</p> <p>13 COMMISSIONER OBENSHAIN: Second.</p> <p>14 THE CHAIR: Thank you. There's a motion, 15 and a second from Commissioner Obenshain. Any 16 comment on the motion? 17 (No response.) 18 THE CHAIR: All right. Seeing none, 19 Secretary Carrillo, if you could call roll. 20 SECRETARY CARRILLO: Yes. 21 Commissioner Brauer. 22 COMMISSIONER BRAUER: Yes. 23 SECRETARY CARRILLO: And Commissioner 24 Taylor. 25 COMMISSIONER TAYLOR: Yes.</p>	93	<p>1 actually have the director, Margarita Porter. And 2 her assistant is online, and should be promoted. 3 She'll let you know who that is in a minute. 4 For Commissioners, this is to address 5 Indicators 1.b., the state assessment requirements, 6 and 3.c, staff credentialing. 7 MS. MARGARITA PORTER: Great. Thank you. 8 Good morning, Madam Chair. And I'm Margarita 9 Porter. M-a-r-g-a-r-i-t-a. The last name is 10 Porter, P-o-r-t-e-r. 11 My assistant principal is on the line from 12 Las Cruces. That is Christina Montoya. Do I need 13 to spell her name also? 14 THE REPORTER: You don't need to. 15 MS. MARGARITA PORTER: Thank you. And the 16 two areas that I will be addressing are, first, the 17 state funding -- excuse me -- state assessment 18 requirements. 19 So New America is a recovery school, and 20 we do serve students who are nontraditional, 21 students who have had a break in their educational 22 progress. And so we currently -- the year prior, we 23 were at 64 percent attendance rate for our SAT 24 students. And then we did increase to 25 72 percent attendance rate during SAT testing. And</p>

<p style="text-align: right;">94</p> <p>1 so we have a couple of things in place to support 2 that increase.</p> <p>3 We did pull the junior list of all the 4 juniors who need a test. And for this year, we have 5 42. So in order to make the 95 percent attendance 6 rate, only two students can miss; right? But we 7 do -- we did apply for the PEC mini-grant. And we 8 were awarded the \$10,000. And we are going to -- 9 we've been working with the SWREC, the REC, and 10 Director Corina to identify ways that we can 11 incentivize.</p> <p>12 We had thought, in our original request, 13 that we could give them gift cards, and it would be 14 to clothing stores; right? "You show up to test, 15 this is what you're going to get."</p> <p>16 It was denied by Procurement. So we went 17 back to see how we can incentivize.</p> <p>18 So we are currently working with -- my 19 assistant and I are currently working with the list 20 of students who are on the list, what would 21 incentivize them to show up with not gift cards, but 22 other ways of bringing them into the school and 23 making sure that they test.</p> <p>24 So that is one way that we're working to 25 increase our participation rate.</p>	<p style="text-align: right;">96</p> <p>1 them to clear up the errors.</p> <p>2 Now, moving forward, I don't see -- I 3 don't perceive any staffing changes. So that should 4 remain clear until July when we come back into 5 session.</p> <p>6 So any questions?</p> <p>7 THE CHAIR: Thank you. 8 Commissioners, any questions? 9 Commissioner Obenshain.</p> <p>10 COMMISSIONER OBENSHAIN: Congratulations 11 on that growth. I think that's awesome. I think 12 that's a challenge, definitely, with your 13 population.</p> <p>14 I'm just curious why you can't give gift 15 cards out.</p> <p>16 MS. MARGARITA PORTER: Do you want to 17 answer that? It was a surprise to us, because we 18 were ready for that, and then they paused us.</p> <p>19 COMMISSIONER OBENSHAIN: Sure. Director 20 Chavez.</p> <p>21 DIRECTOR CORINA CHAVEZ: Commissioner 22 Obenshain, we consulted with the procurement people 23 at the PED, and it was determined that that would 24 violate the anti-donation clause. So there are 25 other incentives that are made allowable, but not</p>
<p style="text-align: right;">95</p> <p>1 Of course, calls, letters, texts, how do 2 we make sure that students are indeed showing up. 3 And then as a staff, we decided that we would make 4 breakfast for our students so they would actually 5 see us in aprons and come in and let's make 6 breakfast burritos so you're ready to go at 10:00. 7 So all of our staff will be participating in that to 8 hopefully increase that 72 percent.</p> <p>9 The second item that we are working on is 10 state credentialing.</p> <p>11 I did submit -- I don't know if that was 12 in the packets. I did submit a clean, I guess, 13 report from S.T.A.R.S. and Nova that we currently 14 have no discrepancies or no errors on that list. 15 Previously, we had an alternative licensure teacher 16 who didn't have their license in hand. And last 17 year, we had a CTE teacher who had his sub license 18 but didn't meet the requirement to be a CTE teacher. 19 So that was the second -- two discrepancies two 20 years in a row.</p> <p>21 And so we're going to continue to work 22 with JMP Academy to make sure that our report is 23 clear, if we identify any teachers moving forward 24 that are inappropriately licensed or a sub or 25 whatever the case may be, that we will work with</p>	<p style="text-align: right;">97</p> <p>1 gift cards.</p> <p>2 COMMISSIONER OBENSHAIN: Thank you.</p> <p>3 THE CHAIR: Any other -- any other 4 questions from Commissioners? 5 You have your mouth full. Okay. 6 Go ahead, Commissioner Obenshain.</p> <p>7 COMMISSIONER OBENSHAIN: I guess the 8 challenge with regard to the licensure issue, I know 9 that we have had, in my previous experience, 10 challenges with certain positions hiring, either 11 because of the lack of credentialed individuals, we 12 have put in long-term subs, knowing that that was 13 the situation, but being very clear about, you know, 14 "We're aware that this is a sub license, but we have 15 exhausted our opportunities as many times as we 16 could to try and get a certified licensed teacher in 17 that area."</p> <p>18 Do you find that kind of a challenge in 19 Las Cruces? Or -- I would just imagine -- because I 20 found it in Albuquerque, so I imagine Las Cruces 21 might have a challenge as well.</p> <p>22 MS. MARGARITA PORTER: Yes. So that was 23 one of the errors we had is one of our long-term 24 subs was placed in a CTE program. Because we're 25 building our CTE program. So it was -- we were --</p>

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1 our students wanted media; right? So that's where
 2 we had a hard time linking, and then showing up on
 3 these reports.
 4 But, yes, we're having a hard time. Last
 5 year was difficult. We had a lot of turnover,
 6 teachers going to a different school district within
 7 the Dona Ana County, basic- -- one left for family.
 8 Another one left for a coaching position.
 9 So we did have those errors last year with
 10 teachers leaving in the middle of the year. So we
 11 did have to fill those positions with subs.
 12 And, again, it comes up on these -- on
 13 those reports. And so -- and it's -- I know that I
 14 will take ownership of working with my S.T.A.R.S.
 15 person -- or now, it's Nova -- making sure that they
 16 know how to tag them, what they should be identified
 17 there.
 18 But now, because of the visits, now we're
 19 aware of the reports, and now I can work closely
 20 with JMP, and then with my person on site to make
 21 sure that those are clear.
 22 COMMISSIONER OBENSHAIN: Just for
 23 clarification, what is JMP?
 24 MS. MARICELA RINCON: JMP is Dr. Jennifer
 25 Peña, an academy that helps with S.T.A.R.S., with

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1 Nova. They also work with special ed reports. So
 2 anything that they -- that we have -- need support
 3 with, S.T.A.R.S. or Nova, they're the ones who we go
 4 to to help us.
 5 COMMISSIONER OBENSHAIN: Thank you.
 6 THE CHAIR: Commissioner Carrillo.
 7 SECRETARY CARRILLO: So, Ms. Porter, I was
 8 hearing you say, when we were talking about
 9 incentivizing attendance and things like that -- so
 10 attendance is one of the biggest concerns; is that
 11 correct?
 12 MS. MARGARITA PORTER: Yes. And that's
 13 where we -- attendance during the SAT, that's where
 14 we're falling behind.
 15 SECRETARY CARRILLO: So I just have a --
 16 who doesn't like a good gift card, especially if
 17 it's to a really great restaurant or to Target or
 18 whatever? But I just have a really hard time, like,
 19 here, "We're going to give you this if you go take
 20 your SAT. But just take your SAT because you need
 21 to take your SAT." You know, there's relevance to
 22 this.
 23 So in terms of, like, the special projects
 24 program, I would -- because I know you're revising
 25 that because Procurement said no -- whatever kind of

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1 professional development or -- I don't have an
 2 answer for attendance in this state. All the states
 3 in the country have a problem. I just have a
 4 challenge with the idea of giving somebody something
 5 to have a -- a desired behavior.
 6 MS. MARGARITA PORTER: Well -- and given
 7 our population, they're very disenfranchised.
 8 They're not seen. "So why should I" -- and this is
 9 what we see, the theme amongst our students -- is,
 10 "Why should I come take a test if I'm, you know, I
 11 don't plan on going to college, I don't plan..." --
 12 so for our students, there's not an intrinsic need
 13 to take the SAT; right?
 14 And it's always been -- SAT has always
 15 been tied to college; right? And now it became a
 16 state requirement. Our students -- it -- we have to
 17 give them something, because, for our students, it's
 18 more important for me to, "Yes, I come to school."
 19 But if, on SAT day, I have my boss call me to work
 20 at McDonald's from 8:00 to 12:00, I have to do that
 21 versus a test.
 22 So with our population, we really have to
 23 get creative and give -- have them know that it's --
 24 yes, it's important for graduation. But because
 25 it's that important, we're going to give you a

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1 little something to make it worth your time.
 2 SECRETARY CARRILLO: And I can completely
 3 understand someone that's not necessarily
 4 college-bound saying, "Why do I need to spend the
 5 entire morning doing this, when I..." -- whatever it
 6 is they're working on. So it's a challenge. And
 7 I -- but I just wanted to -- I understand the
 8 challenge you're going through.
 9 Attendance, otherwise, not just the SAT,
 10 is pretty --
 11 MS. MARGARITA PORTER: We're increasing
 12 our attendance on the Vistas. Previous year, we
 13 were at students attending 90 percent of the time,
 14 because that's what they report on. We were at
 15 31 percent, and now we moved up to 38 percent.
 16 Since then we have -- in November, we
 17 hired a -- an attendance interventionist, because
 18 the governing board is also very aware of our low
 19 attendance rate. And so we -- she's come in. We
 20 have the data that shows that we have improved, that
 21 we are improving for our daily attendance.
 22 But, yes, many of our students are, like,
 23 "Miss, I have to work to help my family."
 24 Last week, we had a senior who is going to
 25 graduate, I believe, in June. His dad came in and

102	<p>1 said, "I need for him to work." So his dad went 2 through him; right? 3 So those are -- and we can beg and -- but 4 they cannot see the long-term goal if they need 5 money right now. 6 And so, again, we can't save those 7 students. We can't keep them, because working -- 8 and dad came in. It wasn't the student who came in; 9 it was the dad coming in and saying "I need to 10 withdraw him because I need for him to work." 11 THE CHAIR: Before we continue, attendance 12 for this school is not our concern. So I do want to 13 make sure we keep to -- 14 SECRETARY CARRILLO: That'll be all. 15 That's just a heartbreaking story. 16 MS. MARGARITA PORTER: I can share lots of 17 them, yeah. So, yes, when we came in with the 18 grant, that's -- that's -- that's what we have to 19 look at is what our students want and what will get 20 them to come to school and see the importance of 21 this. 22 THE CHAIR: Are you -- 23 COMMISSIONER OBENSHAIN: I wonder, 24 Commissioner Carrillo, if you ever got a gold star 25 on any homework you ever got. That's positive</p>	104	<p>1 the idea of a gift card or whatever. But I'm 2 curious, because sometimes -- 3 THE CHAIR: I want to make sure it's 4 germane to what we're talking ant. 5 SECRETARY CARRILLO: It is, because -- 6 Procurement -- maybe -- it's a good question that 7 everybody should hear. 8 THE CHAIR: But only if we talk about it 9 offline or another item. But let's do keep it to 10 what we're here for on this item. 11 SECRETARY CARRILLO: Recredentialing and 12 gift cards. It's easier to say, "I'm sorry, I got 13 permission," that kind of thing. Okay. Okay. 14 MS. MARGARITA PORTER: Then it would 15 probably have turned into an audit finding, and then 16 I would be up here again for a different reason. 17 THE CHAIR: Okay. I don't see any other 18 Commissioner questions. 19 If there's anyone that would like to make 20 a motion or -- I will, if nobody raises their hand 21 right away. 22 Commissioner Obenshain. 23 COMMISSIONER OBENSHAIN: I move that 24 New America School-Las Cruces continue to address 25 the uncorrected unsatisfactory performance due to</p>
103	<p>1 reinforcement. 2 SECRETARY CARRILLO: Actually, no, I never 3 received a gold star. 4 THE CHAIR: That makes a lot of sense. 5 SECRETARY CARRILLO: I got the occasional 6 gold star, especially for attendance. 7 THE CHAIR: Commissioner Ingham. 8 COMMISSIONER INGHAM: I'm going to say 9 food is a really good motivator. And I think your 10 idea of, you know, doing your -- your buy-in by 11 having your teachers there is really, really 12 positive to me. 13 I just -- I guess if that's -- if that's 14 the place that gets their heart, I know when I go to 15 church, our church is attended because we have 16 people that come and bring food for fellowship 17 afterwards. And a lot of people come because that's 18 there. So I do appreciate what you're doing. And I 19 think that's probably one of the best opportunities 20 you have. So well done. 21 MS. MARGARITA PORTER: Thank you. That 22 came from staff. 23 THE CHAIR: Commissioner Carrillo. 24 SECRETARY CARRILLO: This is more of a 25 legal question. I know that Procurement says no to</p>	105	<p>1 the annual report review process and show 2 improvement in the next annual report. 3 COMMISSIONER TAYLOR: Second. 4 THE CHAIR: Thank you. There's a motion 5 by Commissioner Obenshain, a second by Commissioner 6 Taylor. 7 Any comments on the motion? 8 (No response.) 9 THE CHAIR: Seeing none, if you could take 10 roll, Secretary Carrillo. 11 SECRETARY CARRILLO: All-righty. 12 Commissioner Taylor. 13 COMMISSIONER TAYLOR: Yes. 14 SECRETARY CARRILLO: Commissioner 15 Obenshain. 16 COMMISSIONER OBENSHAIN: Yes. 17 SECRETARY CARRILLO: Secretary votes yes. 18 Commissioner Brauer. 19 COMMISSIONER BRAUER: Yes. 20 SECRETARY CARRILLO: Chair Burt. 21 THE CHAIR: Yes. 22 SECRETARY CARRILLO: Commissioner Ingham. 23 COMMISSIONER INGHAM: Yes. 24 SECRETARY CARRILLO: Commissioner Manis. 25 COMMISSIONER MANIS: Yes.</p>

<p style="text-align: right;">106</p> <p>1 SECRETARY CARRILLO: Commissioner Beck. 2 COMMISSIONER BECK: Yes. 3 SECRETARY CARRILLO: Passes, eight-zero. 4 THE CHAIR: Thank you. And thank you, 5 Ms. Porter. 6 MS. MARGARITA PORTER: Thank you. 7 SECRETARY CARRILLO: Thanks, Ms. Porter, 8 for coming up. You guys have a safe trip home. 9 THE CHAIR: That will bring us to Item 10 7.f., which is Six Directions Indigenous School. I 11 will pass it over to Director Chavez and let the 12 school folks come up to the front as well. 13 DIRECTOR CORINA CHAVEZ: Thank you, Chair 14 Burt, Commissioners, for Six Directions, you have 15 asked them to come forward to speak about the low 16 proficiency in math, low graduation rates, and 17 indicator 3.c, staff credentialing. There is an 18 item in your materials, item 7.f., that I can share. 19 And I will now ask the school representatives to 20 come forward. 21 (Vice-Chair Gipson re-enters the meeting.) 22 THE CHAIR: That's okay. Go ahead. We'll 23 stick with you all. 24 MS. REBECCA NIIHA: This is Rebecca 25 Niiha -- R-e-b-e-c-c-a N-i-i-h-a -- head</p>	<p style="text-align: right;">108</p> <p>1 track right now. 2 Then, with regard to staff credentialing, 3 we could go to that next chart that has the staff 4 credentials. Very good. 5 MS. REBECCA NIIHA: These are all of our 6 licensed staff members. Every staff member is 7 licensed in our school. I do believe that the staff 8 credentialing, at least for the Nova, was because of 9 the EP hours with the EPP program, which was 10 requiring because -- the way that the hours were 11 showing for the last two years, from 2021 to -- the 12 '22-'23 school year and '23-'24 -- was that the EP 13 was under the understanding that ELA was also 14 needing to have a TESOL endorsement. And it was 15 showing up that that was the requirement, despite it 16 being a regular ELA classroom. 17 So that got corrected by Carlos Avila by 18 June -- the last month of fiscal year 2024. 19 MR. DANIEL IVEY-SOTO: The third issue 20 being math, we do have the updated Vistas report. 21 It's -- Six Directions is on the right side. The 22 state is on the left side. You can see the bars, 23 where we're actually exceeding these days from where 24 the state is. Go ahead. 25 MS. REBECCA NIIHA: So the story of</p>
<p style="text-align: right;">107</p> <p>1 administrator for Six Direction Indigenous School. 2 MR. DANIEL IVEY-SOTO: And my name is 3 Daniel Ivey-Soto. Standard spelling, Daniel. 4 Standard spelling, Ivey-Soto. 5 THE CHAIR: Okay. Go ahead. 6 MR. DANIEL IVEY-SOTO: So we are here 7 today on three issues that we were noticed about. 8 One, low proficiency in math; second, low graduation 9 rates; and third, staff credentialing. 10 We have submitted -- and if we could have 11 it pulled up on the screen, please -- we have 12 submitted a response. 13 And let me first -- let me let Rebecca go 14 ahead and get us through those. 15 MS. REBECCA NIIHA: So Six Directions 16 Indigenous School was a school that added on a grade 17 a year since its inception. We've had three 18 graduating classes. The disaggregated data for 19 those graduating classes are here. 20 Our first class, we had four. Our second 21 class, we had some students not able to graduate 22 within that year, but did graduate in that following 23 class, which was the '23-'24. And this year, we 24 have 12 seniors on schedule to graduate. 25 MR. DANIEL IVEY-SOTO: And they're all on</p>	<p style="text-align: right;">109</p> <p>1 Six Directions, when I entered, I came before the 2 Commission when I was about to be instated as a head 3 administrator. You heard the background of me. 4 When I entered, we were actually at a 5 three-year cycle for a needs assessment update. So 6 I had to do the past three years analysis in order 7 to inform PED of the three years requirement. For 8 the past three years, Six Directions had made 9 negative 80 percent growth in ELA and 14 percent 10 growth in math over that time. 11 When I entered -- at the bottom of the 12 screen last year was -- the math entrance was 13 about -- I think it was about 6 percent proficient 14 at the next graph. 15 MR. DANIEL IVEY-SOTO: Next graph. Okay. 16 MS. REBECCA NIIHA: This one. And so this 17 is, like, internal and NWEA data. I know that for 18 math, in the high-stakes testing, we were graded 19 from eighth grade and eleventh grade. There's a 20 formula attached to it and everything. 21 I know that the performance, it's changed 22 from last year to this year with the Vistas. But, 23 internally, this is what we're tracking. If you 24 scroll down a little bit, too, there was the math 25 growth.</p>

<p style="text-align: right;">110</p> <p>1 MR. DANIEL IVEY-SOTO: We're looking at 2 the green camera. 3 MS. REBECCA NIIHA: Yeah. So entering 4 from end of year 2023, May, is the very first 5 bubble. And then the second bubble is actually 6 after six weeks. And during this time, it was -- 7 students were experiencing being taught on a laptop 8 with a licensed teacher in front of them. 9 And so this, actually, was a point of 10 contention with students when they recognized their 11 data -- and if you scroll down, you see the ELA 12 proficiency was at, like, 90 percent growth within 13 that first six weeks. 14 And so their point was, "If we are the 15 same body of students, and we all took the same 16 test, why are we able to excel in this test and not 17 on the other test. This is not our fault." 18 And they walked out of the school, and 19 they held a protest, and they said, "We are not 20 listening until our parents pick us up or until our 21 teachers listen." 22 They sat in a circle. They gave speeches 23 about what they felt should be true after hearing 24 the mission statement. And so that informs, if you 25 go back up, the practices of staff after that were</p>	<p style="text-align: right;">112</p> <p>1 do next? How do we improve? How do we get to 2 excellence?" 3 It's really quite impressive what's 4 happening right now. 5 But with regard to the specific issues 6 that bring us before the Commission today, all of 7 these, we've actually been addressing, and are 8 meeting or exceeding where we should be. That's it. 9 THE CHAIR: All right. Thank you. All 10 right. We'll go to Commissioner questions. 11 Commissioner Obenshain. 12 COMMISSIONER OBENSHAIN: Yeah. I'm amazed 13 that you have kids who are walking out and 14 protesting the results of an assessment. That's 15 impressive. That means there's definitely a culture 16 of importance in valuing education. So I appreciate 17 that. 18 I guess I'm having a hard time 19 understanding the graphs. So if you could just walk 20 me through -- in the -- I'm looking at the math 21 growth and -- 22 MR. DANIEL IVEY-SOTO: Is that the one 23 where the green goes really green? 24 COMMISSIONER OBENSHAIN: Where it goes 25 from the maroon to the big green, like, is that</p>
<p style="text-align: right;">111</p> <p>1 having to go back to what -- it was reciprocal. It 2 was in relationship with each other and with the 3 leadership. 4 The goal, which was to have almost like a 5 (incomprehensible) -- but all of that to say, that 6 is what happened last year with math. 7 I did lean into low proficiencies, I 8 think, on that Vistas report. Because of the staff 9 having to leave, we had to use a long-term sub. 10 Then we had to put additional coaching on them. 11 But it's also a story about Six Directions 12 and one of the exceptions for why they behave the 13 way they do this year and last year, for students. 14 MR. DANIEL IVEY-SOTO: As we have been 15 solidifying our leadership at the school, Becca is a 16 key component of that. Quite candidly, even though 17 much of this predates the change in board as well, 18 you're seeing significant changes at Six Directions 19 and you're going to continue to see those changes be 20 dramatically at Six Directions. 21 I was telling Ms. Barnes that as much as 22 she knows how much energy I have, I can't keep up 23 with the board of this school anymore. They're 24 always doing something and working and saying, 25 "Where are we on the dashboard? What do we need to</p>	<p style="text-align: right;">113</p> <p>1 just -- looks like from October '23 to February '24, 2 yeah, that one right there. So that means that 3 little sliver of green was the growth in that 4 instance, and then the next instance, February 2024, 5 it's that huge jump? I mean, like, we're talking -- 6 MR. DANIEL IVEY-SOTO: Yeah. 7 COMMISSIONER OBENSHAIN: -- astronomical 8 growth there. Is that what I'm looking? Is that 9 what I'm actually seeing? 10 MS. REBECCA NIIHA: That's accurate. 11 COMMISSIONER OBENSHAIN: Wow. 12 MS. REBECCA NIIHA: It's growth, even 13 though -- the proficiency rate is at the above 14 bubble. So they kind of go together. You have to 15 see the proficiencies. But underneath, understand 16 the growth within those over time as the year -- 17 MR. DANIEL IVEY-SOTO: Part of what you're 18 seeing also is -- in the first pie chart -- is kind 19 of why bother? The second pie chart, we don't -- we 20 don't trust this, which, by the way, I was also very 21 impressed when the students walked out. They didn't 22 just leave campus. They stayed until their parents 23 picked them up or until the teachers started 24 listening; right? They did it right. 25 But then what you see in the last two are</p>

<p style="text-align: right;">114</p> <p>1 the students basically saying, "Okay. We're 2 committed to this now. And we recognize that we, at 3 the school, everyone is in this together and that 4 this matters." 5 COMMISSIONER OBENSHAIN: Right. 6 THE CHAIR: All right. Thank you. 7 Commissioner Beck. 8 COMMISSIONER BECK: Yeah. Do me a favor 9 and scroll up to that -- to the Vistas. Yeah, right 10 there. 11 Am I right in saying that -- that the 12 median growth in fourth through eighth, you're in 13 the 22nd percentile because you're the orange; is 14 that correct? 15 MS. REBECCA NIIHA: Yes. 16 COMMISSIONER BECK: Okay. That's what I 17 thought. Because I thought I heard you say that you 18 were excelling far and away above the state 19 averages. And that's not what this is showing; 20 correct? 21 MS. REBECCA NIIHA: Correct. We're the 22 orange, and the State is the blue. 23 COMMISSIONER BECK: Yeah. Obviously, 24 you're working really hard and super focused on 25 this. And you have a lot of company across the</p>	<p style="text-align: right;">116</p> <p>1 moment. That skill set was being developed in them 2 and that thought process. 3 And that's -- you know, it can be 4 difficult as a head administrator to deal with those 5 moments. But, you know, the pride in students being 6 able to stand up for themselves and communicate 7 that, and it not being just about them but about the 8 entire student body and community, that's -- that 9 says a lot. 10 I think Commissioner Brauer and I were the 11 only ones that were in the room when the school 12 was -- the community input hearing in the school. 13 So it's been a journey. And it hasn't been the 14 easiest journey. But I think those scars have 15 helped you get to where you are today. 16 And, wow, really appreciate what your 17 board is now doing, 'cause those conversations -- 18 you know, I'm glad they're giving him a hard time, 19 you know. So just really thank you. 20 THE CHAIR: Commissioner Ingham. 21 COMMISSIONER INGHAM: Yeah. I just wanted 22 to know if the parents came and picked them up or if 23 they came and joined the protest. 24 MS. REBECCA NIIHA: The students brought 25 the staff all in, and they all sat in a circle, and</p>
<p style="text-align: right;">115</p> <p>1 state in -- as Secretary Carrillo and I have talked 2 about multiple times, that we have a real problem 3 with math overall. And that's -- that's a real 4 challenge that the whole state has to deal with. 5 But it's great that you guys are really laser 6 focused on that and working hard on that. 7 And I concur with Commissioner Obenshain's 8 ideas that that's wonderful that your kids would 9 care that much that they would take it upon 10 themselves to use that level of communication in 11 terms of communicating to the staff that they 12 weren't satisfied. So that was pretty neat. 13 THE CHAIR: Commissioner Gipson. 14 VICE CHAIR GIPSON: Thanks. And welcome 15 back. I just want to say thank you. You know, this 16 is -- you know, we had such tremendous hopes when 17 you were coming on as that new head administrator. 18 And it may have been a bumpy road to get us back 19 here today. 20 But -- and I am -- I walked a picket line 21 with my dad when I was three years old. So protest 22 is in my DNA. So I appreciate you giving students 23 that space and listening to them for them to be able 24 to do that, because they just didn't develop that 25 organizing and standing up for themselves at that</p>	<p style="text-align: right;">117</p> <p>1 then parents came, too, to -- they were informed. 2 The students told them. But the parents had their 3 back and said whatever -- they had to understand it, 4 I think, more. And then that's kind of informed the 5 entirety trajectory, especially of this year, too, 6 why students are so organized at Six Directions. 7 COMMISSIONER INGHAM: I just think if that 8 was my child, I'd be hugely, hugely prideful that my 9 kid was making a statement about their own 10 education. And I remember seeing some of those 11 kids. I'm just so impressed. I just want to tell 12 you that you have a very unique group and that that 13 is a -- they're going to make a difference in the 14 future. So just wanted to say how much I appreciate 15 that group of students. 16 THE CHAIR: I'll just echo what everyone 17 else has said, honestly. Thank you for providing 18 the data you did, because, you know, we are looking 19 in the rearview mirror all the time with this 20 school. So all we have is the old stuff. 21 So for you to be able to provide internal 22 assessments, that is an insane turnaround. Like, 23 what a great -- and to know that it was initiated by 24 students saying they were not receiving the 25 education they deserved, ah, just like -- I think</p>

<p style="text-align: right;">118</p> <p>1 I'm going to talk about that probably until I'm like 2 almost dead.</p> <p>3 "There was this school I oversaw. And 4 those students, you should have seen."</p> <p>5 I will never stop talking about them, 6 because it really -- it's special. And they are -- 7 like, how special are those kids. Incredible, and 8 grateful once again to you as the leader, instead 9 of, you know, coming up against it with adversity, 10 you know, "Get in your place," for you to welcome 11 that and be, like, "You know what? Maybe they have 12 something to say. Maybe we should listen." So 13 grateful for that leadership as well.</p> <p>14 From the data you were able to provide, it 15 makes it easy for me to see that those items -- I 16 imagine you -- definitely growing even on the state 17 assessment with the kind of change in data in NWEA, 18 I hope that that does reflect differently in your 19 state assessments as well. Just the change in 20 instruction sounds like it made sense.</p> <p>21 And you have data to support that it was a 22 good decision to get away from the computer, you 23 know, having laptops being the primary form of 24 instruction instead of staff as well.</p> <p>25 So I would definitely support just</p>	<p style="text-align: right;">120</p> <p>1 supposed to work is people give pressure, and then 2 people behave off of that pressure.</p> <p>3 So I hope that continues, you know. I 4 hope no adults in that school ever sit back and are 5 like, "Oh, I'm good today," you know. I hope 6 they're all a little worried all the time, you know, 7 like, "I don't know what's going to come up for me 8 next."</p> <p>9 I do just want to -- once again, I'm 10 incredibly proud of the students at the school, 11 grateful for the leadership embracing the power of 12 the students. And, really, I'm not surprised that 13 the data is going to flow, because they're choosing 14 it. You know, they're choosing it. They want it 15 for themselves.</p> <p>16 So what a special opportunity that you get 17 to be a part of and get to see the next phase of the 18 school move forward. So I'm really excited. I love 19 talking about your students. They're incredible. 20 They're just amazing, and happy to support this plan 21 moving forward based off of the actions you've 22 already taken.</p> <p>23 Commissioner Carrillo. 24 SECRETARY CARRILLO: Echoing everything 25 that's been said. Very impressed. Curious. So it</p>
<p style="text-align: right;">119</p> <p>1 continuing to monitor this through your annual 2 reports. I expect annual reports to get better and 3 better over time for this school. And I kind of 4 want to give you guys the space to have the time to 5 get there, continue making the growth, continue 6 making the gains, continue focusing on the students.</p> <p>7 I'm glad that the board is being so 8 active. I would say if I was one of your new board 9 members, I would want to come in and be really 10 active, because I don't want the kids protesting me 11 next.</p> <p>12 Honestly. In all honesty, that is how 13 appointed people, elected people, that is how they 14 behave differently is when there is attention, when 15 there are people taking a look and making a stand on 16 what actions are being done by leadership. That is 17 what makes a difference.</p> <p>18 So your students are being the most 19 democratic people in this country by putting 20 pressure on the people making the decision. And 21 that's usually what increases accountability and 22 efficiency and competency is when people are 23 actually watching the folks who are making the 24 decision. So it just gives me so much hope that 25 that system works, you know. Like, that's how it's</p>	<p style="text-align: right;">121</p> <p>1 was Major Sky and Maya were the first people I spoke 2 with. It was months and months ago as things were 3 really starting to crater. And admire their, just, 4 their -- not nerve -- just --</p> <p>5 THE CHAIR: Tenacity.</p> <p>6 SECRETARY CARRILLO: Tenacity and 7 resilience and desire, not just for themselves, but 8 for the school community and all the kids in the 9 community.</p> <p>10 Are they both seniors, Major Sky and Maya? 11 MS. REBECCA NIIHA: Yes.</p> <p>12 SECRETARY CARRILLO: What I'm thinking is, 13 these kinds of ideas and who they are in their 14 school, it really needs to be passed on. I hope a 15 lot of the younger kids have paid attention to the 16 power of protest and using one's voice. That's 17 going to be so relevant and useful to the rest of 18 their lives, this kind of success. Very impressive.</p> <p>19 THE CHAIR: Commissioner Obenshain. 20 COMMISSIONER OBENSHAIN: I do have a 21 little bit of a technical question about the 22 graduation rate. Because I looked at what you 23 provided. It said 100 percent, 80 percent, 24 100 percent. I'm wondering, in our situation, if 25 it's two times unsatisfactory uncorrected, did --</p>

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1 does that data not match up with the state data? Or
 2 do we know why that is the case?
 3 MS. REBECCA NIIHA: This our first time
 4 having graduation data, because you have to have so
 5 many years' worth of a cohort before it publishes.
 6 MR. DANIEL IVEY-SOTO: What we suspect
 7 happened, without knowing, is that -- is that the
 8 way that -- that graduation is calculated is a
 9 combination of the children who are at your school
 10 and the children who have been at your school. And
 11 so if we had students who had been at
 12 Six Directions, transferred to a different school
 13 and then did not graduate, that would reflect on our
 14 score without us having any control over it or even
 15 knowledge of it.
 16 COMMISSIONER OBENSHAIN: Okay. Yes.
 17 Thank you. I remember that situation. So if you --
 18 if you're coded, and they're in your school, and you
 19 code them as leaving, and they fail to graduate at
 20 whatever school they attend, it hits you in one of
 21 those cohort groups.
 22 MR. DANIEL IVEY-SOTO: That's correct.
 23 Just like a student who takes a high school
 24 equivalency exam early and then goes to college is
 25 actually coded as a non-graduating student; right?

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1 It's -- so --
 2 THE CHAIR: Along those same lines, have
 3 you had a conversation with the Priority Schools
 4 Bureau? Because I noted you are a CSI Grad from the
 5 data you put out.
 6 Has there been any connection with
 7 Priority Schools Bureau and what that looks like --
 8 what their expectations are? Have they been able to
 9 explain to you? From what I see, the -- the
 10 internal data you have is 100 or 80 percent. But
 11 the external data we have is 52.3 percent. So big
 12 difference.
 13 Are you -- have you been able to actually
 14 track down exactly where the discrepancies are?
 15 Like, do you know the root cause of where you got
 16 the 52 percent from?
 17 MS. REBECCA NIIHA: No. I just saw this
 18 data a couple of weeks ago for the first time.
 19 VICE CHAIR GIPSON: Oh, okay. So is it
 20 because they just got the CSI? Because if I'm
 21 correct, they meet several times a year with schools
 22 that do have the CSI designation. But because
 23 you've just received it, that hasn't started to take
 24 place yet.
 25 MR. DANIEL IVEY-SOTO: That is correct.

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1 VICE CHAIR GIPSON: Okay. Okay.
 2 MR. DANIEL IVEY-SOTO: Just like, also, we
 3 don't know what the effect will be of the two
 4 students in year two who graduated in year three.
 5 We're not sure how they will be ultimately coded,
 6 other than the fact that we know that we continued
 7 to work with those students and got them to the
 8 finish line.
 9 VICE CHAIR GIPSON: It's a ridiculous
 10 system.
 11 MR. DANIEL IVEY-SOTO: Yeah.
 12 VICE CHAIR GIPSON: It's like holding me
 13 accountable for my neighbor not paying their taxes.
 14 Who does that, you know?
 15 THE CHAIR: Okay. Any other questions?
 16 (No response.)
 17 THE CHAIR: Okay. I'll make a motion.
 18 All right. I move that Six Directions Indigenous
 19 School continue to address uncorrected
 20 unsatisfactory performance through the annual report
 21 review process and show improvement in the next
 22 annual report.
 23 COMMISSIONER TAYLOR: Second.
 24 THE CHAIR: Any comments or questions on
 25 the motion?

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1 (No response.)
 2 THE CHAIR: Okay. Seeing none, if you
 3 could call roll.
 4 SECRETARY CARRILLO: Yes, I can.
 5 Commissioner Gipson.
 6 VICE CHAIR GIPSON: Yes.
 7 SECRETARY CARRILLO: And then Commissioner
 8 Taylor.
 9 COMMISSIONER TAYLOR: Yes.
 10 SECRETARY CARRILLO: Commissioner
 11 Obenshain.
 12 COMMISSIONER OBENSHAIN: Yes.
 13 SECRETARY CARRILLO: Secretary votes yes.
 14 Commissioner Manis.
 15 COMMISSIONER MANIS: Yes.
 16 SECRETARY CARRILLO: Commissioner Beck.
 17 COMMISSIONER BECK: Yes.
 18 SECRETARY CARRILLO: Commissioner Ingham.
 19 COMMISSIONER INGHAM: Yes. And I think a
 20 documentary is in order.
 21 SECRETARY CARRILLO: There you go.
 22 And Chair Burt.
 23 THE CHAIR: Yes.
 24 SECRETARY CARRILLO: And I understand that
 25 Commissioner Brauer had to step away.

126	<p>1 Okay. Yeah. All right. So that passes, 2 eight-zero.</p> <p>3 THE CHAIR: Thank you. And I want to 4 correct myself real quick. You did not receive the 5 CSI designation. I was thinking about the next 6 school. It was just low graduation rate. It wasn't 7 that you had actually had a CSI designation. So I 8 apologize for that.</p> <p>9 MS. REBECCA NIIHA: Thank you.</p> <p>10 THE CHAIR: Thank you.</p> <p>11 All right. Next will be Item g., 12 Vista Grande High School.</p> <p>13 DIRECTOR CORINA CHAVEZ: Commissioners, we 14 have the head administrator and the governing board 15 chair with you today. They submitted a document, 16 and they're here to discuss Vistas designation of 17 CSI Graduation and low participation rates, as 18 identified in the '23-'24 annual report.</p> <p>19 MR. JIM SMITH: Hello, everybody. Thank 20 you for having us. Jim Smith. J-i-m S-m-i-t-h. 21 Consistency. And I am here on behalf of 22 Vista Grande High School up in Taos, New Mexico. 23 I'm new to the position. So I am --</p> <p>24 THE CHAIR: Mr. Smith, if you could move 25 away from your mic just a little bit. It's, like,</p>	128	<p>1 graduation designation and just, like, evaluating 2 where we're at as a school, what systems are in 3 place, seeing that we needed to really focus in not 4 on just building systems, but on strengthening our 5 organizational cultures with our students and with 6 our staff.</p> <p>7 So that included bringing in expectations 8 and consistency and systems that helped our students 9 to engage a little bit more within school itself so 10 that they can increase their academic output as well 11 as engage within behavioral expectations so that 12 they are not just growing academically, but they're 13 growing behaviorally, so that when they do graduate, 14 they're able to join the local community as an adult 15 and be able to be a high functioning adult.</p> <p>16 The biggest piece from our 17 beginning-of-the-year SITM is we are building that 18 culture, in that the members that were there to 19 visit were able to see that and hear that in 20 interviews with our staff and with our students, as 21 well as we were able to document the different 22 strategies that were put in place through our 23 systems to address low graduation rate.</p> <p>24 Specifically for that, those systems 25 include us setting up a monthly check-in with all</p>
127	<p>1 reverberating on the --</p> <p>2 MR. JIM SMITH: Sorry. I get excited; 3 so...</p> <p>4 THE CHAIR: Well, then, definitely push it 5 away.</p> <p>6 MR. JIM SMITH: Can you hear me from out 7 here? Cool. Sorry.</p> <p>8 Yeah. So I'm here to speak on behalf of 9 our CSI Graduation designation and then our low 10 participation rate. So I'll dive right in.</p> <p>11 I'm new to this position, and this is my 12 first time in front of the PEC, so I'm honored to be 13 here.</p> <p>14 But, also, too, in terms of passing on 15 documentation as part of our CSI designation, we get 16 to part ways with the CSD. And that means I get to 17 build positive relationships with all those folks 18 and really tap into the awesome resources that they 19 provide. It also means we have three different 20 visits from the SITM team. And the documentation 21 it's passed along was from our beginning of the year 22 from SITM. Within that documentation, one of the 23 hugest takeaways that we had was that our focus from 24 me being new and coming in and evaluating where we 25 are, getting ideas as to why we had that low</p>	129	<p>1 our juniors and seniors so that we can check in and 2 see how they're doing academically, monitor their 3 attendance, monitor behavioral pieces.</p> <p>4 My background is ten years as a special 5 education teacher, all in Title I schools, working 6 with the students that are traditionally 7 disenfranchised.</p> <p>8 And the reason I reference that is I 9 believe all humans, especially students, benefit 10 from routine and structure. But especially when 11 your higher needs are not met on a consistent basis, 12 the more we can be consistent and have high 13 expectations and match the structure, the better.</p> <p>14 So when I bring in our behavioral piece, 15 not only are we doing that with our focus on 16 restorative approaches -- sorry if I'm projecting -- 17 I'm --</p> <p>18 THE CHAIR: You're excited.</p> <p>19 MR. JIM SMITH: Excited. Right. Totally. 20 I haven't had coffee for three hours, either. So, 21 this is just --</p> <p>22 VICE CHAIR GIPSON: We have some out 23 there.</p> <p>24 MR. JIM SMITH: Point being, though, we 25 wanted to bring in -- I just don't trust it. We</p>

<p style="text-align: right;">130</p> <p>1 want the kids to understand it's okay to make 2 mistakes; right? And part of that is we can restore 3 and reflect and grow, and that we're in it together. 4 It's not just me versus you or staff versus 5 students. We're not here to shame. We're here to 6 build up.</p> <p>7 It's a huge piece of our cultural shift so 8 that students are buying in and wanting to attend 9 school and they're wanting to engage more. And 10 that's a long process. That's not an overnight 11 thing that's happening.</p> <p>12 So, again that's why I wanted to start 13 from that document from the beginning-of-the-year 14 piece. We had our middle-of-the-year visit 15 yesterday. That document will come in the next week 16 to ten days. From all recollections, that went 17 really well.</p> <p>18 We continue to see, not only from the good 19 vibes feel, but also see with our data. So in terms 20 of CSI Grad -- right? -- our seniors, we have 21 15 seniors. Thirteen of them are on track to 22 graduate on time. The fourteenth one is on track to 23 graduate on time, but his attendance is a big issue. 24 So we are working with resources within our 25 community to help him so he gets to that point.</p>	<p style="text-align: right;">132</p> <p>1 that person being in that position.</p> <p>2 Director St. Onge had mentioned that she 3 did not provide the most oversight with our testing 4 coordinator. So, therefore, you had had a new 5 testing coordinator who was doing the best that they 6 could; but, also, a previous school director who was 7 not necessarily following up on those things.</p> <p>8 That was great for me to hear, because 9 then I guided my piece of coming in and 10 understanding, "Oh, I need to check in more and more 11 with this person."</p> <p>12 So not only do we have that system where 13 we check in; we have a monthly meeting to see how 14 testing plans are going, how our testing results are 15 looking in terms of participation rate as well as 16 starting to dive in on our math scores in 17 particular. But also I have our testing coordinator 18 working with Kate Morlock from PED so she can 19 receive further direct guidance from the expert in 20 the state, so we are in accordance with everything 21 we need to be doing per testing.</p> <p>22 We are getting audited for our testing 23 process as well. Audits aren't the coolest thing in 24 the world or the most enjoyable thing in the world. 25 However, we lean into it as an opportunity to get</p>
<p style="text-align: right;">131</p> <p>1 We have one student participating online 2 currently. They're a new mother. We understand 3 that they're doing the best that they can. However, 4 we are in frequent contact each month so we can 5 check in and make sure we're providing our 6 resources, that they understand, too.</p> <p>7 The goal is to graduate May 30th. If it 8 takes a little longer for you, we're here to help 9 out.</p> <p>10 Any questions on the CSI Grad rate from 11 our vantage point? 12 (No response.)</p> <p>13 MR. JIM SMITH: Okay. Then I wanted to 14 dive into our other one, the low participation rate.</p> <p>15 So for me, being new to the position, I 16 had the opportunity to have three weeks of 17 on-boarding with our previous school director, 18 Isabelle St. Onge. From that time, I got to pick 19 her brain. And, also, quite honestly, she could 20 have retired multiple years ago, and that certain 21 things lapsed under her guidance.</p> <p>22 So I'm not utilizing that as an excuse in 23 any capacity. I am bringing that up just to 24 reference that was my starting point. So in working 25 with our testing coordinator, this is year two of</p>	<p style="text-align: right;">133</p> <p>1 feedback and structurally grow and systemically 2 grow.</p> <p>3 So I'm excited to see how the rest of our 4 testing goes for the rest of this year. We 5 completed or MAPs. We're getting into our WIDA 6 ACCESS. Then we have SATs and science and our 7 end-of-the-year MAPs coming up as well.</p> <p>8 I look forward to seeing that data, both 9 participation rate, but also achievement and growth 10 as well.</p> <p>11 THE CHAIR: Commissioner Gipson. 12 VICE CHAIR GIPSON: Yeah. I'm just going 13 to say thank you, and thank you to the board for 14 finding him.</p> <p>15 MR. JIM SMITH: Eleanor really wants to 16 come up and talk. But she's --</p> <p>17 VICE CHAIR GIPSON: Am I putting you on 18 the spot? 19 MS. ELEANOR ROMERO: I'm going to hurt 20 you. 21 VICE CHAIR GIPSON: She's sitting in the 22 back of the classroom. 23 THE CHAIR: I don't think that was caught 24 by a microphone; so... 25 MS. ELEANOR ROMERO: My name is Eleanor</p>

<p style="text-align: right;">134</p> <p>1 Romero. It's E-l-e-a-n-o-r R-o-m-e-r-o. And I am 2 the acting president of the governing council. 3 We are very pleased that we were able to 4 find him. He has brought incredible energy. The 5 staff and kids are both very happy having him. 6 Every time -- every governing council 7 meeting is overwhelming because of all the stuff 8 he's going to bring and do, with UNM, with different 9 not-for-profits. Taos has something like 300 10 not-for-profit organizations, and Jim is going to 11 try and tap into each and every one of those. 12 So we're very, very excited that he's 13 here, trying really hard to make sure that he 14 doesn't burn out, because he -- yeah, he does like a 15 lot of coffee. 16 MR. JIM SMITH: And a lot of water. My 17 wife would like you to know that. 18 VICE CHAIR GIPSON: Yeah. So just kudos. 19 I know we were excited when the school was coming 20 over to us, because it pushed us -- it was the first 21 school that ever took the opportunity to look at the 22 State Accountability System and that option in the 23 law that you could -- and it's, like, wow. 24 So it really got us to think differently. 25 And it was such a great conversation. And I think</p>	<p style="text-align: right;">136</p> <p>1 that they come to the school. 2 MR. JIM SMITH: Something fell through. I 3 was planning to come in in early December. We were 4 in touch with them through our school nurse who 5 works in a variety of places. 6 VICE CHAIR GIPSON: Yeah. But they do 7 other things, too. 8 MR. JIM SMITH: Yeah, yeah. For sure. 9 COMMISSIONER OBENSHAIN: I want to state, 10 first of all, Eleanor and I go way, way back. She 11 came up and said hi to me, and I didn't recognize 12 her, because it was way, way, way back. 13 FROM THE FLOOR: You were 10. 14 COMMISSIONER OBENSHAIN: I was 10. I know 15 the volunteer time that you give back to your 16 community is admirable, so congratulation for that. 17 I want to ask about -- I know, having been 18 a school administrator coming into a situation where 19 you are taking over and bringing a ton of energy. 20 And then the challenges become these little 21 indicators from some report that you're, like, "Oh, 22 gosh. Now I've got to address this when I'm turning 23 the culture around," or, "I'm bringing in all these 24 resources." 25 So I commend you for looking at this stuff</p>
<p style="text-align: right;">135</p> <p>1 it helped to drive more our work with the 2 performance framework and the Option 3, so that it 3 maybe isn't as difficult. It's planted in there, 4 and schools don't have to dig through and find the 5 statute and say, "Well, I can really do that." 6 So, you know, I remember the conversations 7 with Ms. St. Onge, and I appreciate that she 8 recognized that there -- you know, that new 9 leadership -- you know, that it was time. 10 And, really, everything that you're 11 doing -- I'm relatively familiar with the community, 12 so, you know, you know the struggles that are 13 attached. And, really, just thank you. I really 14 look forward to, in the next couple of years, to see 15 that -- to see the progress that you're making. 16 I love the plan and your attention to the 17 plan. So, you know, don't burn the governance 18 council out, either, you know. It's kind of like a 19 mutual -- 20 MR. JIM SMITH: Two-way street, for sure. 21 VICE CHAIR GIPSON: Have you been in touch 22 with the Lions Club? 23 MR. JIM SMITH: Not yet. 24 VICE CHAIR GIPSON: A good friend is a 25 director there. They have a whole eye program, too,</p>	<p style="text-align: right;">137</p> <p>1 and taking it seriously, considering all the other 2 things I know that you're trying to do with the 3 school. 4 I just -- my question is really 5 participation rate in the assessments is basically 6 that one indicator; right? And it's, like, as 7 someone mentioned before, it's one day that we, you 8 know, we do everything we can to get the kids here, 9 and then we see where the chips fall; right? 10 I'm just curious in terms of your testing 11 coordinator. What has that conversation been like 12 in the sense of what he or she would bring to 13 improve that participation rate? 14 MR. JIM SMITH: Yeah. She hasn't spoken 15 directly to improving that participation rate in the 16 sense that her baseline included not having a lot of 17 guidance in that capacity. So, for example, with 18 our MAPs for the middle of the year, we had, in her 19 view, a record amount of turnout. And I was, like, 20 "That's great." 21 And then in looking at that, we were still 22 below the 95 percent threshold. That was, for me to 23 be like, "Cool. We need to..." -- that's when I got 24 her connected with Kate Morlock. That's been going 25 on for the past couple of months. She's open to</p>

<p style="text-align: right;">138</p> <p>1 growth; right?</p> <p>2 And part of the transition for this year</p> <p>3 as well is evaluating -- I was talking with</p> <p>4 Commissioner Taylor earlier this afternoon, too --</p> <p>5 is, like, you're evaluating everything within the</p> <p>6 building. And we are super fortunate to have all of</p> <p>7 our adults that are very great humans; right?</p> <p>8 There's going to be a change at the end of this</p> <p>9 year, too, due to are they the right humans that are</p> <p>10 in those certified teaching positions. So that's</p> <p>11 where we're making that shift.</p> <p>12 Circling back to your question, too. So I</p> <p>13 haven't had that direct conversation because I'm</p> <p>14 looking at it more from, like, my perspective and</p> <p>15 discussing with my leadership team and getting our</p> <p>16 feet firmly on the ground in that direction.</p> <p>17 What I can say is that I've recognized,</p> <p>18 too, of that piece, that guard against burnout for</p> <p>19 myself. But, like, I want it to be a culture of</p> <p>20 sustainability and systems and consistency; right?</p> <p>21 Like, if we can implement it with fidelity, we're</p> <p>22 going to have a lot of better outcomes.</p> <p>23 We were able to hire in what we've called</p> <p>24 the position as "Dean of Sustainability." This</p> <p>25 person came in halfway during the year at semester.</p>	<p style="text-align: right;">140</p> <p>1 can work 45 really efficient, that's doable. But</p> <p>2 the same thing within our team is getting those</p> <p>3 right people in there.</p> <p>4 So this year, we're making the best of the</p> <p>5 situation. We're crushing it, and we're growing.</p> <p>6 But, like, next year we're already laying in that</p> <p>7 groundwork to get to that point. So this is a</p> <p>8 growth year. But then next year, I anticipate</p> <p>9 seeing even more growth in that capacity, including</p> <p>10 in the participation rate; so...</p> <p>11 COMMISSIONER OBENSHAIN: Thank you for</p> <p>12 that. I remember when I took over a school, and the</p> <p>13 conversation was, "Okay, it takes three years to</p> <p>14 implement your systems to the degree that they're</p> <p>15 being used with fidelity, five years to begin to see</p> <p>16 some movement, and then seven years to see it</p> <p>17 institutionalized, and you see that continued</p> <p>18 sustainability."</p> <p>19 So good luck with that.</p> <p>20 MR. JIM SMITH: Thank you. I appreciate</p> <p>21 it.</p> <p>22 THE CHAIR: I'm going to ask you -- oh,</p> <p>23 did you just raise your hand?</p> <p>24 VICE CHAIR GIPSON: Yeah.</p> <p>25 THE CHAIR: Commissioner Carrillo.</p>
<p style="text-align: right;">139</p> <p>1 I was looking to hire this person possibly for next</p> <p>2 school year. So they happened to become available.</p> <p>3 I jumped on it after doing my due diligence.</p> <p>4 Right now, in Dean of Sustainability,</p> <p>5 they're our CTE coordinator. They're also on our</p> <p>6 leadership team. They're starting their educational</p> <p>7 leadership program, so they're going to have their</p> <p>8 admin license in the next couple of years. The idea</p> <p>9 is they will become an assistant principal in title,</p> <p>10 and not just a pseudo assistant principal.</p> <p>11 So we're looking at what is our leadership</p> <p>12 structure? How can we delegate all these things out</p> <p>13 so that we can get more -- not just for test</p> <p>14 participation, right, but, like, for everyday</p> <p>15 attendance, like our attendance policy, our behavior</p> <p>16 expectation, our academic rigor, like, all of these</p> <p>17 things.</p> <p>18 And that's why I keep saying, like,</p> <p>19 structures and systems, that's our biggest focus</p> <p>20 and, being honest about, like -- I know my</p> <p>21 bandwidth, and I also know my boundaries. I have a</p> <p>22 five-year-old who is going to be in kindergarten</p> <p>23 next year and a two-year-old.</p> <p>24 My wife would not be stoked if I worked</p> <p>25 50 hours a week for the rest of my life. But if I</p>	<p style="text-align: right;">141</p> <p>1 SECRETARY CARRILLO: Thanks for coming</p> <p>2 down, Jim, and thank you, Eleanor. Just to let you</p> <p>3 know that in reading through your year-end goals,</p> <p>4 action steps, and everything, it's very impressive</p> <p>5 what you've put together for your plan for that</p> <p>6 school.</p> <p>7 And I know that there's that point at</p> <p>8 which Ms. St. Onge, she was -- she couldn't go on</p> <p>9 there forever. And I just feel very fortunate as</p> <p>10 well that the board was able to find you and hoping</p> <p>11 you love Taos and that you plan on staying for a</p> <p>12 while.</p> <p>13 MR. JIM SMITH: Yeah.</p> <p>14 SECRETARY CARRILLO: It's a great</p> <p>15 community of kids. I remember going to the</p> <p>16 graduation. Not last year, but the year before, I</p> <p>17 was able to come to the graduation ceremony. And</p> <p>18 just the support of the community within the school</p> <p>19 and the Taos community in general for that school,</p> <p>20 it was wonderful to experience and to be a part of</p> <p>21 that.</p> <p>22 MR. JIM SMITH: We're extending a formal</p> <p>23 invitation to you, to anybody. May 30th at KTAOS is</p> <p>24 going to be our graduation ceremony as well. So</p> <p>25 I'll follow up with the details --</p>

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143	<p>1 heard. How do we get them to come and care about 2 this? I am a little concerned that that hasn't 3 already been a part of the conversation yet. Like, 4 it's coming. But I do think there needs, as you're 5 developing this plan around the school and around 6 systems, some kind of -- how are we going to address 7 that participation rate is really important. 8 And not because I necessarily think, you 9 know, in the next couple of years, even if the 10 school doesn't get to that 95 percent, which I hope 11 you do as soon as possible, it's not something I 12 would support closing the school for or anything 13 like that. 14 However, I will say when we get to your 15 next contract and renegotiating, a lot of our -- a 16 lot of the metrics that I believe the school is 17 going to fall into require that a participation rate 18 is at that level, or else you default to assessment 19 data that you're not going to want to use kind of 20 thing. 21 So I'm more concerned about the longevity 22 of that being a systemic issue and being successful, 23 even if we are able to renegotiate a performance 24 framework for you in the future that really makes 25 sense for this school. That's what I think the</p>	145	<p>1 right now, and we've been able to go to the next 2 layer. 3 Okay. Now it's not just a high five at 4 school. But we've implemented a tardy bell and a 5 tardy policy, for both class-to-class, but also the 6 beginning of the day and be more and more proactive 7 as I've learned the systems that we have in terms of 8 how to communicate best with our families, whether 9 that's Instagram, whether that's robo-calls or 10 e-mails, all three on a weekly basis so we have the 11 common touchpoints. 12 Not everything has been received, "Yeah, I 13 love it." That's all right because I welcome 14 conversation. However, I can give my why as to why 15 this is important. And it's just getting to that 16 piece, too. So it's not, "You've got to be here 17 April 2nd for SAT day." 18 It's, "No, you've got to be here every 19 day. If you've got a doctor's note, different 20 conversation. But, otherwise, that's the 21 expectation." 22 So I hear you for sure. 23 THE CHAIR: Appreciate that. 24 Commissioner Taylor. 25 COMMISSIONER TAYLOR: Yeah. I would like</p>

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1 to just say the fact that you're -- that you or your
 2 staff is in contact with those students on a monthly
 3 basis, touchpoints like that, a personal touchpoint,
 4 "Who doesn't want to talk to Mr. Cool, Jim Smith?"
 5 I mean, seriously, I mean, that, to me,
 6 is -- that's going to reap huge rewards, I think.
 7 And the fact that you all are doing that and making
 8 that a commitment, that's awesome. So...
 9 MR. JIM SMITH: Thank you. Yeah. That
 10 speaks to our leadership team, too, which includes
 11 our school registrar coming in and getting to know
 12 her this summer and asking, "Hey, what are some
 13 things from your vantage point how can we strength
 14 them?"
 15 She's, like, "Well, we have gaps in terms
 16 of communication with our kiddos in terms of this.
 17 It's like we're always chasing. We're always
 18 chasing."
 19 That's where we came up with this
 20 proactive structure, put it in with our 90-day plan
 21 so that it's -- you know, with our freshmen, we meet
 22 every quarter. Even though we're a semester, we try
 23 and meet every nine weeks, give or take.
 24 And same thing with our sophomores.
 25 But then with our seniors, we have

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1 86 percent are on track to graduate on time; right?
 2 That's awesome. And we're hoping to get at least
 3 that other kiddo up there, so that's 14 out of 15.
 4 With our juniors, we have over 90 percent
 5 are on track to graduate on time. That's great.
 6 Because I anticipate we're going to still get some
 7 more kids that come in next year.
 8 I know what our reputation of being -- as
 9 a school within the Taos community of being a school
 10 that welcomes anybody is there. And sometimes that
 11 means that we get kids that have a ton of credit
 12 recovery; right? And that's awesome.
 13 My goal is to structure and rebrand,
 14 essentially, so we're getting those kids, and we're
 15 getting other kids that have a little bit more --
 16 their higher needs are met, so they have a little
 17 more space to have a little bit more intrinsic
 18 motivation and take advantage of and structures that
 19 we're implementing, so any kid in the Taos community
 20 can come to that school and have success.
 21 COMMISSIONER TAYLOR: Good job.
 22 THE CHAIR: Commissioner Carrillo?
 23 SECRETARY CARRILLO: How many native --
 24 what's your Native American population
 25 percentage-wise?

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1 MR. JIM SMITH: Right now, we're at
 2 33 percent. We started the year between 15 and
 3 20 percent.
 4 SECRETARY CARRILLO: It's much larger than
 5 some other places -- Commissioner Gipson, wasn't --
 6 isn't Vista Grande the first school that we ever did
 7 Option 3 with?
 8 VICE CHAIR GIPSON: Well, it was the first
 9 school that took the option. It wasn't in the
 10 performance framework yet for an Option 3. Yeah.
 11 SECRETARY CARRILLO: Because what I'm
 12 remembering that really strikes me about the school,
 13 that -- excuse me -- the districts that serve our
 14 native populations can learn from is the way you
 15 build your schedule respecting the needs of native
 16 students and -- because I know that there were some
 17 schools -- yeah, of course there's chronic
 18 absenteeism. They've got feast days and all these
 19 different things they're doing that are extremely
 20 important that aren't Catholic or Christian holidays
 21 that we need to take into account.
 22 So I really appreciate that your school is
 23 very sensitive to that.
 24 MR. JIM SMITH: Yeah. That's been a focal
 25 point, too. Director St. Onge introduced me with

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1 the Taos Pueblo community, and specifically with our
 2 contacts through their education outreach. Through
 3 that, my understanding was that we used to have a
 4 very strong relationship, and, for a variety of
 5 reasons, that relationship had not fractured, but
 6 definitely lost strength.
 7 And so we've leaned into that in terms of,
 8 you know, we have Taos Pueblo Youth Outreach in our
 9 building. We have a board member from Taos Pueblo.
 10 We have regular outreach with different members of
 11 the different educational components on Taos Pueblo.
 12 But we also are part of a pilot project.
 13 It's called Team FOC [ph]. They start laughing
 14 about it every time they say "FOC." Exactly.
 15 They're a part of Taos Pueblo Outreach.
 16 So we meet on a monthly basis. That's
 17 huge, because now we have our behavioral
 18 intervention system. And we try and communicate as
 19 much as possible and be proactive and utilize
 20 resources. But, also, too, we were talking about
 21 deadlines with the school previously. We have
 22 things that we have to do in a certain manner.
 23 Now we have another resource where we're
 24 being proactive with that monthly meeting. And then
 25 it's, like, from that, we're developing more and

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1 more of a relationship, so when a student that is
 2 coming to us from Taos Pueblo needs a little bit
 3 more insight or a little bit more support, or we
 4 need a formal referral. So we're sticking within
 5 their jurisdiction as well, and we're just
 6 communicating and building that relationship.
 7 That's been really great, too. I'm from
 8 northern Wisconsin, originally. The culture of
 9 New Mexico is different from where I grew up. It's
 10 awesome, because I get the opportunity to learn so
 11 much more. So we are very culturally aware to all
 12 of the great different -- the diversity of Taos,
 13 generally. So...

14 THE CHAIR: Commissioner Taylor.
 15 COMMISSIONER TAYLOR: So I move that
 16 Vista Grande High School continue to address the
 17 uncorrected unsatisfactory performance through the
 18 annual report review process and show improvement in
 19 the next annual report.
 20 VICE CHAIR GIPSON: Second.
 21 THE CHAIR: Any questions or comments on
 22 the motion?
 23 (No response.)
 24 THE CHAIR: Seeing none, Secretary
 25 Carrillo.

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1 SECRETARY CARRILLO: All-righty, then.
 2 Commissioner Beck.
 3 COMMISSIONER BECK: Yes.
 4 SECRETARY CARRILLO: Commissioner Ingham.
 5 COMMISSIONER INGHAM: Yes.
 6 SECRETARY CARRILLO: Secretary votes yes.
 7 And Chair Burt.
 8 THE CHAIR: Yes.
 9 SECRETARY CARRILLO: Commissioner Gipson.
 10 VICE CHAIR GIPSON: Yes.
 11 SECRETARY CARRILLO: Commissioner Taylor.
 12 COMMISSIONER TAYLOR: Yes.
 13 SECRETARY CARRILLO: Commissioner
 14 Obenshain.
 15 COMMISSIONER OBENSHAIN: Yes.
 16 SECRETARY CARRILLO: And I know the
 17 Commissioner -- is Commissioner Brauer still out?
 18 No. Look there.
 19 Commissioner Brauer.
 20 COMMISSIONER BRAUER: Yes.
 21 SECRETARY CARRILLO: And Commissioner
 22 Manis.
 23 COMMISSIONER MANIS: Yes.
 24 SECRETARY CARRILLO: Terrific. That would
 25 be nine to zero.

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1 THE CHAIR: Thank you. Motion passes.
 2 Thank you.
 3 VICE CHAIR GIPSON: Good luck.
 4 MR. JIM SMITH: Thank you.
 5 THE CHAIR: We are on the last item for
 6 Item 7, Walatowa High Charter School.
 7 DIRECTOR CORINA CHAVEZ: That's right.
 8 And Kristina Kommander is in the audience, and the
 9 school did submit a document for you.
 10 And, Commissioners, just for your
 11 information, this is, again, to discuss the School
 12 Specific Goals 1 and 2. They have three goals.
 13 They met the third, but Goals 1 and 2. And then
 14 Indicator 5.b., accounting principles.
 15 THE CHAIR: Thank you. So I will go ahead
 16 and move to the school to be able to speak. And are
 17 they able to turn on their cameras, if they come?
 18 MS. MELISSA BROWN: If they choose to turn
 19 on their cameras, then they can.
 20 THE CHAIR: If you turn on your camera, we
 21 can see you. Otherwise, we can only hear you.
 22 MS. MELISSA BROWN: Dr. Kommander is on
 23 and unmuted.
 24 THE CHAIR: All right.
 25 MS. MELISSA BROWN: Dr. Kommander, do you

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1 want to say anything?
 2 THE CHAIR: All right. Just checking
 3 if -- you should be able to speak. And we are
 4 looking to get a presentation from the school about
 5 a response to the -- to the letter.
 6 MS. MELISSA BROWN: I have Dr. Kommander
 7 in here twice. So I have allowed one Kommander to
 8 talk and another Kommander to be promoted to the
 9 panel, to see if there is maybe a technical issue.
 10 THE CHAIR: Thank you, Missy. I think if
 11 we're unable to hear from the school, the school did
 12 provide a written comment that we could at least --
 13 MS. MELISSA BROWN: Would you like me to
 14 share?
 15 THE CHAIR: -- share. I think we can at
 16 least go over that, since it is information that was
 17 submitted by the school that was specifically in
 18 regards to the letter that they were sent. I'm
 19 hoping that at some point, they'll be able to come
 20 on in case we have questions for the school.
 21 Otherwise, I think we just take whatever
 22 action we have based off of this document that we
 23 received from the school.
 24 So we're kind of -- I think I'll just kind
 25 of scroll through this with you guys to kind of

<p style="text-align: right;">154</p> <p>1 stall for the school, because they'll be there. 2 And I do just want to remind that there 3 were three items -- well, I mean, the mission goals, 4 but 1 and 2. 5 MS. MELISSA BROWN: We can hear you now, 6 Kristina. 7 THE CHAIR: Are you able to hear us, 8 Dr. Kommander? 9 DR. KRISTINA KOMMANDER: Yes. Hello. 10 THE CHAIR: Great. We would love for the 11 school to go ahead and present to the Commission the 12 response to the mission goals and the uncorrected 13 unsatisfactory accounting principles on 5.b. 14 DR. KRISTINA KOMMANDER: You have to give 15 me a minute. I know that Dr. Wilkinson had wanted 16 to -- 17 MS. VALERIE SHAW: That's the response 18 right there. 19 THE CHAIR: So we do have the written 20 response. And we've had -- we've provided the 21 schools the opportunity today to lead us through the 22 school's response to. 23 DR. KRISTINA KOMMANDER: Give me one 24 second. I'm pulling it up. 25 MS. VALERIE SHAW: Can we take over the</p>	<p style="text-align: right;">156</p> <p>1 100 percent language-immersion Head Start program. 2 (Reporter requests clarification.) 3 MS. VALERIE SHAW: I'm sorry. It's 4 Valerie Shaw. I'm sitting by Dr. Kommander's side. 5 MS. MELISSA BROWN: It's S-h-a-w for the 6 record. 7 THE CHAIR: You can continue now. 8 MS. VALERIE SHAW: What I was saying, 9 they're entering kindergarten from a program where 10 they did not acquire reading readiness as they 11 normally do in a Head Start program, because it's 12 100 percent immersion in Towa. So the kindergarten 13 team is then tasked with getting the kids to learn 14 their alphabet. They're getting their phonemic 15 (incomprehensible) in place, and then trying to get 16 them caught up to reading by the end of first grade 17 or even second grade. 18 It doesn't often happen. So those kids 19 come in already with a gap. And the goal throughout 20 their academic program is to narrow, at least, if 21 not completely close, that gap. 22 DR. KRISTINA KOMMANDER: So when we 23 received -- and you are familiar with this issue. 24 As you know, we have -- we have conducted extensive 25 baseline testing of students entering Walatowa High</p>
<p style="text-align: right;">155</p> <p>1 screen? Can we scroll through it as we speak? 2 DR. KRISTINA KOMMANDER: Can you show your 3 screen so we can scroll through the screen so that's 4 easier for me? 5 MS. MELISSA BROWN: Who are you asking, 6 Dr. Kommander? 7 DR. KRISTINA KOMMANDER: Can you pull it 8 up from your screen, please? 9 MS. MELISSA BROWN: I can. I'll share 10 from my screen. I thought you wanted to share from 11 your screen. 12 Is this the document you would like 13 shared? 14 DR. KRISTINA KOMMANDER: Yes. Thank you, 15 so I can read it along with you. 16 So as we were addressing the 17 unsatisfactory performance, we began conveying our 18 educational context. 19 So Walatowa High School serves grades 9 20 through 12, is situated in the Pueblo of Jemez. 21 It's a 100 percent Towa-speaking community. All of 22 our students are ELL learners. And when they begin 23 entering their -- 24 MS. VALERIE SHAW: When they start 25 kindergarten, they enter kindergarten from a</p>	<p style="text-align: right;">157</p> <p>1 Charter School in ninth grade. 2 You are aware of the problem that our 3 students -- when we receive them, they are four to 4 five, if not more, grade levels below ninth-grade 5 proficiency standards. 6 Our -- the majority of our students, we 7 receive them from San Diego Riverside Charter 8 School, which is our feeder school. 9 So when our students enter Walatowa, we 10 conduct extensive diagnostic assessments. Next, the 11 SAT. We also use i-Ready testing. We use IXL 12 testing. 13 MS. VALERIE SHAW: We use the Reading 14 Plus/DreamBox testing that goes with them, 15 assessment (incomprehensible). This year we have 16 begun Newsela as formative. We've always used 17 Accuplacer. Am I correct? 18 DR. KRISTINA KOMMANDER: Yeah. We've 19 always used the Accuplacer as the testing and as the 20 SAT testing as well. We also use Layer I and 21 Layer II strategies with differentiated instruction 22 and high-impact tutoring. 23 If you can scroll down, please. 24 So in 2024, San Diego Riverside Charter 25 School had requested the assistance of Walatowa High</p>

158	<p>1 Charter School in the creation of a strategic 2 academic improvement plan for Riverside charter 3 School. 4 The strategic plan information was based 5 on the assessment data. And a root cause analysis 6 survey was conducted based on the diagnostic testing 7 for San Diego Riverside Charter School in grades 6 8 to 8. At the end of school year '23-'24, we 9 determined that 64 percent of eighth-grade students 10 are three or more grade levels below proficiency in 11 English, and 90 percent of eighth-grade students are 12 more than two or more grade levels below the 13 proficiency in math. 14 And based on the root cause analysis, we 15 determined that -- that this was due to the high 16 turnover rates among certified middle school 17 teachers in school leadership. The inconsistencies 18 in math and ELA curriculum and the transition 19 between the elementary and middle school, 20 inconsistency in student support services and 21 inconsistent implementation of Layer I and Layer II 22 intervention programs, in addition to inconsistent 23 SEL support. 24 So in April -- 25 MS. VALERIE SHAW: In April --</p>	160	<p>1 And we've actually seen data that will 2 show that's much higher. But it's like a roller 3 coaster. It's like an up-and-down traveling, with a 4 trend upward. 5 So this is -- I think the reason -- that's 6 the reason it was put in here, to see where we're 7 starting. We're not starting kids at grade level. 8 A lot of high schools, kids are close to grade level 9 or at grade level. 10 DR. KRISTINA KOMMANDER: So if you can 11 scroll back up. 12 So we have two of the cohorts -- two 13 cohorts that we measured for the math proficiencies 14 and the English proficiencies and SAT testing. 15 We based our proficiency scores and SAT 16 based upon the average score of 887 for American 17 Indian Alaskan Natives. 18 MS. VALERIE SHAW: Right. That's the -- I 19 think the issue here was that the goal, the way the 20 goal was stated, we were meant to make a certain 21 amount of progress. I'm not sure what that 22 percentage was. It was a progress goal, a growth 23 goal, rather than a proficiency goal. So students 24 not meeting that average score as a whole doesn't 25 really work so well for us.</p>
159	<p>1 DR. KRISTINA KOMMANDER: So based -- after 2 the root cause analysis had been conducted, teachers 3 from Walatowa High Charter School assisted San Diego 4 Riverside Charter School in the (incomprehensible) 5 English, math, and science. 6 MS. VALERIE SHAW: Right. This is for 7 our -- 8 DR. KRISTINA KOMMANDER: But this is 9 leading into our school, into the unsatisfactory 10 performance. 11 MS. VALERIE SHAW: Okay. So we did that 12 for the purpose of hopefully getting those kids 13 closer to grade level when they enter next year, 14 when they enter as ninth graders next year. 15 But I think the important point in all of 16 that is they're coming in more than three grade 17 levels below, which means your average ninth grader 18 coming into Walatowa High Charter School is coming 19 in at a sixth-grade level or below in reading. 20 And we are implementing measures to narrow 21 or close the gap the best that we can. But even 22 your best accelerated programs are not going to get 23 a three-year gain in one year. It's -- you know, 24 you'll get a year and a half at the most, maybe two 25 in some instances.</p>	161	<p>1 If you look, I think there was a chart 2 that Dr. Wilkinson included the next screen down. 3 DR. KRISTINA KOMMANDER: If you can scroll 4 down, please. 5 MS. VALERIE SHAW: So he made a statement 6 underneath this that I think is really what he would 7 have said if he were here. It had to do with the 8 fact that the individual -- 9 DR. KRISTINA KOMMANDER: Would you scroll 10 down a little bit further, please? 11 Okay. So we had an achievement rate of 12 60 percent of the students scored above 887. And 13 this qualified our students for dual credit 14 enrollment. 15 MS. VALERIE SHAW: So 60 percent did 16 qualify, even though the overall average was not at 17 887. I think that was something that he wanted to 18 make clear. 19 DR. KRISTINA KOMMANDER: If you can scroll 20 down a little bit further. 21 MS. VALERIE SHAW: So, yeah, just that 22 statement there. 20 percent scored above the 23 individual SAT math greater than 390 and greater 24 than 330 to qualify for dual credit enrollment. 25 What is that -- 100 percent of students</p>

<p style="text-align: right;">162</p> <p>1 met one requirement for dual credit enrollment.</p> <p>2 DR. KRISTINA KOMMANDER: So important for</p> <p>3 our schools is their -- is their availability, the</p> <p>4 possibility to be involved in dual credit courses.</p> <p>5 The dual credit courses that we offer give Walatowa</p> <p>6 High Charter School -- this secures their future in</p> <p>7 post-secondary success.</p> <p>8 So even -- although they Do Not Meet -- if</p> <p>9 you can scroll, yeah, a little bit -- a little bit</p> <p>10 up again. So although we had 60 percent of students</p> <p>11 at least meeting the score of 887, which would not</p> <p>12 have met the proficiency ratings as stated in the</p> <p>13 mission-specific goals, 100 percent of our students</p> <p>14 are involved in dual credit courses.</p> <p>15 And this is what we want to achieve is to</p> <p>16 have our students be involved and be eligible for</p> <p>17 dual credit and be enrolled in a college or have</p> <p>18 taken a college-level class at the time that they</p> <p>19 graduate.</p> <p>20 MS. VALERIE SHAW: So if you want to</p> <p>21 scroll a little further down.</p> <p>22 DR. KRISTINA KOMMANDER: A little bit up,</p> <p>23 please.</p> <p>24 So what Dr. Wilkinson -- the point he</p> <p>25 wanted to make is he said it is essential to</p>	<p style="text-align: right;">164</p> <p>1 So one of the differences -- a little bit</p> <p>2 up. Sorry. A little bit up so I can read it.</p> <p>3 So one of the reasons why our students</p> <p>4 perform much better in the Accuplacer versus the SAT</p> <p>5 is because the Accuplacer measures academic</p> <p>6 (incomprehensible) and college career</p> <p>7 post-placement.</p> <p>8 MS. VALERIE SHAW: He's also wanting to</p> <p>9 point out the difference between the language of the</p> <p>10 two tests. And as our students, 100 percent, have</p> <p>11 come in as English Language Learners, they have some</p> <p>12 difficulty sometimes just understanding the</p> <p>13 questions.</p> <p>14 The language proficiency level is not as</p> <p>15 high as what is needed to perform as well as they</p> <p>16 could on the SAT when it's not a test of reading,</p> <p>17 for example.</p> <p>18 This is one of those cases where every</p> <p>19 test is a reading test, really, even in math tests.</p> <p>20 But some of the questions are beyond what they've</p> <p>21 got in their individual lexicons to comprehend.</p> <p>22 What Dr. Wilkinson is pointing out is that</p> <p>23 the Accuplacer presents fewer language barriers</p> <p>24 compared to the SAT because the questions are</p> <p>25 presented in a more straightforward way, not having</p>
<p style="text-align: right;">163</p> <p>1 emphasize the significant individual growth of our</p> <p>2 students. These individual scores are crucial</p> <p>3 indicators of students' ability to participate in</p> <p>4 dual credit courses to promote college and career</p> <p>5 readiness. One of the hallmarks -- these programs</p> <p>6 provide invaluable opportunities to earn college and</p> <p>7 career credits while still in high school. This can</p> <p>8 greatly enhance their future educational and career</p> <p>9 prospects as well as their persistence in pursuing</p> <p>10 higher education and career opportunities.</p> <p>11 The unrecognized academic growth at</p> <p>12 Walatowa High School underscores the importance of</p> <p>13 evaluating more than just average SAT scores. In</p> <p>14 addition to SAT, WHCS utilizes disaggregated data</p> <p>15 from an additional college placement assessment</p> <p>16 platform, such as Accuplacer to measure academic</p> <p>17 gains and college/career course placement.</p> <p>18 MS. VALERIE SHAW: I'm not sure what that</p> <p>19 meant, "Discrepancy."</p> <p>20 DR. KRISTINA KOMMANDER: So when we</p> <p>21 conduct our state testing, we've seen much higher</p> <p>22 gains in our Accuplacer scores versus the SAT</p> <p>23 scores.</p> <p>24 So if you can scroll down a little bit</p> <p>25 further, please.</p>	<p style="text-align: right;">165</p> <p>1 to take each clause and analyze it and relate it to</p> <p>2 the next one and the one previous to it to determine</p> <p>3 what they're actually trying to find out.</p> <p>4 DR. KRISTINA KOMMANDER: If you can scroll</p> <p>5 down a little bit further, please.</p> <p>6 MS. VALERIE SHAW: The Accuplacer, though,</p> <p>7 is administered by the College Board. And that's</p> <p>8 the organization that makes the SAT and AP tests.</p> <p>9 DR. KRISTINA KOMMANDER: But in a</p> <p>10 comparison to the SAT the Accuplacer is most often</p> <p>11 administered by colleges who want to ensure students</p> <p>12 are ready for college or the level of college</p> <p>13 classes to ascertain preparedness for specific</p> <p>14 college classes.</p> <p>15 So when you scroll down to our Accuplacer</p> <p>16 results for the year '23-'24 -- a little bit</p> <p>17 further -- under Reading, we had 66.7 qualified to</p> <p>18 enroll in dual credit courses based on their reading</p> <p>19 and their math scores.</p> <p>20 MS. VALERIE SHAW: I will need to see</p> <p>21 that, to scroll down to see what's next. Sorry. We</p> <p>22 don't have this particular item right in front of us</p> <p>23 right now.</p> <p>24 DR. KRISTINA KOMMANDER: So next is 66.7</p> <p>25 qualifying to enroll in dual credit courses based on</p>

<p style="text-align: right;">166</p> <p>1 their reading and math scores. We have 16.7 percent 2 of students who qualified for math dual credit 3 courses; 8.3 who qualified for ELA dual credit 4 courses. 5 Only one of our students did not qualify. 6 But that student did make significant progress based 7 on that student's entry level and their proficiency 8 level when they entered Walatowa High Charter 9 School. 10 Overall, though, 91.6 percent of our 11 students qualified to enroll in dual credit courses, 12 which is significant. 13 MS. VALERIE SHAW: That's showing over 14 time; right? They might come in, like, the first 15 year, only 66 percent. But then as they grow, 16 91 percent become qualified by the second or third 17 year? That's how I'm reading this. I'm not sure 18 how else to read it. 19 Okay. Could you scroll down a little 20 more, please. 21 So the students exhibited a positive 22 educational upward trend upon enrollment through 23 graduation -- that's what I was just saying -- due 24 in large part to their participation in data-driven 25 instruction provided by instructors with 21-plus</p>	<p style="text-align: right;">168</p> <p>1 in relation to peers. So it is a growth and a 2 proficiency measure. And the fact that 100 percent 3 of our students are accepted into a college before 4 they graduate is probably one of the reasons that we 5 receive that Spotlight distinction. 6 So this material weakness, I'm not sure 7 about. 8 This is the business -- 9 DR. KRISTINA KOMMANDER: This is the 10 business -- yeah, the material weakness repeat, that 11 was addressed. 12 Also, 5.e., that was -- the CPO license 13 was also completed. 14 MS. VALERIE SHAW: So, you know, even 15 before we say that, though, there's a part that does 16 seem to be missing from this, which was we had a 17 list of the interventions we are now putting into 18 place. We didn't? Okay. 19 DR. KRISTINA KOMMANDER: (Inaudible.) 20 MS. VALERIE SHAW: But that's our plan. 21 And I just wanted to mention that these are the most 22 robust, evidence-based interventions available. And 23 we are implementing them with fidelity based on the 24 Schedule 6 implementation that the product 25 manufacturer -- the authors recommend.</p>
<p style="text-align: right;">167</p> <p>1 years of experience, along with our Layer I and 2 Layer II interventions, SEL opportunities dual 3 credit career programs, Heritage language/cultural 4 course, and tribal program support through JHHS 5 Behavioral Health, Community Wellness, and Social 6 Services. 7 College admissions departments are viewing 8 these trends as positive indicators of potential 9 success and persistence in higher education. These 10 achievements are a testament to the hard work, 11 resilience, and dedication at Walatowa High Charter 12 School, which is recognized with the Spotlight 13 School distinction. 14 Now, I think that Dr. Wilkinson did want 15 something mentioned about that Spotlight School, 16 which is NM Vistas, their rubric and their way of 17 measuring it. 18 Yes, they do mask scores. But just 19 because the scores are masked does not mean that 20 they were bad scores. They're masked because the 21 sample size was too small. Those scores could all 22 have been very high. There's no way of knowing 23 because they were masked. 24 However, it's also important to note that 25 New Mexico Vistas does recognize rate of improvement</p>	<p style="text-align: right;">169</p> <p>1 DR. KRISTINA KOMMANDER: So this is 2 regarding the unsatisfactory performance, 5.e. This 3 is a screenshot of the CPO license that you had 4 requested. So I think this was -- this includes the 5 report that Dr. Wilkinson had submitted to you. 6 THE CHAIR: Thank you. We'll go ahead and 7 move to Commissioner questions. 8 VICE CHAIR GIPSON: Sure. 9 THE CHAIR: Commissioner Gipson. 10 VICE CHAIR GIPSON: So -- so I struggle 11 with much of what has been presented, because it is 12 not unusual for a high school to be receiving 13 students who are below grade level and to be what 14 appears to be pushing it off to blame another school 15 for the students that are coming into their school. 16 All of our schools -- and we have -- we, 17 as the state authorizer, we have many high schools 18 that aren't K-12, 7-12, that are stand-alone high 19 schools, and they take the students in as they are. 20 And it's a -- unfortunate. But it is very 21 common that students are below grade level. I mean, 22 we've had schools come up to us -- high schools come 23 up and say students are on kindergarten grade level. 24 So I understand your students are below 25 grade level. But what I'm struggling with with the</p>

<p style="text-align: right;">170</p> <p>1 presentation is twofold.</p> <p>2 There seems to be a lack of clarity on the</p> <p>3 part of the school as to what your mission goals</p> <p>4 are. And this is -- these are mission goals that</p> <p>5 the school negotiated.</p> <p>6 So I'm -- I do have a struggle with some</p> <p>7 comments that were made that you, you know, you</p> <p>8 think it's a percentage growth. You're not really</p> <p>9 sure what it is. And this is year three of the</p> <p>10 contract. So I'm kind of at a loss with that at</p> <p>11 this moment in time.</p> <p>12 I'm also not -- I see data. And I</p> <p>13 appreciate the fact that students are -- a large</p> <p>14 number of your students are being accepted into dual</p> <p>15 credit programs. But I struggle with the fact that</p> <p>16 if they're that far below, how are they qualifying</p> <p>17 for dual credit classes?</p> <p>18 So that's -- that's a little bit of a</p> <p>19 struggle. But I really don't see the plan and the</p> <p>20 interventions in this. That's what -- that's what I</p> <p>21 don't see.</p> <p>22 And I -- I am very familiar with the</p> <p>23 community. And this is not an unusual circumstance</p> <p>24 that we have a school that is serving a very</p> <p>25 specific community and has a very high percentage of</p>	<p style="text-align: right;">172</p> <p>1 ago when we were renewing the school; right? And he</p> <p>2 was saying that kids that come in are at a second --</p> <p>3 often -- not rarely, but often -- at a second- and</p> <p>4 third-grade level as they're coming into high</p> <p>5 school.</p> <p>6 So what I would want to see in an action</p> <p>7 plan is not just a little bit, but heavy</p> <p>8 intervention in ninth grade to bring kids up, even</p> <p>9 if it meant that in some way, maybe there were some</p> <p>10 subjects that weren't being emphasized at all in</p> <p>11 school and just really focusing on grade level to</p> <p>12 math and English.</p> <p>13 And I would never want any school that was</p> <p>14 a primarily native school to sacrifice their own</p> <p>15 identity and culture and language in the process.</p> <p>16 But that doesn't negate the responsibility to have</p> <p>17 heavy intervention on, I would say, especially the</p> <p>18 English and math side. That's what I would like to</p> <p>19 see in an ongoing intervention report, and I think</p> <p>20 what we were expecting today in your response to the</p> <p>21 annual report.</p> <p>22 THE CHAIR: Okay. So I -- actually, I</p> <p>23 think this might be Director Chavez. I might have</p> <p>24 some questions I need answered from you, possibly.</p> <p>25 I have a lot of concern in what was</p>
<p style="text-align: right;">171</p> <p>1 English Language Learners. That is the vast</p> <p>2 majority of our schools.</p> <p>3 So the fact that that becomes the driving</p> <p>4 focus of why we're not doing as well as we should is</p> <p>5 disappointing.</p> <p>6 But, once again, what I see here is not a</p> <p>7 plan. And that's what I am concerned about right</p> <p>8 now. And I -- I'll stop, because I just --</p> <p>9 THE CHAIR: I'm sorry. You have not been</p> <p>10 recognized by the Chair. So until there's a</p> <p>11 question being asked, then I will call on other</p> <p>12 people to speak. Thank you.</p> <p>13 Commissioner Carrillo.</p> <p>14 SECRETARY CARRILLO: So I would echo what</p> <p>15 Commissioner Gipson said, is this seems like more of</p> <p>16 a report than a plan. And so, I mean, one of the</p> <p>17 things I wrote down -- and I know that there are</p> <p>18 challenges. We know that there are challenges at</p> <p>19 San Diego Riverside, and they have a new head</p> <p>20 administrator, and they're trying to right the ship.</p> <p>21 But that -- that's them. And I know that there's a</p> <p>22 partnership between the schools.</p> <p>23 I mean, things that I would want to see is</p> <p>24 we know the kids coming into grade 9 -- and I</p> <p>25 remember when Arrow came to us three or four years</p>	<p style="text-align: right;">173</p> <p>1 presented to us. I mean, we -- of the seven pages</p> <p>2 that we got, the first two were just -- like, I</p> <p>3 don't need context. I need outcomes and data to</p> <p>4 support it.</p> <p>5 We've heard context over and over. I</p> <p>6 don't -- it doesn't speak to me. Like, hearing</p> <p>7 students are the problem is not going to ever really</p> <p>8 sit well with me. And I don't see the adult actions</p> <p>9 in here at all. And that is very deeply concerning</p> <p>10 to me.</p> <p>11 So these have been identified as issues.</p> <p>12 The mission goals are not being met, the</p> <p>13 mission goals that the school proposed, the school</p> <p>14 negotiated, the school came up with. And then to be</p> <p>15 told, "Oh, it's the students and where they're</p> <p>16 coming in from, and it's the other school, it's</p> <p>17 their fault," it's just not going to work for me.</p> <p>18 So I am at a place where we have had</p> <p>19 multiple years where the SAT mission goal is not</p> <p>20 being met. That is a mission goal -- I actually</p> <p>21 think -- I remember negotiating that.</p> <p>22 It is a good mission goal for this school.</p> <p>23 Dr. Wilkinson, I believe, had a strong argument</p> <p>24 behind why all their -- why he wanted all of the</p> <p>25 students to get to that 887 in the SAT. So not</p>

<p style="text-align: right;">174</p> <p>1 meeting it is one thing. Saying that it's the 2 students' fault that that's why it's not being met 3 is a whole other thing.</p> <p>4 So I do want to see the adult actions in a 5 plan to see how to meet this mission goal, Mission 6 Goal 1 and 2, for the next several years.</p> <p>7 I don't see that anywhere in here. My 8 question for the Director or Dr. Russell is going to 9 be about -- which, once again, there wasn't anything 10 in the response to here about 5.b. and c., the -- 11 the actual material weaknesses.</p> <p>12 I can see 5.e. looks like maybe it could 13 be satisfied moving on for future years. Great. 14 But the 5.b. and 5.c. response was that a Corrective 15 Action Plan response was provided and it's being 16 implemented.</p> <p>17 Can you -- is there a Corrective Action 18 Plan response from this school that was submitted to 19 CSD or to the PEC for financial?</p> <p>20 DR. BRIGETTE RUSSELL: Chair Burt, no. I 21 believe the school is talking about the management 22 response that all schools made to the audit when it 23 was released last spring.</p> <p>24 THE CHAIR: But that's not information 25 that we typically have -- we're not -- CSP doesn't</p>	<p style="text-align: right;">176</p> <p>1 moving forward on that. Like, this response for 2 that, that it's just been provided to the CPA and 3 it's being implemented, to me that is not a response 4 that is sufficient for this moment for the PEC.</p> <p>5 I don't know what's in that. And it 6 shouldn't be my responsibility. This was for the 7 school to present to us what's being done.</p> <p>8 And for it to just be, "Oh, we gave this 9 response over there, and they're doing it," to me, 10 that's not sufficient. So I don't think it's 11 actually something that CSD should have been --</p> <p>12 Like, if there's an official CAP, it would 13 make sense for it to be, "Oh, yeah, we provided 14 this," and there's some update that we could have 15 received. But it makes sense that CSD has not yet 16 been involved with that. But this was an internal 17 thing with them. And to me, it's just insufficient 18 that this was the one sentence on a year-over-year 19 material weakness and repeat weaknesses, and we got 20 one sentence saying, "We provided something to our 21 CPA," especially considering the other responses 22 we've received from schools for financial that have 23 been detailed in what that looks like and how 24 they're correcting it.</p> <p>25 So for me, I really don't see very much on</p>
<p style="text-align: right;">175</p> <p>1 monitor that. That's internal with the school and 2 the -- can you talk a little bit about what that 3 process looks like so I can get a better 4 understanding?</p> <p>5 DR. BRIGETTE RUSSELL: Chair Burt, it is 6 public. It's published in the audit. So we have 7 access to it. So we do have all of the school's 8 management responses.</p> <p>9 DIRECTOR CORINA CHAVEZ: So when the audit 10 is given to the schools, the audit results are given 11 to the schools, they have an opportunity to respond 12 to each finding, and that gets incorporated; right? 13 And at one point, we said, "That is your Corrective 14 Action Plan," to all schools that had audit 15 findings.</p> <p>16 We don't need to -- but they haven't sent 17 us anything separate; nor have we necessarily worked 18 with them in the way that we have, those schools 19 that have formal Corrective Action Plans.</p> <p>20 THE CHAIR: Okay. Which I think actually 21 totally makes sense. And for me, this being an 22 unsatisfactory uncorrected performance in 5.b. year 23 over year now makes sense, that now we would get to 24 that space with them.</p> <p>25 And I would say I would support actually</p>	<p style="text-align: right;">177</p> <p>1 this document at all that I feel like I can use to 2 feel like this school is going to make progress next 3 year on honestly any of it.</p> <p>4 That's just where I'm standing right now. 5 I don't see any adult actions being provided from 6 this school and how they're addressing the student 7 needs at the school and how they expect to see the 8 mission goals being met in future years and why I 9 would ever believe that the financials are getting 10 corrected, either. I don't see anything to help me 11 have any kind of substance in that as well.</p> <p>12 So I did appreciate -- I wanted to talk 13 about that section and, like, the CAP part, because 14 I was a little confused. So I appreciate the 15 clarity from you all on that.</p> <p>16 Yeah. I mean, I'm -- this is one school 17 that I'll support moving on to the Intervention 18 Ladder. And I think we do need to have that robust 19 plan developed for these items for Mission Goals 1 20 and 2 and for 5.b. I'm okay moving past -- well, I 21 should say -- I should ask before saying that.</p> <p>22 Is the information provided showing that 23 Dr. Wilkinson is the CPO list? Does that satisfy 24 that 5.e.? Is that what you would have -- is that 25 why they received a red in that?</p>

<p style="text-align: right;">178</p> <p>1 Yeah. 5.e. It was the CSD was unable to 2 locate the CPO license at that time, and so they 3 were able to show that at this point. Is that 4 satisfying that item for future years? 5 DIRECTOR CORINA CHAVEZ: So we're looking 6 at that right now. 7 DR. BRIGETTE RUSSELL: Chair Burt, I'm -- 8 I can't answer that right now. 9 THE CHAIR: That's fine. I'm just 10 wondering if we should put it on as part of, like, 11 we need to still address this. Because I don't 12 want -- if this does address it, I don't want to go 13 back to the school and say, "Address it further," if 14 this does satisfy it. 15 By just in that response -- I need to go 16 back to it -- that the plan was -- that the plan for 17 the -- that the plan for the weaknesses in the 18 finances were sent to a CPA, CliftonLarsonAllen. 19 That should be the CPO listed and not Dr. Wilkinson. 20 VICE CHAIR GIPSON: The CPO is someone at 21 the school. 22 THE CHAIR: That would be Dr. Wilkinson. 23 DIRECTOR CORINA CHAVEZ: Chair Burt, 24 Clifton -- whatever -- they are the auditors. 25 VICE CHAIR GIPSON: Oh. So they don't</p>	<p style="text-align: right;">180</p> <p>1 within ten business days to submit to the CSD. 2 Commissioner Carrillo. 3 SECRETARY CARRILLO: This would be a 4 Notice of Concern as opposed to a letter; correct? 5 THE CHAIR: Yes, an actual Notice of 6 Concern. 7 SECRETARY CARRILLO: Got it. 8 MS. JULIA BARNES: The only -- I just want 9 to raise in the whole process that this was a -- 10 5.e. was the first time. It's the middle of the 11 annual report assessment. It's not a second time. 12 THE CHAIR: Oh, yeah. 13 MS. JULIA BARNES: They are -- I don't 14 know -- I actually think they just addressed it 15 erroneously. 16 So just from our being very consistent, I 17 certainly think CSD can follow up on it. That's 18 their job. That's where it is. 19 THE CHAIR: I'm in keeping with what's on 20 the agenda and not what was responded to. So, yeah, 21 I would be -- School-Specific Goals 1 and 2 and 5.b. 22 would be what I would recommend being put on to the 23 Intervention Ladder, with a Notice of Concern. And 24 that would, then -- once again, for process, it 25 would require that the school develop a Corrective</p>
<p style="text-align: right;">179</p> <p>1 even do the plan. They are the ones that gave the 2 report. Right. 3 THE CHAIR: Okay. All right. So that 4 would be the only -- that's my only kind of 5 in-between right now is 5.e. But I would say, 6 otherwise, I would like to -- okay. 7 DR. BRIGETTE RUSSELL: Chair Burt, yes, I 8 have verified by the link that they submitted on the 9 CPO website. He is registered as their CPO. 10 DIRECTOR CORINA CHAVEZ: However -- I'm 11 sorry. However, I don't know that it's current, 12 because I think that it only lasts for two years, 13 and it has a 2019 date on it. So that was a concern 14 that Ms. Brown just called to my attention -- 15 THE CHAIR: So maybe we should still look 16 into that. 17 DIRECTOR CORINA CHAVEZ: -- confirmed by 18 Betty Seeley, that this seems to be expired if it's 19 2019. 20 THE CHAIR: So I would say from my 21 perspective, I can make this very simple, in that we 22 put Mission Goals 1, and 2, 5.b. and 5.e. as items 23 on a Letter of Concern to be brought forward by -- 24 that would put them into that -- like, following the 25 rule, that would then require them to do a CAP</p>	<p style="text-align: right;">181</p> <p>1 Action Plan on those items in the next ten business 2 days, and they submit that to CSD. 3 So this is on the onus of the school to 4 actually come up with a plan on how they're going to 5 meet that SAT goals for Cohorts 1 and 2 and how 6 they're going to actually -- the plan on improving 7 those financial processes so they don't continue 8 getting red in 5.b. year over year. 9 And then in the motion, it also will talk 10 about that CSD will be able to provide an assessment 11 of that Corrective Action Plan no later than 12 March 14th, so that it would be included in the 13 meeting materials by March 21st. 14 Two weeks for the school. Ten business 15 days is what the school would get. And then CSD 16 would have about a week to analyze that Corrective 17 Action Plan, maybe a bit longer than a week, 18 depending on what that looks like on the calendar. 19 And we'll ask the school to come back next month and 20 actually have a discussion of that and see if the 21 CAP is sufficient at that point. 22 VICE CHAIR GIPSON: Yeah. 23 THE CHAIR: Commissioner Ingham. 24 COMMISSIONER INGHAM: I agree with your 25 planning. I just have a question about -- on their</p>

182	<p>1 report, that they have these -- where they're saying 2 that the --</p> <p>3 COMMISSIONER BECK: We can't hear him. 4 COMMISSIONER INGHAM: Can you hear me now? 5 So where they have asterisks on these percentages of 6 students that are qualified to enroll in dual credit 7 courses, I'm just asking are any actually enrolling 8 in these courses? Because, I mean, qualified to 9 enroll is one thing. 10 I don't know what the asterisks are, if 11 they're just emphasis. But I would really like to 12 know how many students are actually enrolling, and 13 what does it take to qualify for a dual credit 14 course. 15 THE CHAIR: So I'm going to make a quick 16 comment, that one of the things about this is that's 17 actually not on the item that we're discussing at 18 all. It was extraneous information provided by the 19 school that really has nothing to do with what we're 20 talking about today. 21 So we're talking about the SAT scores and 22 about the accounting principles. All the additional 23 information has nothing to do with why they were 24 asked to come and present to the PEC today. 25 That being said, if you look at Vistas,</p>	184	<p>1 with the issue is the failure of the school to 2 perform either academically or otherwise. 3 One has to question, if, on Vistas, it 4 says 100 percent qualify, what does it take to 5 qualify that 100 percent? I'm just curious. Does 6 somebody -- I don't have an answer. 7 THE CHAIR: So it's usually that a student 8 is enrolled in a dual credit or an AP class is what 9 you get college-and-career readiness credits for. 10 SECRETARY CARRILLO: Just enrolling. 11 THE CHAIR: Being in one of those 12 classes -- 13 SECRETARY CARRILLO: Not necessarily 14 passing. I know with SFPS, when I was on the board 15 and stuff, a lot of people were unfortunately goaded 16 into signing up for APs when they were not -- this 17 is not where those kids should be. And then they 18 ended up dropping out and falling further behind. 19 It's a train wreck, the whole damn thing. 20 THE CHAIR: That is actually a place 21 they're meeting. 22 Commissioner Obenshain. 23 COMMISSIONER OBENSHAIN: I may need some 24 help just understanding where we are with this, 25 because if I -- and, again, I'm happy to be wrong.</p>
183	<p>1 they have 100 percent of their college-and-career 2 readiness being met. That's not what the problem 3 is. 4 COMMISSIONER INGHAM: Okay. 5 THE CHAIR: And what it looks like to me 6 is the school is trying to deflect from, "Well, the 7 SAT, we didn't meet the goals here, but we did meet 8 the goals here." 9 That's not what we're asking. We're 10 asking about the goals they didn't meet. They did 11 meet the other two goals. They met their other two 12 mission goals -- I mean Accuplacer. That's not a 13 concern we have. That's not what we're talking 14 about today. We're talking about the ones they 15 didn't meet. 16 This is the uncorrected unsatisfactory 17 performance. That's the only thing I would say to 18 keep us on track to the actual issue, which was 19 difficult, based on the amount of information that 20 the school provided. But a lot of it was 21 extraneous. 22 COMMISSIONER INGHAM: Okay. Thank you. 23 THE CHAIR: Commissioner Carrillo. 24 SECRETARY CARRILLO: As you might imagine, 25 I have a little trouble with that, because on track</p>	185	<p>1 But if they have two reds in a row -- so I don't see 2 two reds in a row for academics. 3 THE CHAIR: So it's on their mission 4 goals. So it's not in the chart here. It's if you 5 go right above it -- 6 COMMISSIONER OBENSHAIN: Right. 7 THE CHAIR: And you'll start seeing this 8 school actually has four that they negotiated. 9 COMMISSIONER OBENSHAIN: So Falls Far 10 Below, Falls Far Below. 11 THE CHAIR: Zero points. Zero points. But 12 then next two, they did meet. They met their 13 standard on the second two. And this is the second 14 year in a row that they did not meet, fell far 15 below, on those first two. 16 COMMISSIONER OBENSHAIN: So there's 17 nowhere in the chart that indicates whether they met 18 their mission goals or not. 19 THE CHAIR: Other than this is where it is 20 in the annual report. It's not listed a second 21 time -- 22 COMMISSIONER OBENSHAIN: Got you. Got 23 you. Thank you. 24 THE CHAIR: -- on that. 25 Okay. Any other questions from</p>

186	<p>1 Commissioners?</p> <p>2 (No response.)</p> <p>3 THE CHAIR: I will make a motion.</p> <p>4 VICE CHAIR GIPSON: Sure.</p> <p>5 THE CHAIR: I move that the Walatowa High</p> <p>6 Charter School be placed on the Intervention Ladder</p> <p>7 by issuing a Notice of Concern to the school for its</p> <p>8 failure to meet the requirements of the performance</p> <p>9 framework regarding Specific Goals 1 --</p> <p>10 School-Specific Goals 1 and 2 and Accounting</p> <p>11 principles, 5.b., pursuant to NMAC 6.2.9.13B(6).</p> <p>12 The school shall develop a Corrective Action Plan</p> <p>13 that meets the requirements of that section 6.a., 1</p> <p>14 through 3, within ten business days.</p> <p>15 CSD is to provide the assessment of the</p> <p>16 Corrective Action Plan no later than March 14th, to</p> <p>17 be included in the materials for the PEC meeting on</p> <p>18 March 21st.</p> <p>19 VICE CHAIR GIPSON: Second.</p> <p>20 THE CHAIR: Thank you. There's a motion</p> <p>21 and a second. Any comments on the motion?</p> <p>22 SECRETARY CARRILLO: Two things. First</p> <p>23 off, just curious. What is the -- I can pull out my</p> <p>24 phone. What is ten business days? What's the date</p> <p>25 of ten business days? Today is the 21st. There's</p>	188	<p>1 March 7th, 5:00 p.m. And then CSD will have the</p> <p>2 next week to do an analysis of that Corrective</p> <p>3 Action Plan. And that would put us right around in</p> <p>4 time for the meeting next month.</p> <p>5 I would also make sure that the school</p> <p>6 understands and is aware that we are requiring that</p> <p>7 the school be present to present this plan, that it</p> <p>8 will not be on the onus of CSD; it is on the onus of</p> <p>9 the school to present this plan to the PEC at next</p> <p>10 month's meeting.</p> <p>11 Okay. Any other comments on the motion?</p> <p>12 All right. Let's go ahead -- Commissioner?</p> <p>13 SECRETARY CARRILLO: My only comment would</p> <p>14 be is that you -- it would be a good idea to come in</p> <p>15 person. It's not a requirement. But on something</p> <p>16 of this magnitude, showing up is important.</p> <p>17 THE CHAIR: Thank you. Roll-call vote.</p> <p>18 SECRETARY CARRILLO: Okay. Commissioner</p> <p>19 Ingham.</p> <p>20 COMMISSIONER INGHAM: Yes.</p> <p>21 SECRETARY CARRILLO: Commissioner Brauer.</p> <p>22 COMMISSIONER BRAUER: Yes.</p> <p>23 SECRETARY CARRILLO: Commissioner</p> <p>24 Obenshain.</p> <p>25 COMMISSIONER OBENSHAIN: Yes.</p>
187	<p>1 only 28 days in February. Is that March 3rd or</p> <p>2 something?</p> <p>3 Anyway, just curious.</p> <p>4 So I know this kind of sounds Draconian.</p> <p>5 I would say if we don't have a Corrective Action</p> <p>6 Plan -- I'm not saying you put this in there, but</p> <p>7 this is my thinking around this.</p> <p>8 If there is no Corrective Action Plan</p> <p>9 within the ten business days, we ain't kicking the</p> <p>10 can down the road asking for extensions or anything</p> <p>11 else. Then we move on to breach. This has been</p> <p>12 going on for years at this school.</p> <p>13 THE CHAIR: I do think that follows our</p> <p>14 rules of procedure and the intervention Ladder. And</p> <p>15 I just want to make sure that's very clear to the</p> <p>16 school.</p> <p>17 Based off of this vote, this would require</p> <p>18 that the school creates a Corrective Action Plan on</p> <p>19 your own. You'll have ten business days, so till</p> <p>20 the end of -- I think it's March 7th is what I saw</p> <p>21 now. March 7th, 5:00, that needs to be submitted to</p> <p>22 CSD. And these are the adult actions that the</p> <p>23 school will be taking to improve Mission Goals 1 and</p> <p>24 2 and 5.b., finances.</p> <p>25 That has to be submitted to CSD by</p>	189	<p>1 SECRETARY CARRILLO: Commissioner Gipson.</p> <p>2 VICE CHAIR GIPSON: Yes.</p> <p>3 SECRETARY CARRILLO: Commissioner Taylor.</p> <p>4 COMMISSIONER TAYLOR: Yes.</p> <p>5 SECRETARY CARRILLO: And -- let's see.</p> <p>6 Commissioner Manis.</p> <p>7 COMMISSIONER MANIS: Yes.</p> <p>8 SECRETARY CARRILLO: Commissioner Beck.</p> <p>9 COMMISSIONER BECK: Yes.</p> <p>10 SECRETARY CARRILLO: Secretary Carrillo</p> <p>11 votes yes.</p> <p>12 And Chair Burt.</p> <p>13 THE CHAIR: Yes.</p> <p>14 SECRETARY CARRILLO: That's nine-zero.</p> <p>15 THE CHAIR: Thank you. The motion passes.</p> <p>16 SECRETARY CARRILLO: Thank you, all. Best</p> <p>17 of luck with everything.</p> <p>18 THE CHAIR: All right. So that'll take us</p> <p>19 -- we moved Item 8 to next month. So that will take</p> <p>20 us to lunch. Yes, it will. I think that's fair.</p> <p>21 We can come back right at 2:00.</p> <p>22 We will adjourn until 2:00. All right.</p> <p>23 Thank you.</p> <p>24 (A recess was taken at 1:03 p.m., and</p> <p>25 reconvened at 2:07 p.m., as follows:)</p>

190	<p>1 THE CHAIR: Okay. We're going to go ahead 2 and get started. 3 All right. So we have Item 9, which is 4 Review and Acceptance of CSD 2023-to-2024 Annual 5 Reports. 6 And -- perfect. 7 Dr. Russell, if you could take us through 8 a. through probably d., and then we'll do e. 9 separately. 10 DR. BRIGETTE RUSSELL: Thank you, Chair 11 Burt and Commissioners. And if Ms. Brown could 12 share screen for Item 9.a., the Estancia Valley 13 Classical Academy annual report. 14 THE CHAIR: And just as a reminder to 15 Commissioners, this will be the item to accept the 16 report. The next item will be the action based off 17 of the report. 18 DR. BRIGETTE RUSSELL: So the first page 19 of the report has general information. And at the 20 bottom, unsatisfactory performance from the prior 21 '22-'23 annual report is listed. 22 Then on Page 2, progress from the '22-'23 23 report to the current report. 24 The second school-specific goal regarding 25 history grades, the school earned Working to Meet</p>	192	<p>1 for proficiency. Subgroups -- the subgroups that 2 were not masked were also above the state and 3 district averages. 4 In mathematics, the school -- same thing 5 for all unmasked subgroups. The school was above 6 state and district averages. Similarly, in science. 7 For growth, the growth percent -- median 8 growth is not available for high school -- oh, okay. 9 Sorry. 10 The median growth of students -- and this 11 is in grades 4 through 8, because those are the only 12 grades that it's available for -- compared to their 13 peers who had similar scores -- ranges from 34 to 36 14 and represent about a year's growth. 15 Their growth percentile, however -- so on 16 Page 8, for reading, it was below the state and the 17 district. Well, the state is 50 by definition. So 18 it was below the district, and it was below 50. And 19 for math, it was above the district, but slightly 20 below state. 21 Reading and math percentile. Reading and 22 math growth by subgroups is on Pages 8 and 9. 23 English Learner progress was masked due to 24 "N" size. 25 In terms of graduation, on Page 10, the</p>
191	<p>1 the prior year, and they improved to Meets. 2 Graduation is below state standards. In '23-'24, 3 EVCA graduation rates improved, exceeding grade 4 averages for four-year rates and six-year rates. 5 In '23-'24, five-year graduation rates 6 dropped to 70 percent, placing them below the state 7 average. 8 Indicator 5.b., account principles, the 9 school earned a repeated Does Not Meet rating 10 indicator on financial Indicator 5.b. and Indicator 11 5.c. 12 Sorry. Indicator 5.c. dropped to Does Not 13 Meet. 14 So the school is currently on a financial 15 Corrective Action Plan which CSD has been 16 monitoring. And the FY24 audit will be out any time 17 now. 18 So scrolling down to academic performance, 19 the school was a Spotlight school in Vistas. And on 20 their school-specific goals, they rated 21 17.5 percent, because that was a split between one 22 was Exceeds and the other was Meets. 23 Students proficient in core subjects. 24 On Page 5, the school exceeded state and 25 district averages in all three core subject areas</p>	193	<p>1 school exceeded the district and state four-year 2 grad rate with below in five-year and exceeded the 3 state and matched the district for six-year grad 4 rate. 5 Most subgroups are masked. But in 6 four-year graduation, they did exceed the only 7 unmasked subgroup. 8 And I think this -- so I see one more 9 subject that should have been unmasked, but it isn't 10 in the report. 11 In school-specific goals, as discussed, 12 their rating for the first goal was Exceeds and for 13 the second goal was Meets. 14 On the organizational and financial 15 framework, their overall rating was Does Not Meet 16 the Standard because the school did not have four 17 ratings of Does Not Meet on organizational and 18 finance indicators. 19 Two of these were on finance indicators as 20 discussed above: 5.b., accounting principles, and 21 5.c., responsive to audit findings. These are for 22 the number and severity of audit findings and the 23 number of repeat findings. 24 The school also had a Does Not Meet 25 Standard on reporting requirements due to rate</p>

194	<p>1 notifications and a Does Not Meet on staff</p> <p>2 credentialing, because licensure discrepancies were</p> <p>3 not resolved by the 120-day count.</p> <p>4 THE CHAIR: Thank you. Any questions for</p> <p>5 Commissioners on this goal?</p> <p>6 VICE CHAIR GIPSON: No questions.</p> <p>7 THE CHAIR: All right. Let's go ahead and</p> <p>8 move on to Mission Achievement and Success Charter</p> <p>9 School.</p> <p>10 DR. BRIGETTE RUSSELL: Yes. Mission</p> <p>11 Achievement and Success is on here only because we</p> <p>12 had to correct one rating.</p> <p>13 And that -- and so that correction has</p> <p>14 been made in the explanations. And the report was</p> <p>15 reviewed last month, unless there are questions that</p> <p>16 Commissioners have.</p> <p>17 THE CHAIR: Seeing none.</p> <p>18 DR. BRIGETTE RUSSELL: Okay. Moving on to</p> <p>19 c., Taos International School, unsatisfactory terms</p> <p>20 to be addressed for the '22-'23 annual report were</p> <p>21 negative growth in ELA for students with</p> <p>22 disabilities, and/or an organizational concern,</p> <p>23 Indicator 2.b., one of the finance indicators.</p> <p>24 So for ELA growth, NM Vistas did change</p> <p>25 the business rules for computing growth, so true</p>	196	<p>1 wasn't being shared on the screen for everyone.</p> <p>2 In the three core subjects, reading, math,</p> <p>3 and science, the school is below the district and</p> <p>4 the state.</p> <p>5 In terms of subgroups, all of the unmasked</p> <p>6 subgroups except ELs are similarly below the state</p> <p>7 and district averages. They are above state and</p> <p>8 district for ELs in terms of reading growth.</p> <p>9 Math by subgroup, similarly below the</p> <p>10 district and state for all subgroups except ELs,</p> <p>11 which are double the district and the state.</p> <p>12 In science, their proficiencies are --</p> <p>13 they're below the district and state overall. In</p> <p>14 terms of economically disadvantaged students,</p> <p>15 they're dramatically higher.</p> <p>16 In terms of growth, reading growth is</p> <p>17 comparable with Taos District and above the state</p> <p>18 average, and math growth is above Taos District and</p> <p>19 the state.</p> <p>20 Reading growth by subgroups, again, the</p> <p>21 school is outperforming district and state for all</p> <p>22 of its subgroups in reading and in math, quite</p> <p>23 dramatically when it comes to math. So -- though</p> <p>24 their proficiencies are quite low, their growth is</p> <p>25 high.</p>
195	<p>1 comparative growth can't be obtained. But the ELA</p> <p>2 growth percentile was 44th, and percentile ranges</p> <p>3 between 34 and 66 represent about a year's growth.</p> <p>4 So the school did show adequate growth in that</p> <p>5 subgroup.</p> <p>6 For Indicator 2.b., the school had three</p> <p>7 audit findings, which included two material</p> <p>8 weaknesses. So they earned a Does Not Meet again.</p> <p>9 Academic performance. The school is</p> <p>10 traditional on Vistas. And the school received a</p> <p>11 17.5 on its school-specific goals, split between</p> <p>12 two -- two different ratings, which I'll discuss</p> <p>13 when I get down to that part of the report.</p> <p>14 In terms of the proficiency, the school,</p> <p>15 on Page 5 of the report -- Ms. Brown, are you</p> <p>16 sharing screen?</p> <p>17 MS. MELISSA BROWN: Sorry. I didn't know</p> <p>18 where we were on the report. Where am I on the</p> <p>19 report? Which page?</p> <p>20 DR. BRIGETTE RUSSELL: Taos International</p> <p>21 School, Page 5.</p> <p>22 MS. MELISSA BROWN: I'm on Taos</p> <p>23 International, but I was -- sorry -- Page 5.</p> <p>24 DR. BRIGETTE RUSSELL: And I was looking</p> <p>25 at my screen, Commissioners. I didn't know it</p>	197	<p>1 EL progress is below 20 percent. So</p> <p>2 it's -- we can't tell whether it beats the district</p> <p>3 or the state, because it's masked due to "N" size.</p> <p>4 We just know that it could be 19.5 percent. It</p> <p>5 could be 2 percent. It's just below 20.</p> <p>6 For their school-specific goals, on the</p> <p>7 first goal the school met the standard. And on the</p> <p>8 second school-specific goal, the school exceeded the</p> <p>9 standard.</p> <p>10 The overall rating on the organizational</p> <p>11 and financial performance framework was Meets the</p> <p>12 Standard, because the school had only two ratings of</p> <p>13 Does Not Meet.</p> <p>14 The first was, as discussed under</p> <p>15 uncorrected unsatisfactory performance, math and</p> <p>16 science accounting audit finding Indicator 2.b. The</p> <p>17 other one was for staff credentialing, because</p> <p>18 licensure discrepancies were not resolved by the</p> <p>19 120th day.</p> <p>20 THE CHAIR: Any questions from</p> <p>21 Commissioners on this school?</p> <p>22 (No response.)</p> <p>23 THE CHAIR: Okay.</p> <p>24 DR. BRIGETTE RUSSELL: So we are moving on</p> <p>25 to The GREAT Academy annual report, if Ms. Brown</p>

<p style="text-align: right;">198</p> <p>1 could share screen.</p> <p>2 For the '22-'23 annual report, the</p> <p>3 Commission issued an overall annual report,</p> <p>4 uncorrected and unsatisfactory performance related</p> <p>5 to the Vistas designation of CSI, Comprehensive</p> <p>6 Support and Interventions, for Graduation, with</p> <p>7 negative growth for all students and for student</p> <p>8 subgroups as listed on Pages 7 and 8 of the annual</p> <p>9 report.</p> <p>10 Organizational concerns from the prior</p> <p>11 year were Indicators 3.b. and 5.b.</p> <p>12 And 3.b. is attendance and retention. And</p> <p>13 5.b. is accounting principles.</p> <p>14 So progress from '22-'23.</p> <p>15 So for Comprehensive Support and</p> <p>16 Intervention Graduation Vistas designation, the</p> <p>17 school's designation has not changed. It continues</p> <p>18 to be CSI Grad.</p> <p>19 For negative growth, the school's math</p> <p>20 growth percentile in '23-'24 was the 63rd percentile</p> <p>21 and the reading was the 66th percentile. This is</p> <p>22 very good. This is significantly above the state</p> <p>23 average. So that one improved.</p> <p>24 Indicator 3.b., attendance and retention,</p> <p>25 and 5.b., accounting principles, both indicators</p>	<p style="text-align: right;">200</p> <p>1 district.</p> <p>2 Math growth, likewise above for all</p> <p>3 unmasked subgroups.</p> <p>4 EL progress is masked, but is below both</p> <p>5 the state and the district, because it's masked at</p> <p>6 less than or equal to 10 percent as opposed to 18</p> <p>7 for the district and 17.5 for the state.</p> <p>8 For high school graduation, the school is</p> <p>9 still below district and state averages. But as</p> <p>10 you'll see, when we get to -- and this isn't</p> <p>11 included, actually, in the annual report. But when</p> <p>12 we get to the school's condition itself under --</p> <p>13 under Item 10, the graduation growth was actually</p> <p>14 pretty impressive for the school.</p> <p>15 So the graduation rates are still low, but</p> <p>16 graduation growth was high.</p> <p>17 For the mission-specific goals -- so the</p> <p>18 first goal was Does Not Meet, and the second goal</p> <p>19 was Exceeds. So those average to a 50.</p> <p>20 On the organizational and financial</p> <p>21 performance framework overall, the school's rating</p> <p>22 was Meets the Standard this year. So they had two</p> <p>23 Does Not Meets, one in staff credentialing for</p> <p>24 licensure discrepancies not being resolved by</p> <p>25 120-day, and accounting -- accounting practices.</p>
<p style="text-align: right;">199</p> <p>1 earned a rating of Does Not Meet again for '23-'24.</p> <p>2 As stated above, the overall rating on</p> <p>3 Vistas is CSI for Graduation.</p> <p>4 The rating on -- for school-specific goals</p> <p>5 was 50, which is Working to Meet Standard.</p> <p>6 On Page 5, percent of students proficient</p> <p>7 in core subjects, as you can see, proficiencies are</p> <p>8 substantially below both the state and the district</p> <p>9 in all three core subject areas. Likewise for --</p> <p>10 for all subgroups except students with disabilities,</p> <p>11 where the school outperformed the state and the</p> <p>12 district for reading proficiency for students with</p> <p>13 disabilities.</p> <p>14 Did I just get math? Reading. Science.</p> <p>15 Usually it goes "reading, math, science."</p> <p>16 THE CHAIR: It says that the proficiency</p> <p>17 rates are masked.</p> <p>18 DR. BRIGETTE RUSSELL: Yes. I see that.</p> <p>19 So for science, for all unmasked subgroups, the</p> <p>20 school is below state and district.</p> <p>21 Growth, the school did -- did</p> <p>22 significantly better, especially in reading than the</p> <p>23 district and was above the state average.</p> <p>24 Reading growth for subgroups was also --</p> <p>25 all unmasked subgroups was also above state and</p>	<p style="text-align: right;">201</p> <p>1 This was for audit findings, including a material</p> <p>2 weakness finding and a significant deficiency</p> <p>3 finding.</p> <p>4 SECRETARY CARRILLO: Commissioners, any</p> <p>5 questions?</p> <p>6 THE CHAIR: I don't know if -- you said</p> <p>7 that you'll address it in the conditions. But I</p> <p>8 remember the last time we kind of received updates</p> <p>9 about the graduation at GREAT Academy, it was, like,</p> <p>10 there were four seniors, and all four were going to</p> <p>11 graduate or something along those lines.</p> <p>12 So I don't know if it's because of the</p> <p>13 shared accountability model that's -- we saw one</p> <p>14 thing, but then it's still CSI Grad, even after</p> <p>15 seeing that.</p> <p>16 DR. BRIGETTE RUSSELL: Chair Burt, yes, it</p> <p>17 is the shared accountability model that accounts for</p> <p>18 that. If they had four seniors and all four</p> <p>19 graduated, it is absolutely the shared</p> <p>20 accountability model that is accounting for this.</p> <p>21 The grad rate that we included in the CSD</p> <p>22 analysis of the condition were taken from the Vistas</p> <p>23 and in the Vistas website.</p> <p>24 THE CHAIR: Okay. Then I'll wait till we</p> <p>25 go through the next document.</p>

<p style="text-align: right;">202</p> <p>1 All right. Let's go to the conditions 2 now, Dr. Russell. 3 DR. BRIGETTE RUSSELL: No, I don't -- 4 Explore Academy-Las Cruces, 9.e. 5 THE CHAIR: Okay. I see a 9.d.1. We 6 don't have a -- 7 DR. BRIGETTE RUSSELL: I'm looking at a 8 printed agenda. Let me go back to the actual -- oh, 9 9.d.1. Okay. Hold on. 10 Oh, the condition -- beg your pardon. 11 Yes. 12 THE CHAIR: Yeah. It's the graduation -- 13 DR. BRIGETTE RUSSELL: Ms. Brown, if you 14 could share that -- I got confused. I thought it 15 was down under Item 10. 16 THE CHAIR: That's when we'll take action 17 on it. But we'll review it with you in this one. 18 DR. BRIGETTE RUSSELL: Graduation 19 condition. Here we go. 20 So for all students, the -- so we looked 21 at the conditions -- the condition in the contract 22 requires the school to outperform both the state 23 average and schools with similar demographics in 24 four-year graduation, five-year graduation, six-year 25 graduation, and graduation growth.</p>	<p style="text-align: right;">204</p> <p>1 For six-year graduation, similarly, it was 2 tied for last place in six-year graduation. 3 However, if we scroll up and look at the 4 second chart, graduation growth, The GREAT Academy's 5 graduation growth was very impressive. 6 So the top of the document summarizes the 7 second paragraph. So The GREAT Academy met three of 8 the conditions of renewal, growth versus the state, 9 growth versus similar schools, and four-year 10 graduation rate versus similar schools, and did not 11 meet five of the bullets under the condition: 12 Four-year graduation rate compared to the state, 13 five-year versus the state, five-year versus similar 14 schools, six-year versus the state, and six-year 15 versus similar. I know that's a lot of moving 16 parts. 17 THE CHAIR: Commissioner Carrillo. 18 SECRETARY CARRILLO: On that, does The 19 GREAT Academy do anything special or do they have 20 anything added for graduation, whether kids need 21 credits or extra classes or anything? 22 DR. BRIGETTE RUSSELL: Additional 23 requirements that the state does not have? 24 SECRETARY CARRILLO: For instance, we have 25 schools that have 28 credits or 30 credits or --</p>
<p style="text-align: right;">203</p> <p>1 So at the top of this document is a 2 summary that says that -- so for all students. So 3 down -- so there's two charts. 4 So on Page 1, there's masked graduation 5 rates comparing The GREAT Academy to seven other 6 schools. These schools were determined last year, 7 and CSD analyzed this for the '22-'23 annual report. 8 If you scroll down to -- and then the 9 second chart is for graduation growth. 10 So if we scroll down first to the -- to 11 the table below the -- below the charts -- thank 12 you. 13 So four-year graduation, The GREAT Academy 14 had 68.4 percent graduation growth. So they 15 outperformed the state -- or, sorry -- four-year 16 graduation. They outperformed the state -- no, they 17 have underperformed the state, which is state 18 average is 76.4. But they outperformed the other 19 seven schools. 20 For five-year graduation they 21 out-performed both the other seven schools, which 22 averaged 59.4. I included them all ranked in order, 23 because averaging schools of different sizes, it's 24 not good math. But because the condition document 25 called for it, we do the best we can.</p>	<p style="text-align: right;">205</p> <p>1 DR. BRIGETTE RUSSELL: They do not. It is 2 the state graduation requirements. 3 SECRETARY CARRILLO: 24 credits and a D. 4 Just curious. Just thought I'd add that for good 5 measure. You have another four years with me. 6 THE CHAIR: I know. 7 Any other questions on this condition 8 document on the data that you see here? 9 (No response.) 10 THE CHAIR: Okay. We will be -- we'll -- 11 this will -- a lot of this is coming back up in the 12 next item. 13 So the last one, e., Explore Academy-Las 14 Cruces, amended annual report. 15 DR. BRIGETTE RUSSELL: CSD has amended 16 very slightly the annual report for Explore 17 Academy-Las Cruces in response to Commissioners' 18 concerns. Regarding whether CSD had the requisite 19 expertise to comment on playground safety, we've 20 removed any mention of playground safety from the 21 annual report. 22 We did not, however, change the rating on 23 school safety overall, because the doors that lock 24 from the inside that you had to have a fob to get 25 out, the school did acknowledge that that was</p>

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1 something that they were going to have repaired.
2 They just didn't give us evidence that they had done
3 so within -- within 30 days, as our rubric requires.

4 And CSD did provide a memo in the PEC
5 materials explaining why we haven't changed our
6 rating.

7 And we understand that the Commission may
8 discuss that CSD should have rated the school Meets,
9 and we're going to give them an overall Meets the
10 Standard. But we felt that we have a rubric, and we
11 adhered to it. And we explained this to Dr. Hall in
12 our last meeting at the site visit, and we provided
13 her with the memo in advance, and the Commission can
14 do with it what it chooses.

15 THE CHAIR: Thank you. Any questions from
16 the Commission on -- if you have a question about
17 the CSD process, then, yes. But if you want to talk
18 about the action for the school, it'll be the next
19 item.

20 COMMISSIONER INGHAM: Well, I -- yeah, I
21 would like to ask. So you said that you had --
22 since you don't have any specific expertise in
23 playground evaluations, did they go -- I mean, can
24 we -- if there's a concern, can we go to somebody
25 that does have that expertise? Poms or somebody,

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1 that would be able to give us an evaluation?

2 Because, you know, there -- what I read,
3 kind of didn't make any sense to me. I mean,
4 because if you put a hard surface under a playground
5 that has fall hazards, that's clearly not -- not
6 adequate. And it would certainly fail, honestly.

7 Now, if you have a hard surface under a
8 basketball court, that's fine. I would just like to
9 know, do we go any farther than this?

10 THE CHAIR: I think the question would be
11 directed to CSD, because we won't. But was there a
12 next step that CSD took with that?

13 DR. BRIGETTE RUSSELL: There was not a
14 next step that CSD took with that. And for the
15 current year, for '24-'25, I would need to check
16 with the team lead to see if -- if the same
17 condition was observed at the site visits. And if
18 it was, we can request Poms & Associates go and look
19 and not -- and not make assessments like that
20 internally.

21 COMMISSIONER INGHAM: There are several
22 people that do playground evaluations. And I note
23 that they're pretty rigorous. So if it's even
24 closer to -- (inaudible). I just wondered about it.
25 Thank you.

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1 THE CHAIR: Thank you. Commissioner
2 Obenshain.

3 COMMISSIONER OBENSHAIN: I think,
4 actually, in your memo, you said, "In the future,
5 CSD will request an inspection by Poms & Associates
6 when conditions such as these are observed."

7 So I think that sounds like that's a
8 practice that you're going to --

9 DR. BRIGETTE RUSSELL: It is.

10 COMMISSIONER OBENSHAIN: I still have the
11 question regarding the fire code. And you mentioned
12 something about the rubric. And I'm assuming that
13 was the -- the remedy was not fixed within 30 days
14 rubric? Not any fire code.

15 DR. BRIGETTE RUSSELL: Correct. When the
16 rubric states that when a school is notified of a
17 safety concern, they will remedy that within
18 30 days. And we -- and CSD did not receive
19 confirmation that the doors had been changed so the
20 people could get out from the inside without a --
21 without a key fob until I believe it was August.
22 But it was after July 1. So it was not during that
23 school year.

24 COMMISSIONER OBENSHAIN: Okay. This
25 question is probably for us internally. I still

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1 don't agree with that rating, because based on the
2 fire code conditions. But this is not necessarily
3 the time to address that. That would be moved
4 forward.

5 THE CHAIR: Actually, just the next item.
6 That will absolutely be part of the next item.

7 COMMISSIONER OBENSHAIN: Okay. Thank you.
8 VICE CHAIR GIPSON: So I just have a
9 follow-up question with that.

10 So it indicates that the fire marshal did
11 come in and confirm. Do we have a date of when the
12 fire marshal -- because I know you're notified that
13 the fire marshal said it's been fixed. But do we
14 know whether the fire marshal was actually there?

15 DR. BRIGETTE RUSSELL: I have --

16 VICE CHAIR GIPSON: And I'm trying to look
17 at that.

18 DR. BRIGETTE RUSSELL: I have a statement
19 from someone at Explore, LLC, not from the head
20 administrator, because she wasn't there last year,
21 that the fire marshal was there in the spring. But
22 I did not have any e-mails or documentation of that.
23 We didn't have an e-mail saying it's been fixed
24 until August.

25 VICE CHAIR GIPSON: The e-mail that it was

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1 fixed that came from the fire marshal?
 2 DR. BRIGETTE RUSSELL: That came from the
 3 school.
 4 VICE CHAIR GIPSON: Because my
 5 understanding was that the fire marshal came out and
 6 did not identify a concern. That's -- so I'm just
 7 trying to get this straight, so that if that's the
 8 case, then I don't understand the timing of this,
 9 then.
 10 DR. BRIGETTE RUSSELL: We were told by the
 11 compliance officer from Explore Schools that the
 12 fire marshal came out and had no concerns. And I
 13 requested a written communication that indicated
 14 that, and that was not provided.
 15 VICE CHAIR GIPSON: And you didn't -- so
 16 you didn't receive the confirmation.
 17 DR. BRIGETTE RUSSELL: I did not receive
 18 the confirmation that the fire marshal had been to
 19 the school and said there are no issues here.
 20 VICE CHAIR GIPSON: And you still don't
 21 from the State.
 22 DR. BRIGETTE RUSSELL: I do not.
 23 VICE CHAIR GIPSON: Because I thought the
 24 concern we had last year -- and maybe I just got
 25 confused. I thought the fire marshal -- we knew

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1 that the -- we had confirmation that the fire
 2 marshal had been out and said there was no problem.
 3 And now --
 4 THE CHAIR: So what I'm -- like, I
 5 actually just started going into the past meetings
 6 folder real quick. I think we got that information
 7 from the response from the school to the initial
 8 annual report. I think that's where it was listed.
 9 So I think I'd have to go back to that and
 10 look at that and see if there's something -- but I
 11 know that response was definitely way past 30 days
 12 of that happening.
 13 VICE CHAIR GIPSON: Right.
 14 THE CHAIR: But, yeah, I don't know. I --
 15 I guess for me, it's, like, is it the -- it's not
 16 the safety concern. It's the documentation
 17 timeliness is what the rating was received for at
 18 this point.
 19 DR. BRIGETTE RUSSELL: Not so much the
 20 documentation timeliness. I mean, if they had sent
 21 me two weeks ago, "Here's the e-mail from the fire
 22 marshal a week after you guys visited," I would have
 23 changed the report.
 24 VICE CHAIR GIPSON: Right. Right.
 25 THE CHAIR: Commissioner Obenshain.

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1 DR. BRIGETTE RUSSELL: Not I. CSD would
 2 have changed the report.
 3 COMMISSIONER OBENSHAIN: So with regard to
 4 the --
 5 DR. BRIGETTE RUSSELL: Okay. So the
 6 Director just showed me the Las Cruces Fire
 7 Department did their inspection on October 17th,
 8 2024. It was not August; it was October. I knew it
 9 was in the fall sometime.
 10 VICE CHAIR GIPSON: So it was
 11 significantly after this -- I thought the fire
 12 marshal had been there either right before or
 13 shortly after to confirm, not months after.
 14 DR. BRIGETTE RUSSELL: Well, that's what
 15 we were informed.
 16 VICE CHAIR GIPSON: And was told -- that's
 17 a whole different scenario in my mind than what --
 18 but I agree with you in terms of looking at the
 19 process. But I think for this purpose, we -- we
 20 didn't get confirmation until significantly after
 21 from the -- from any agency.
 22 THE CHAIR: Commissioner Taylor.
 23 COMMISSIONER TAYLOR: Yeah. Can I speak
 24 to that, that the -- the summary, the school's
 25 response was that the fire marshal -- you probably

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1 read this. But "Mr. Danner recalled visiting the
 2 school in the spring but did not have any reports or
 3 concerns on file. He has since visited the school
 4 and provided..."
 5 So that's that October 17th is when we --
 6 when he came out and gave a written report. But
 7 they recall him being there prior. So it may have
 8 been shortly after. It just didn't --
 9 SECRETARY CARRILLO: Yeah. And it says
 10 August 13th, the fire department confirmed that the
 11 locks had been replaced. It's still after the
 12 30 days. I get that. But I don't know -- but the
 13 fact of the matter is when it says August 13th --
 14 sorry -- "August 13th, the fire department confirmed
 15 that the school had replaced the locks," is that
 16 anecdotal from the school? Or is that -- or is that
 17 confirmation from CSD that the fire department
 18 confirmed on August 13th?
 19 DR. BRIGETTE RUSSELL: It's from the
 20 school.
 21 VICE CHAIR GIPSON: Okay.
 22 THE CHAIR: Commissioner Obenshain.
 23 COMMISSIONER OBENSHAIN: So back to the
 24 process. So my recollection is that every --
 25 annually, a fire marshal report is presented for the

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1 school, and that that was an expectation of
 2 documentation that the school would provide during a
 3 site visit. Is that still part of the process or
 4 not?
 5 DR. BRIGETTE RUSSELL: No.
 6 VICE CHAIR GIPSON: I don't think
 7 Las Cruces does that. I don't think so.
 8 COMMISSIONER OBENSHAIN: Oh, they don't?
 9 Oh. So that's a city --
 10 VICE CHAIR GIPSON: It would probably
 11 be -- I could be wrong. But I don't think it
 12 happens regularly.
 13 COMMISSIONER OBENSHAIN: Okay. Sort of
 14 scary.
 15 VICE CHAIR GIPSON: I only have one person
 16 in the fire department that services my house that
 17 is rated to go into a burning building.
 18 THE CHAIR: Okay. Any other questions
 19 about this report?
 20 (No response.)
 21 THE CHAIR: Okay. All right. Thank you
 22 so much, Dr. Russell.
 23 So that'll move us to Item 10. And this
 24 is when -- now I'm going to move to Ms. Barnes. And
 25 these will be based off of basically what we just

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1 went over. These will be the annual -- we're
 2 determining the annual notices that need to be sent
 3 to the schools.
 4 MS. JULIA BARNES: What I think is --
 5 THE CHAIR: Oh, I'm sorry. We need to
 6 vote to accept.
 7 Yeah, I skipped over that.
 8 I move that the PEC accept the annual
 9 reports and amended annual reports for school year
 10 '23-'24 provided by the Charter School Division for
 11 the schools identified in the agenda, 9.a. through
 12 9.e.
 13 COMMISSIONER INGHAM: Second.
 14 THE CHAIR: Thank you. Any comments on
 15 the motion?
 16 COMMISSIONER OBENSHAIN: I have one
 17 comment. So I'm -- just process-wise, if we accept,
 18 are we acknowledging that we agree with the report?
 19 THE CHAIR: No.
 20 VICE CHAIR GIPSON: No.
 21 THE CHAIR: So acceptance is we see that
 22 that is what CSD's report is.
 23 COMMISSIONER OBENSHAIN: Okay.
 24 THE CHAIR: When we get to the next item
 25 is when we can determine how we feel about it.

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1 COMMISSIONER OBENSHAIN: Okay.
 2 THE CHAIR: All right. Roll call.
 3 SECRETARY CARRILLO: And Commissioner
 4 Obenshain.
 5 COMMISSIONER OBENSHAIN: Yes.
 6 SECRETARY CARRILLO: And Commissioner
 7 Taylor.
 8 COMMISSIONER TAYLOR: Yes.
 9 SECRETARY CARRILLO: Commissioner Gipson.
 10 VICE CHAIR GIPSON: Yes.
 11 SECRETARY CARRILLO: Commissioner Burt.
 12 THE CHAIR: Yes.
 13 SECRETARY CARRILLO: Carrillo votes yes.
 14 Commissioner Gipson -- Commissioner
 15 Ingham.
 16 COMMISSIONER INGHAM: Yes.
 17 SECRETARY CARRILLO: Commissioner Brauer.
 18 COMMISSIONER BRAUER: Yes.
 19 SECRETARY CARRILLO: Commissioner Beck.
 20 Commissioner Beck.
 21 COMMISSIONER BECK: Yes.
 22 SECRETARY CARRILLO: Okay. And
 23 Commissioner Manis.
 24 COMMISSIONER MANIS: Yes.
 25 SECRETARY CARRILLO: Okay. That is nine

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1 to zero.
 2 THE CHAIR: Okay. Thank you. Now on to
 3 Item 10 and Ms. Barnes.
 4 MS. JULIA BARNES: I'll just take them one
 5 by one, because there's kind of idiosyncrasies for
 6 each.
 7 The way the motion is drafted so far --
 8 I'll modify the motion any way you want. I did not
 9 go past the academic score if a school was
 10 traditional or above.
 11 I noted that CSD has pointed out
 12 several -- several areas that looked to have
 13 concerns. But I also haven't -- because I have
 14 approached it that way, I haven't really studied
 15 whether proficiency and growth in math, for example,
 16 is there. We can do that. We can fix that.
 17 On Estancia Valley -- and, actually, CSD
 18 can tell me if I'm incorrect -- they already have a
 19 Corrective Action Plan on finances. The way it's
 20 drafted right now -- not positive I like this -- is
 21 they still have uncorrected unsatisfactory
 22 performance to the audit finding. And I indicate
 23 that, acknowledging they're on a Corrective Action
 24 Plan.
 25 I don't know if you want them to come

218	<p>1 forward in March. They will come forward in a 2 different item on the Corrective Action Plan. So I 3 wasn't sure how you wanted to approach that. 4 I -- I am leaning towards you not doing it 5 twice. I think if you have a Corrective Action 6 Plan, you have a Corrective Action Plan. So I think 7 I ought to take away that last sentence if that's 8 the way you want it. 9 And then I have put in a proposed rating. 10 But that's for your discussion, so I've highlighted 11 that. But I think I'm going to delete that 12 sentence. 13 THE CHAIR: Well, let's have 14 Commissioners -- yeah -- speak. 15 All right. So on this item, does anyone 16 have any comments, any suggestions for 10.a.? 17 Commissioner Obenshain. 18 COMMISSIONER OBENSHAIN: I would just say 19 that I concur with removing that sentence, and not 20 having two actions on the same thing. 21 VICE CHAIR GIPSON: That's what I was 22 going to say, yeah. 23 THE CHAIR: I don't see anyone saying no. 24 Is everyone else feeling okay about 25 removing that? So they're already on a CAP. So</p>	220	<p>1 audit findings, and is currently on a Corrective 2 Action Plan regarding this issue. 3 SECRETARY CARRILLO: Second. 4 THE CHAIR: There's a motion and a second. 5 Any discussion on the motion? 6 (No response.) 7 THE CHAIR: All right. Roll call. 8 SECRETARY CARRILLO: Chair Burt. 9 THE CHAIR: Yes. 10 SECRETARY CARRILLO: Commissioner Ingham. 11 COMMISSIONER INGHAM: Yes. 12 SECRETARY CARRILLO: Secretary votes yes. 13 Commissioner Brauer. 14 COMMISSIONER BRAUER: Yes. 15 SECRETARY CARRILLO: Commissioner Beck. 16 COMMISSIONER BECK: Yes. 17 SECRETARY CARRILLO: Commissioner 18 Obenshain. 19 COMMISSIONER OBENSHAIN: Yes. 20 SECRETARY CARRILLO: Commissioner Taylor. 21 COMMISSIONER TAYLOR: Yes. 22 SECRETARY CARRILLO: Commissioner Gipson. 23 VICE CHAIR GIPSON: Yes. 24 SECRETARY CARRILLO: And Commissioner 25 Manis.</p>
219	<p>1 they'll come up to present us on the CAP at some 2 point, yeah. 3 MS. JULIA BARNES: And we're waiting on -- 4 THE CHAIR: So this is we're just 5 documenting the uncorrected unsatisfactory. 6 MS. JULIA BARNES: And they're on a 7 Corrective Action Plan, so we're documenting both. 8 And what we're waiting on is the audit result. 9 THE CHAIR: Uh-huh. Okay. All right. 10 Seeing no other questions, I'll go ahead 11 and make a motion. 12 I move that the PEC provide an annual 13 report notice to Estancia Valley Classical Academy 14 indicating a Notice of Satisfactory Performance. 15 The school did not meet the standard on 16 organizational overall. 17 And the CSD identifies the new 18 unsatisfactory performance related to reporting 19 requirements, 2.c.; staff credentialing, 3.c.; and 20 5.c., responsiveness to audit findings on Page 10 of 21 the annual report. 22 The unsatisfactory performance should be 23 corrected by the next annual report. 24 Further, the school has uncorrected 25 unsatisfactory performance on 5.b., responsive to</p>	221	<p>1 COMMISSIONER MANIS: Yes. 2 SECRETARY CARRILLO: Great. Nine to zero. 3 THE CHAIR: Thank you. Item b. 4 MS. JULIA BARNES: Yeah. I did want to 5 mention that to you, in your meeting materials, we 6 have put, again, that entire form where you can see 7 how you've rated other schools. I just wanted to 8 flag that it's in there. 9 Mission Achievement and Success, this is 10 the previous motion from the last time. There was a 11 question which has been answered which did not 12 change the previous motion. 13 THE CHAIR: All right. Any comments or 14 changes to this school for Item b.? 15 (No response.) 16 THE CHAIR: All right. Seeing none, all 17 right. 18 I move that the PEC provide an annual 19 report notice to Mission Achievement and Success 20 Charter School indicating a Notice of Exemplary 21 Performance, and identify the unsatisfactory 22 performance related to 3.c., staff credentialing on 23 Page 12 of the annual report. 24 The unsatisfactory performance should be 25 corrected by the next annual report.</p>

222	<p>1 SECRETARY CARRILLO: Second.</p> <p>2 THE CHAIR: Any comments or questions on</p> <p>3 the motion?</p> <p>4 (No response.)</p> <p>5 THE CHAIR: Seeing none, roll call.</p> <p>6 SECRETARY CARRILLO: Commissioner Manis.</p> <p>7 COMMISSIONER MANIS: You're changing</p> <p>8 things up, Commissioner Carrillo.</p> <p>9 Yes.</p> <p>10 SECRETARY CARRILLO: That's so nobody has</p> <p>11 to be the deciding vote in case they -- absolutely.</p> <p>12 Commissioner Beck.</p> <p>13 COMMISSIONER BECK: I love that you change</p> <p>14 things up. It's awesome. Yes.</p> <p>15 SECRETARY CARRILLO: We're in nothing</p> <p>16 controversial right now. It's important when you</p> <p>17 have, especially, renewals.</p> <p>18 Commissioner Obenshain.</p> <p>19 COMMISSIONER OBENSHAIN: Yes.</p> <p>20 SECRETARY CARRILLO: Commissioner Taylor.</p> <p>21 COMMISSIONER TAYLOR: Yes.</p> <p>22 SECRETARY CARRILLO: Chair Burt.</p> <p>23 THE CHAIR: Yes.</p> <p>24 SECRETARY CARRILLO: Carrillo votes yes.</p> <p>25 Commissioner Ingham.</p>	224	<p>1 corrected by the next annual report.</p> <p>2 Further, the school has uncorrected</p> <p>3 unsatisfactory performance on 2.b., accounting</p> <p>4 principle findings, and is presently on a Corrective</p> <p>5 Action Plan regarding this issue.</p> <p>6 SECRETARY CARRILLO: Second.</p> <p>7 THE CHAIR: Motion and a second. Any</p> <p>8 further discussion?</p> <p>9 (No response.)</p> <p>10 THE CHAIR: Seeing none, roll.</p> <p>11 SECRETARY CARRILLO: Chair Burt.</p> <p>12 THE CHAIR: Yes.</p> <p>13 SECRETARY CARRILLO: Vice Chair Gipson.</p> <p>14 VICE CHAIR GIPSON: Yes.</p> <p>15 SECRETARY CARRILLO: Secretary votes yes.</p> <p>16 Commissioner Ingham.</p> <p>17 COMMISSIONER INGHAM: Yes.</p> <p>18 SECRETARY CARRILLO: Commissioner Manis.</p> <p>19 COMMISSIONER MANIS: Yes.</p> <p>20 SECRETARY CARRILLO: Commissioner Brauer.</p> <p>21 COMMISSIONER BRAUER: Yes.</p> <p>22 SECRETARY CARRILLO: Commissioner Beck.</p> <p>23 COMMISSIONER BECK: Yes.</p> <p>24 SECRETARY CARRILLO: Commissioner</p> <p>25 Obenshain.</p>
223	<p>1 COMMISSIONER INGHAM: Yes.</p> <p>2 SECRETARY CARRILLO: Commissioner Brauer.</p> <p>3 COMMISSIONER BRAUER: Yes.</p> <p>4 SECRETARY CARRILLO: And Commissioner</p> <p>5 Gipson -- Vice Chair Gipson.</p> <p>6 VICE CHAIR GIPSON: Yes.</p> <p>7 SECRETARY CARRILLO: Nine-zero.</p> <p>8 MS. JULIA BARNES: Taos International</p> <p>9 School is on a similar issue to Estancia Valley. So</p> <p>10 to be consistent, I'm again going to take out that</p> <p>11 sentence.</p> <p>12 Again, they will come forward to you on</p> <p>13 their CAP. And this indicates it's uncorrected</p> <p>14 unsatisfactory, but just relying only on the</p> <p>15 Corrective Action Plan.</p> <p>16 THE CHAIR: All right. Any questions,</p> <p>17 comments on the motion?</p> <p>18 (No response.)</p> <p>19 THE CHAIR: Okay. I move that the PEC</p> <p>20 provide an annual report notice to Taos</p> <p>21 International School indicating a Notice of</p> <p>22 Satisfactory Performance and identify the</p> <p>23 unsatisfactory performance related to 4.c., staff</p> <p>24 credentialing, on Page 10 of the annual report.</p> <p>25 The unsatisfactory performance should be</p>	225	<p>1 COMMISSIONER OBENSHAIN: Yes.</p> <p>2 SECRETARY CARRILLO: And Commissioner</p> <p>3 Taylor.</p> <p>4 COMMISSIONER TAYLOR: Yes.</p> <p>5 SECRETARY CARRILLO: Nine-zero.</p> <p>6 THE CHAIR: All right. The motion passes.</p> <p>7 That'll take us to Item d.</p> <p>8 MS. JULIA BARNES: Item d. is The GREAT</p> <p>9 Academy. You're going to take two votes on the --</p> <p>10 you already voted to accept the report which</p> <p>11 attached the condition. And then you saw the</p> <p>12 further analysis of CSD on the condition.</p> <p>13 The condition itself has more information</p> <p>14 than just the governance -- than just the graduation</p> <p>15 rates. And all of those items on that -- they have</p> <p>16 noted in there that they have complied with all the</p> <p>17 rest of them, but you can look at that together if</p> <p>18 you wanted.</p> <p>19 The -- similar to the other schools, the</p> <p>20 school has a Vista designation of CSI Graduation.</p> <p>21 But the condition looks at graduation, so I did not</p> <p>22 add CSI Grad in the overall motion.</p> <p>23 And I will repeat that I didn't go into</p> <p>24 any of the academics, because I -- I think they're</p> <p>25 Traditional. I'll have to go look. But you could</p>

<p style="text-align: right;">226</p> <p>1 do that, but I haven't done that in this motion. 2 THE CHAIR: All right. 3 Commissioners, any questions? Comments? 4 Commissioner Taylor. 5 COMMISSIONER TAYLOR: How do we deal -- or 6 is this the appropriate place to deal with the 7 abysmal academic performances here? Graduation 8 rate, to me, is -- I mean, obviously, it's very, 9 very important. 10 But you're talking about a school of four 11 or five graduates. So one student more or one 12 student less throws that rate into -- I mean, 13 percentage-wise, I don't think there's enough 14 students there to really statistically use a 15 percentage. 16 So, anyway, I don't know if this is the 17 appropriate place. But they're -- I mean, 18 proficiencies -- they're failing. They're failing 19 across the board, I think, as far as academics. 20 THE CHAIR: Yeah. I think -- I have a 21 little bit different opinion, only because their 22 growth is so high. 23 COMMISSIONER TAYLOR: Only in graduation. 24 THE CHAIR: No, no. Their reading -- or 25 sorry. Their reading growth and their math growth</p>	<p style="text-align: right;">228</p> <p>1 school that necessarily -- you definitely are not 2 controlling your proficiency rates for students 3 coming into this school. And I think that's very 4 difficult -- it would be really interesting to see 5 how many of them are maybe close to that, like 6 towards proficiency, or how far below they're going. 7 Because I actually think, which I -- when 8 students come in and they are significantly below, 9 it actually is easier to show growth -- 10 VICE CHAIR GIPSON: Yeah. 11 THE CHAIR: -- for most teachers. They're 12 actually the low-hanging fruit that like, "Oh, you 13 grew three grade levels this year, you grew four 14 grade levels," because they were five or six years 15 behind. So you can see this tremendous growth. 16 And I kind of suspect that's what's 17 happening at this school, too, is that they're 18 coming in really low and so it's easy to show the 19 growth, because it's maybe not as -- it's that 20 low-hanging fruit more. 21 But I still think it's hard to ignore that 22 they are growing their students. I mean, 66 percent 23 compared to 50 percent with the state, 48 percent 24 with APS, are doing growth. 25 So it's not a little bit difference. They</p>
<p style="text-align: right;">227</p> <p>1 is insane compared to the state and to the district. 2 So I'm looking at -- on Page 7 of their -- on Page 7 3 of their report. This is their growth. 4 And so I do think -- I mean, those 5 proficiencies -- it's depressing. But at that 6 point, I think that growth shows that they are 7 starting with students that are not proficient, and 8 they are growing their students quite a bit more 9 than the district or the state is. 10 COMMISSIONER TAYLOR: Okay. So, again, if 11 you come in with a 15 percent proficiency rate, and 12 you've got eight students in your class, you have 13 one or two that do a little better, that gives you 14 a -- not a very -- I mean, it's proportional, but 15 it's not a very accurate picture of the whole thing, 16 I don't think. 17 THE CHAIR: I think that swings both ways, 18 because if there are eight students, there are also 19 only one or two that tank it. 20 COMMISSIONER TAYLOR: If you're 21 15 percent, it's pretty much everybody. 22 THE CHAIR: In proficiency. 23 COMMISSIONER TAYLOR: In proficiency. We 24 have got one kid that's doing a good job. 25 THE CHAIR: I don't think that this is a</p>	<p style="text-align: right;">229</p> <p>1 are academically growing their students more than if 2 they were going to another high school in the city 3 or in the state, like another average school. 4 COMMISSIONER TAYLOR: Yeah. But the 5 proficiency rates are higher in those -- in those 6 other high schools. And so, like you said, I mean, 7 they can improve a little bit -- 8 THE CHAIR: That's right. 9 COMMISSIONER TAYLOR: -- and not show the 10 percentage of growth. 11 THE CHAIR: Yeah. 12 COMMISSIONER TAYLOR: I just think that 13 these results can be really skewed by that sample 14 number. And I'm completely discouraged by their 15 proficiency rates, you know, their academics. 16 THE CHAIR: I totally understand and feel 17 it. I don't think we're holding other schools 18 accountable to their proficiency rates this year. I 19 don't think we -- that's not something we've 20 addressed is proficiency. We've really been looking 21 at growth more. 22 So I would feel some sort of way about 23 doing it for this school and we didn't do it for 24 others that were low like this, too. So just for 25 consistency, I hear you. I hear you. I feel you.</p>

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1 I just don't know, from a policy perspective or from
 2 the authorizer perspective, if it's appropriate.
 3 COMMISSIONER TAYLOR: So, yeah, I concur
 4 with that. But I will also, just as a last comment,
 5 say that very few of our schools have proficiency
 6 rates this low. So...
 7 THE CHAIR: Uh-huh.
 8 COMMISSIONER TAYLOR: So, of course, we're
 9 not going to hold them to that proficiency standard
 10 as much because they're already doing okay.
 11 THE CHAIR: Commissioner Carrillo.
 12 SECRETARY CARRILLO: Have you got your
 13 hand up?
 14 MS. JULIA BARNES: I just wanted to
 15 explain some options.
 16 THE CHAIR: Let's come -- we'll ask for
 17 options when we're ready. So go ahead.
 18 SECRETARY CARRILLO: Of course, I concur
 19 with Commissioner Taylor. This is what I mentioned
 20 earlier in our meeting, how it's all kind of a
 21 skewed thing, where you have a school go from 15 to
 22 30, "Oh, it grew 100 percent from 15 to 30," or you
 23 can say, "You just grew 15 percent in this area."
 24 Maybe we can do this, we can develop
 25 policies after the meeting or whatever, where

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1 proficiency starts to really take the front seat.
 2 And I know that the -- it almost seems
 3 like we're -- growth is very important, and I'm not
 4 negating that whatsoever.
 5 But, ultimately, if a kid can't read and
 6 write, no matter how he's gone from grade 3 level to
 7 grade 9 level, but he's graduating with a "D," and
 8 can't really read or write or fill out a job
 9 application, it says we failed, I mean, the school
 10 and the Commission, in terms of holding those folks
 11 accountable. So...
 12 THE CHAIR: Commissioner Obenshain. Then
 13 Commissioner Gipson.
 14 COMMISSIONER OBENSHAIN: Yeah. I think
 15 one of the things that, as a -- coming from
 16 different type of schools, some that had really high
 17 proficiency and some that had really low, one thing
 18 I would say is that these assessments aren't the
 19 be-all end-all. So I think we have to remember
 20 that.
 21 The second thing is that growth leads to
 22 proficiency. So they're related in that way. So
 23 you're not going to get to proficiency if you're not
 24 showing growth.
 25 So, for me, I believe that -- I've heard

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1 the Commission, a core value is looking at growth.
 2 And that, in my estimation, that's the way to look
 3 at it, because it's that old strawberry story about
 4 "What strawberries do you get in"; right? I don't
 5 know if you've heard that educational story; I'll
 6 tell it to you later.
 7 SECRETARY CARRILLO: No. Tell us the
 8 strawberry story.
 9 COMMISSIONER OBENSHAIN: The issue is this
 10 person -- teacher is talking to someone buying
 11 strawberries. And the strawberry guy is saying,
 12 "You know, I can't believe the kids are graduating
 13 without being able to fill out a job application,
 14 and, you know, that they can't read when they, you
 15 know, get a "D" and graduate."
 16 And the strawberry person says, "Well" --
 17 the teacher says, well, back to the strawberry
 18 person, "Well, unlike you, we don't take out the bad
 19 strawberries before we sell them. We have to take
 20 all the strawberries and figure out how we're going
 21 to get all those strawberries sold to whoever shows
 22 up."
 23 So, similarly, that's the conversation
 24 about who comes into the school; right? And if
 25 they're showing growth, they're doing an amazing

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1 thing with those students at those proficiency
 2 levels, notwithstanding the idea that maybe with
 3 numbers, it's easier or harder. But their task is
 4 to grow the students that they have.
 5 And when I look at that growth, I think
 6 they're doing that. What more can we ask of them?
 7 Should their proficiency rates be higher?
 8 Probably. Should proficiency rates across the state
 9 be higher? Probably.
 10 But there are so many other factors that
 11 are contributing and other metrics that we can look
 12 at that identify a school's performance.
 13 So I believe strongly in the growth model
 14 that leads ultimately to proficiency.
 15 THE CHAIR: Commissioner Gipson.
 16 VICE CHAIR GIPSON: So, I mean, we've
 17 built into our system growth as the important thing.
 18 So I wholeheartedly support that.
 19 And I know we're doing kind of apples and
 20 oranges with the Vista scores. Strawberries and
 21 blueberries. But they almost doubled their Vista
 22 score.
 23 So I think if we're looking at consistency
 24 with our sending out these letters to schools, I
 25 agree with the whole -- it's not good. But I think

<p style="text-align: right;">234</p> <p>1 we kind of go off our own valuation if we set the 2 school differently than other schools that we've 3 sent satisfactory performance letters to. And it's 4 like, "Why me?" 5 THE CHAIR: Commissioner Ingham. 6 COMMISSIONER INGHAM: Yeah. Can I ask a 7 question? So this is going to maybe sound crazy. 8 But how does -- how does it happen that this school 9 gets so many students that are at such a low 10 proficiency rate? Are they -- they're not like a 11 reengagement school; right? 12 VICE CHAIR GIPSON: They're pretty close. 13 THE CHAIR: I think they are seen as that. 14 COMMISSIONER INGHAM: Okay. Do they -- do 15 they take that as their -- their -- their mandate to 16 be a reengagement school? 17 VICE CHAIR GIPSON: You mean in terms of 18 their mission and why they were originally founded? 19 I don't believe so. 20 They've been around -- they've been around 21 a long time, because they've been an APS school 22 before they came over to us. 23 I don't think it's -- but what has 24 happened with any number of schools, they've become 25 that school, even though that wasn't originally --</p>	<p style="text-align: right;">236</p> <p>1 there and you can graduate," but it is, "Go there 2 and you have the possibility, because they'll serve 3 you." That's, to me, what happens. 4 COMMISSIONER INGHAM: Okay. I just -- 5 SECRETARY CARRILLO: But this is not a 6 reengagement school. There's so many -- there's a 7 lot of schools that kids going into either grade 7 8 or grade 9 are ill-prepared for those grades because 9 of where they've been previously. 10 I don't know Albuquerque that well, but I 11 know students in the International District or 12 something -- is it Polk, Harrison, some of those 13 schools that are named for presidents? They're 14 really horrible schools. 15 But if someone is coming from that school 16 into a charter that's in another area, it's natural 17 they're going to have a lot of catch-up to do. 18 THE CHAIR: I do have a question -- and, 19 actually, this might be back for Dr. Russell. 20 If -- was -- I saw that this mission goal 21 was a Does Not Meet for Mission Goal No. 1. Do -- I 22 think you would have alerted us to this. But did 23 they meet their mission goals last year? 24 So this is a first year of not being met? 25 Or is this an issue that happened last year as well</p>
<p style="text-align: right;">235</p> <p>1 you know, there's two schools down by me that that's 2 what they ended up becoming, just because that's who 3 came to the school. 4 So they had to change and meet the needs 5 of those students that were coming in. 6 So probably not the seventh- and 7 eighth-graders as much, but the high school kids, I 8 think there are often students that are definitely 9 behind and probably substantially behind in credit. 10 COMMISSIONER INGHAM: Okay. I just don't 11 understand how -- is there a reputation the school 12 gets that becomes that? And in some way, that's 13 concerning to me, if that is -- who gets the 14 reputation that you can go there and get your 15 graduation one way or another. 16 VICE CHAIR GIPSON: Well, I look at it 17 differently. As a reengagement school, it's not, 18 "Oh, go there and you're going to graduate." But, 19 "Go there and you have a chance of being able to 20 graduate," as opposed to -- and sometimes, at least 21 in my area, it is often the school district is 22 saying to a student, "You're not for us, but you 23 can -- go down the block and check out that school," 24 and it becomes the "Last Chance High." 25 But it's not -- it is not the message, "Go</p>	<p style="text-align: right;">237</p> <p>1 with their mission goals? 2 DR. BRIGETTE RUSSELL: Chair Burt, I'll 3 check right now. 4 THE CHAIR: Okay. Thank you. 5 And then if you-all can start looking 6 at -- and then with the condition, it isn't -- you 7 said that there's -- there's more things on the 8 conditions than just graduation. So I -- and on 9 that condition document was just graduation. 10 MS. JULIA BARNES: No. Let me just 11 clarify. The condition document is attached to the 12 annual report. It's on -- I can't quite tell what 13 page. It's towards the bottom. And then you can 14 see there the other indicators that said, "Yes, we 15 did that," "Yes, we did that." 16 The document that the deputy director went 17 over is a CSD assessment of the graduation criteria. 18 So -- which CSD does that. The school doesn't do 19 that. The school does say how many of their kids 20 they graduate. But, again, she already answered 21 that question, that that's not also how the state 22 addresses graduation rate. But that's a piece of 23 information they provide you. 24 So I'm just pointing out. They have said 25 they have met other things that are required of</p>

<p style="text-align: right;">238</p> <p>1 them. And, in addition, you can see the document 2 that the deputy director went over for me. 3 And I think you're clear on this. But 4 you're going to take two motions. 5 DR. BRIGETTE RUSSELL: Chair Burt, in 6 '22-'23, the school was Working to Meet for the 7 first goal and met the second goal. 8 THE CHAIR: Okay. So that's not a repeat. 9 I just wanted to make sure that that wasn't a 10 repeated area. 11 DR. BRIGETTE RUSSELL: Yeah. We should 12 have called it to your attention if it was. But I 13 just wanted to check and make sure that we didn't 14 overlook it. 15 THE CHAIR: Appreciate that. Thank you. 16 MS. JULIA BARNES: We have if a school got 17 a zero on their mission-specific goals. You have 18 been flagging that. 19 THE CHAIR: Which they did on that Mission 20 Goal 1. 21 VICE CHAIR GIPSON: So wait a minute. I 22 guess I have a question, because if we're looking at 23 this motion, it says, "The notice should reflect 24 that the following uncorrected unsatisfactory..." 25 THE CHAIR: Uh-huh.</p>	<p style="text-align: right;">240</p> <p>1 You will recall that we -- that the PEC 2 did other things that were overturned on this 3 condition by the Secretary at the time. And so 4 there is the academic improvement, and that is -- 5 they've provided a lot of that information there. 6 And that also was the graduation. This is 7 where that graduation information from CSD fits in. 8 Then they had issues of spending, not 9 really financial. And this had to do with what was 10 going on between -- both between the foundation and 11 the school, but also information on, like, employee 12 salaries and that, and performance evaluations. So 13 they said that they met that. And they confirmed it 14 with Betty Seeley. 15 Then their governing board training, they 16 did that -- that was a one-time thing, I think. And 17 they did that a while ago. 18 Then they needed to have more transparency 19 with posting their information online. They say 20 that they have met that. 21 And then they have a letter from the 22 foundation that they have provided every year that 23 indicates they're following these fiscal conditions. 24 And that's their condition. 25 So I didn't see that -- I don't see that</p>
<p style="text-align: right;">239</p> <p>1 VICE CHAIR GIPSON: And the mission goal 2 is not -- 3 THE CHAIR: It should be, but I think 4 she's putting it up on the top that there is 5 unsatisfactory performance on 3.c. And failure to 6 meet the first mission goal is the top one. 7 VICE CHAIR GIPSON: And then we remove it 8 from the -- yeah. 9 THE CHAIR: Their only uncorrected 10 unsatisfactory is 5.b. 11 So in the same -- in the same, I guess 12 questioning of this, is -- is their financial 13 concerns part of their oversight that we've already 14 been doing as well? Or is it a new thing? 15 Like, is it something we need to -- I just 16 don't -- I feel like -- okay. 17 So maybe this is also -- maybe we should 18 just go over the conditions, because I have no clue. 19 MS. JULIA BARNES: I'm happy to go over 20 the conditions. 21 THE CHAIR: It's not clear. The last 22 letter I saw was 2024, like July 2024. And then -- 23 MS. JULIA BARNES: So you can find this on 24 Page 14, because -- the report is 13. So it starts 25 on Page 14.</p>	<p style="text-align: right;">241</p> <p>1 that is duplicative. So I think you would do the 2 uncorrected unsatisfactory performance, and they're 3 coming up in May. And I put a note for you in blue. 4 THE CHAIR: So then I guess this is the 5 other question. If they're already coming up in 6 May, do we do -- 7 MS. JULIA BARNES: I don't mean May. I 8 mean March. 9 THE CHAIR: They're already coming up in 10 March, or this would have them come up in March? 11 MS. JULIA BARNES: This would have them 12 come up in March. 13 THE CHAIR: And when would they normally 14 come up for any other kind of monitoring that's 15 happening? 16 MS. JULIA BARNES: They wouldn't. 17 THE CHAIR: There's nothing else. 18 MS. JULIA BARNES: They're just on a 19 condition. And the condition is just reported at 20 the end of the report. 21 VICE CHAIR GIPSON: They closed down most 22 of the pieces of the CAP, because most of the CAP 23 had to do with the foundation. 24 THE CHAIR: I remember there being a CAP. 25 Like, an actual CAP, I don't remember.</p>

<p style="text-align: right;">242</p> <p>1 VICE CHAIR GIPSON: There was a CAP, 2 because I remember there were a number of us on that 3 Zoom meeting getting to that CAP. 4 THE CHAIR: I wonder if that's something 5 we need to close out or wrap up. 6 MS. JULIA BARNES: Let me double-check 7 whether that is. I can't recall. 8 There is not a present CAP that I know of 9 that we've been monitoring. 10 VICE CHAIR GIPSON: We might have sent 11 them already a letter. 12 THE CHAIR: That doesn't seem right, 13 either. What I would maybe suggest is go ahead 14 and -- I would say -- I'd be okay moving forward 15 with this motion, having them come up in March to do 16 the financial plan for us, just like we have with 17 the other schools, and let's get Ms. Barnes, 18 Director Chavez, let's look at what's gone on with 19 that piece of it, and if we have any hanging parts 20 that we need to wrap up from that separately. 21 But I'd be okay moving -- if there is 22 stuff that we need to do separately, let's figure 23 out how we can combine it into one thing later. But 24 at least we can move forward on this with the 25 anticipation that things were being taken care of.</p>	<p style="text-align: right;">244</p> <p>1 mean academic requirement or recommendation or 2 something in there. So... 3 THE CHAIR: Commissioner Carrillo. 4 SECRETARY CARRILLO: I'm remembering the 5 conversations we've had relative to what does it -- 6 what does "satisfactory performance" mean. And, 7 like, in keeping with what -- I think I'm kind of 8 building on what Commissioner Taylor said. 9 The challenge I have -- and I think it was 10 Commissioner Brauer who brought this up to me when 11 we were talking about something, the consistency 12 aspect. There are many schools that we've also said 13 were satisfactory that had the same academics that 14 The GREAT Academy has. 15 VICE CHAIR GIPSON: I think I said that 16 ten minutes ago. 17 SECRETARY CARRILLO: Did you? I think I 18 might have been daydreaming right at that moment. I 19 was looking at the Bobcat athletic schedule. They 20 have their final event of the season tomorrow. 21 COMMISSIONER TAYLOR: Can I ask you a 22 question in regards to that? So I think Ms. Barnes 23 puts a note on there that we provided Six Directions 24 with a Notice of Unsatisfactory Performance on low 25 math proficiency last month.</p>
<p style="text-align: right;">243</p> <p>1 But if they're not, let's wrap it up. 2 All right. So does anyone have any 3 questions on -- or more comments before a motion is 4 made? 5 (No response.) 6 THE CHAIR: All right. I move that the 7 PEC provide an annual report Notice of Satisfactory 8 Performance to The GREAT Academy and note that there 9 is unsatisfactory performance on 3.c., staff 10 credentialing and failure to meet the first 11 mission-specific goal. And, further, the notice 12 should reflect that the following uncorrected 13 unsatisfactory performance continues: 14 Indicator 5.a. -- sorry -- Indicator 5.b., 15 accounting principles. 16 The school shall be placed on the PEC 17 agenda for March to discuss how they will remedy the 18 uncorrected unsatisfactory performance, and the PEC 19 may take action under the Intervention Ladder. 20 VICE CHAIR GIPSON: Second. I'm staring 21 at a screen. 22 THE CHAIR: There's a motion and a second. 23 Any comments or questions on the motion? 24 COMMISSIONER TAYLOR: Yeah. I can't 25 support this without some sort of financial -- I</p>	<p style="text-align: right;">245</p> <p>1 The school brought data in today to show 2 how they were going to address that. So it's not 3 like this isn't something that we haven't done; 4 correct? Or am I thinking incorrectly? 5 So as far as consistency, would that -- I 6 mean, us adding some sorts of academic 7 recommendation on there wouldn't be inconsistent 8 with what we've done previously. 9 THE CHAIR: The only thing I -- and I'd 10 have to go back and look. But I also think 11 Six Directions also had -- I thought they had an 12 ATSI designation for English Learners, which is 13 serious. And they also had low proficiency, but 14 also low growth. Both were low; so... 15 VICE CHAIR GIPSON: It was blueberries and 16 strawberries. 17 THE CHAIR: But I understand. I do 18 understand. I also think I do see that this school, 19 for that year, for '23-'24 that we were looking at, 20 they did grow their students way more than other 21 people did, other schools did. So that's the only 22 consolation that, maybe not overall -- and we're 23 still monitoring them. They're not off of 24 additional monitoring. They're not off of getting 25 an extra look at. They get a lot of pressure from</p>

246	<p>1 us all the time.</p> <p>2 I think this is one spot where we can say</p> <p>3 you know what? Maybe the pressure we applied made a</p> <p>4 difference. Because they didn't have those growth</p> <p>5 numbers before the intervention started. They</p> <p>6 didn't have the graduation growth.</p> <p>7 They were suffering this every single</p> <p>8 category. So to see -- for me, I was actually very</p> <p>9 encouraged by the level of intervention that CSD,</p> <p>10 the oversight that CSD was providing in addition to</p> <p>11 our normal, and then our intervention, the</p> <p>12 Commissioners getting involved with that school, I</p> <p>13 see it as a positive trajectory forward, so wanting</p> <p>14 to acknowledge that where we can.</p> <p>15 Commissioner Obenshain.</p> <p>16 COMMISSIONER OBENSHAIN: The only other</p> <p>17 comment I would have is if the school were to come</p> <p>18 up, you know, and present, what are they doing to</p> <p>19 improve their proficiency, my guess would be they</p> <p>20 would say, "Look at our growth. This is what we're</p> <p>21 doing to get proficiency levels increased."</p> <p>22 I mean, you could ask them, you know,</p> <p>23 "Show me a classroom," or, you know, whatever. But</p> <p>24 if I were that school leader, I would say, "This is</p> <p>25 what we're doing. We're killing the district and</p>	248	<p>1 THE CHAIR: That's okay. Just to be very</p> <p>2 fair in this moment, if you wanted -- I'm not going</p> <p>3 to propose an amendment to the motion. But if you</p> <p>4 want to, you have full ability to do that, if you</p> <p>5 would like.</p> <p>6 All right. Any other comments or</p> <p>7 questions on the motion then?</p> <p>8 COMMISSIONER TAYLOR: No. It won't be</p> <p>9 supported; so...</p> <p>10 THE CHAIR: It's up to you.</p> <p>11 COMMISSIONER TAYLOR: No. I'm good.</p> <p>12 THE CHAIR: Okay. Roll call.</p> <p>13 SECRETARY CARRILLO: Counting the times</p> <p>14 you said, "I move" to make sure it's not two to one.</p> <p>15 All-righty.</p> <p>16 Commissioner Obenshain.</p> <p>17 COMMISSIONER OBENSHAIN: Yes.</p> <p>18 SECRETARY CARRILLO: Commissioner Gipson.</p> <p>19 VICE CHAIR GIPSON: Yes.</p> <p>20 SECRETARY CARRILLO: Chair Burt.</p> <p>21 THE CHAIR: Yes.</p> <p>22 SECRETARY CARRILLO: I'm sorry. I got</p> <p>23 used to saying Vice Chair. I apologize.</p> <p>24 Disrespect.</p> <p>25 VICE CHAIR GIPSON: I'm still a</p>
247	<p>1 state average on growth."</p> <p>2 COMMISSIONER TAYLOR: How? I would want</p> <p>3 to know how.</p> <p>4 COMMISSIONER OBENSHAIN: That's what I'm</p> <p>5 saying. If that's what you want to know, that would</p> <p>6 be a different issue.</p> <p>7 Like, "I want to know the specifics of</p> <p>8 what you're doing to get this growth"? Is that what</p> <p>9 you're asking them?</p> <p>10 COMMISSIONER TAYLOR: I would like to see</p> <p>11 raw data and compare it to a school that already has</p> <p>12 50 percent proficiency, and they only grew 5. But 5</p> <p>13 percent -- I mean, it took a lot more for them to</p> <p>14 get 5 percent growth than a school that has eight</p> <p>15 students and got 33 percent growth.</p> <p>16 So they had two students that improved</p> <p>17 40 percent. The rest are in the gutters, possibly.</p> <p>18 I want to see the raw data that indicates what's</p> <p>19 truly happening in that situation.</p> <p>20 They had a brainiac signed up for school.</p> <p>21 I don't know.</p> <p>22 COMMISSIONER OBENSHAIN: Or all of their</p> <p>23 kids grow.</p> <p>24 COMMISSIONER TAYLOR: Sure. Sure. Could</p> <p>25 be. I'm sorry.</p>	249	<p>1 Commissioner. Always am.</p> <p>2 SECRETARY CARRILLO: Okay. Secretary</p> <p>3 Carrillo votes yes.</p> <p>4 Commissioner Taylor.</p> <p>5 COMMISSIONER TAYLOR: No.</p> <p>6 SECRETARY CARRILLO: Commissioner Ingham.</p> <p>7 COMMISSIONER INGHAM: Yes.</p> <p>8 SECRETARY CARRILLO: Commissioner Brauer.</p> <p>9 COMMISSIONER BRAUER: Yes.</p> <p>10 SECRETARY CARRILLO: Commissioner Manis.</p> <p>11 COMMISSIONER MANIS: No.</p> <p>12 SECRETARY CARRILLO: Commissioner Beck.</p> <p>13 COMMISSIONER BECK: Yes.</p> <p>14 SECRETARY CARRILLO: And that passes by a</p> <p>15 vote of seven to two.</p> <p>16 THE CHAIR: Thank you.</p> <p>17 All right. So there is a second motion</p> <p>18 that can be made about the graduation condition.</p> <p>19 And I guess my question will be for the Commission</p> <p>20 is would it be better to just look over all the</p> <p>21 conditions at once instead of parsing this one out</p> <p>22 separately and go through and make sure we've</p> <p>23 eliminated all the conditions that are -- because I</p> <p>24 think there seems to be some ambiguity of which</p> <p>25 conditions have been released, which ones are still</p>

<p style="text-align: right;">250</p> <p>1 in progress, which ones are -- where are all the 2 conditions at.</p> <p>3 And I feel like it would be better to look 4 at maybe all the conditions at once next month 5 with -- like, have the school come up, talk to us, 6 and go through their conditions with them, because 7 they'll be present anyway.</p> <p>8 I just thought there was some ambiguity 9 around all the rest of the other conditions outside 10 of the graduation rate.</p> <p>11 VICE CHAIR GIPSON: I thought we were good 12 on the conditions, that there might be a CAP sitting 13 out there, which is separate from the condition.</p> <p>14 MS. JULIA BARNES: There's not ambiguity 15 on the condition. They filled out a condition form. 16 It's the same condition form. There's also 17 additional data that analyzes part of the condition 18 form that deals with graduation. That part is 19 clear.</p> <p>20 THE CHAIR: Which conditions have been 21 closed out by the Commission?</p> <p>22 MS. JULIA BARNES: I haven't closed out 23 any condition. Back to what Commissioner Gipson is 24 saying, is there a Cap, I can't find that quickly. 25 I think you can take action on this condition,</p>	<p style="text-align: right;">252</p> <p>1 report on the others, because we're saying they're 2 good on the rest of them.</p> <p>3 THE CHAIR: And I think I'm right on 4 the -- I'm following every single thing. But -- and 5 that's why I'm still -- I think there's still -- it 6 feels messy right now to me to single out one -- 7 like, I think we should go through the entire 8 condition document and take it all together at once, 9 because I don't have clarity over what has been 10 closed out and what is not closed out.</p> <p>11 VICE CHAIR GIPSON: Nothing is closed out 12 until we vote.</p> <p>13 THE CHAIR: Why are we voting on this one 14 thing today? That's my ultimate question. We're 15 saying we're going to take one little thing off the 16 condition document and close it out but leave the 17 rest of the condition documents.</p> <p>18 VICE CHAIR GIPSON: No, no, no. Maybe 19 we're looking at it differently. I'm looking at it 20 as everything else from the condition document gets 21 closed out because they've provided the letter from 22 the foundation that they're good on all of those.</p> <p>23 The only thing that still they haven't 24 satisfied is their graduation rate. 25 But everything else, they've provided the</p>
<p style="text-align: right;">251</p> <p>1 because I think all of the information on the 2 condition is in front of you.</p> <p>3 The question as to whether there's some 4 outstanding CAP, I can't answer that right now. But 5 it's not part of a condition.</p> <p>6 Do you see what I'm saying?</p> <p>7 THE CHAIR: I thought the CAP is based off 8 of the --</p> <p>9 VICE CHAIR GIPSON: No. The condition was 10 renewal condition.</p> <p>11 THE CHAIR: But there's multiple 12 conditions of renewal.</p> <p>13 VICE CHAIR GIPSON: Correct. And they're 14 in that document where you can see --</p> <p>15 THE CHAIR: We're only going to eliminate 16 one of them instead of all of them?</p> <p>17 VICE CHAIR GIPSON: It could be 18 eliminating all of them. It could be eliminating 19 every one except the graduation, because the 20 foundation has provided what they had to do and 21 they've shown that their staffing isn't more than 22 1.0 being paid.</p> <p>23 If we determine that those are satisfied, 24 and we still have concerns with the grad rate, we 25 can keep the grad rate, and they don't have to</p>	<p style="text-align: right;">253</p> <p>1 documentation and said, "Yes." 2 It's up to us to say, "Okay, I agree with 3 you, that's a yes." 4 We needed that from the foundation. They 5 gave it to us. We need to know that you're not 6 paying someone more than 1.0. They gave that to us. 7 But they still haven't satisfied the 8 graduation rate. Or we could say they haven't. 9 To me, they've fulfilled all the 10 components of their condition, except they still 11 haven't completed their condition on complete 12 improvement of their graduation rate.</p> <p>13 SECRETARY CARRILLO: She's typing that in 14 now.</p> <p>15 VICE CHAIR GIPSON: But if you look 16 through everything else, it's there.</p> <p>17 THE CHAIR: I guess I'm still -- I see 18 this, and I see things like, "See letter dated..." 19 "See... -- and I just don't think it's clear today 20 all -- like, we did not go through this with the 21 documentation attached to it. 22 Like, there's signatures, and there's -- 23 if that's what -- if that's fine, then that's it.</p> <p>24 VICE CHAIR GIPSON: That's what we asked 25 for, that the --</p>

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1 THE CHAIR: But there's nothing for me to
2 review to verify any of this.

3 VICE CHAIR GIPSON: To verify that that
4 letter from the board, that they have fulfilled that
5 and they're attesting to that? I don't know how
6 else we --

7 THE CHAIR: I don't have it. I don't see
8 it.

9 VICE CHAIR GIPSON: I saw a letter from
10 the board.

11 MS. JULIA BARNES: Yes. You have a letter
12 from the board. What you don't have -- to what
13 you're saying -- is they say, "Yes, TGA business
14 manager confirmed with Betty Seeley." You do not
15 have something from Betty Seeley that says that
16 that's there.

17 On the board training, that's an old one.
18 That one's been met.

19 They say that --

20 THE CHAIR: Do we know that it was met?

21 VICE CHAIR GIPSON: No. We do that today.

22 THE CHAIR: Then I don't think we're ready
23 at all for that, then, because there's not
24 documentation for all that stuff provided to us.

25 MS. JULIA BARNES: So it sounds like you

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1 And that was done again.

2 The part that sounds to me like it's
3 missing, at least for you, is someone at CSD going
4 and checking with Betty Seeley. So that's --

5 THE CHAIR: Verifying everything.

6 MS. JULIA BARNES: Yeah. So you could
7 just ask them to do that and not do a vote on this
8 right now.

9 THE CHAIR: That's what I would recommend,
10 that we -- when the school comes up next month,
11 they're going to talk to us about that 5.b. At that
12 time, also let's go through this with them and with
13 the CSD analysis, making sure all the verifications
14 are there.

15 And CSD can work with the school between
16 now and then to make sure all the check marks are
17 done, all the documentation is in there so where we
18 can see where you got that from. And we can kind of
19 systematically go through this and actually vote to
20 move on from stuff. If it's a year old now and
21 things got taken care of, let's move it off the
22 plate and get focused on what's going on right now
23 with the school and not what was happening.

24 Because that, to me is, making it feel so
25 convoluted. What's going on? What's been done?

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1 might want a CSD analysis of the condition document
2 in addition to the graduation. Okay. Confirmation
3 of those other things before you want to vote. And
4 you can put it off.

5 THE CHAIR: To me, I -- it doesn't make
6 sense for me to -- it doesn't make sense to vote on
7 it today without --

8 MS. JULIA BARNES: You can certainly move
9 it and ask the CSD to make an analysis.

10 THE CHAIR: When we have -- we weren't
11 considering the whole condition document; right?
12 Like that wasn't even in the to-do. It was just in
13 the graduation part of the motion. That was what
14 was in the motion to start.

15 MS. JULIA BARNES: It just said "Condition
16 Report." So to -- you can draft the motion any way
17 you want. You can put it off until next month.

18 There are two documents for The GREAT
19 Academy.

20 One is the annual report with the entire
21 condition document attached which it sounds like it
22 doesn't have all of the information that you might
23 want.

24 The second document was something that CSD
25 does in order to assess the graduation component.

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1 What's happening? What needs to happen still? And
2 get clarity on that.

3 Cool. Real quick, Commissioners, if
4 you're --

5 VICE CHAIR GIPSON: I'm fine.

6 THE CHAIR: I don't think we need to make
7 a motion for it or anything. We just move on. We
8 just keep going.

9 SECRETARY CARRILLO: They're coming up,
10 anyway, next month.

11 THE CHAIR: So we did make the motion for
12 that. And we'll work it out on the agenda.

13 That brings us to e., Explore Academy-Las
14 Cruces.

15 MS. JULIA BARNES: Okay. So I think you
16 have two options, which you've been wanting to
17 discuss. Last time you did send a letter already to
18 Explore Academy. You could amend that annual report
19 notice and add in something about facilities. If
20 you do not wish to change what you did previously,
21 obviously, no action is needed.

22 If you wish to amend it to add in
23 facilities, it changes -- changes two things. One,
24 it adds facilities. And then the other is it adds
25 another red that makes it Does Not Meet on the

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1 organizational framework.

2 That's the way the CSD report is. That's
3 not what you put -- you didn't put in either 5.e.,
4 facility, and you did not flag for them a concern on
5 Does Not Meet the overall organizational framework.

6 So you may take no action, or you may
7 amend it.

8 THE CHAIR: Commissioner Ingham.

9 COMMISSIONER INGHAM: So after reading the
10 letter that they sent back, where they refuted that
11 we have any -- we don't have a leg to stand on when
12 we say that their facilities are inadequate, I'd
13 like to know from CSD, do we have any reason -- I
14 mean, does CSD disagree with that letter? Or do --
15 are they convinced that that is the case, even if
16 it's not necessarily appropriate?

17 But the law is the law. Can we know
18 whether or not CSD agrees with the letter that they
19 wrote?

20 DR. BRIGETTE RUSSELL: Chair Burt,
21 Commissioner Ingham, with the letter that the school
22 wrote in response to the annual report --

23 COMMISSIONER INGHAM: Right.

24 DR. BRIGETTE RUSSELL: -- initially?
25 CSD -- CSD stands by our rating for that indicator.

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1 don't -- we don't -- we're not accepting what CSD
2 has said on the facilities, and we're going to move
3 ahead with the rest of it."

4 Now, they did what they -- what you asked
5 them to do, and they said, "We stand by it."

6 So that's why I'm saying you can amend
7 your notice from last month's, and you can include
8 the facilities, and you can include -- you can
9 address more to it. You do not have to do that.
10 But if you want to, I suggest you do it as an
11 amended notice.

12 COMMISSIONER OBENSHAIN: So then they've
13 received their letter. Facilities is not in it.
14 Organizational framework was satisfactory.

15 MS. JULIA BARNES: No. It was not
16 flagged. You didn't change anything that the CSD
17 report said. You just did not flag it in your
18 letter as a concern.

19 The overall Does Not Meet score -- and
20 just to be really clear, that's because if you add
21 in facilities, they hit the number, and if you don't
22 add in facilities, they don't hit the number.

23 So -- and I don't have a problem with
24 this. You have CSD saying one thing and standing by
25 it. That's part of the record of performance. You

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1 COMMISSIONER INGHAM: Okay. Thank you.

2 THE CHAIR: Thank you. Do you have any
3 follow-ups?

4 COMMISSIONER INGHAM: I guess I think we
5 should include that rating with our letter.

6 THE CHAIR: Commissioner Obenshain.

7 COMMISSIONER OBENSHAIN: Yeah. So the --
8 when you say we're amending a letter that was
9 already sent, was that from last month?

10 I thought we had agreed that we were not
11 sending those letters, that we were holding off
12 until this month.

13 THE CHAIR: Ms. Barnes.

14 MS. JULIA BARNES: Last month, you did two
15 things: You asked CSD and the school to go back and
16 talk about the facility. They did that. The answer
17 from CSD is they stand by their report. So they
18 amended it, but they didn't change their ratings.

19 The action you took said we're going to
20 give the school an annual report notice from PEC
21 without that. So you did not include the
22 facilities. You did not include the scoring on the
23 overall financial -- on the overall organizational
24 framework.

25 So you gave them a letter that said, "We

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1 have the school having provided a response that
2 says, "We don't agree with you," part of the record
3 of performance.

4 You have your decision last month that
5 said, "We're not including that."

6 You can change that or not.

7 So -- and I -- I think that you all
8 understand this. And I'm actually looking -- when
9 we did the rule, you were really one of the
10 advocates for that. There can be inconsistent
11 things in that record of performance. There can be.
12 And there will be in this case.

13 COMMISSIONER OBENSHAIN: So the -- yeah,
14 when we were talking last -- when we were talking
15 about this, my biggest concern was that the record
16 of performance was not accurate, in my opinion.

17 So if this goes forward, I don't
18 believe -- I don't agree that they Did Not Meet. So
19 regardless of what letter we send, there will still
20 be a record that the CSD is standing by that says
21 their facilities are not in compliance.

22 And the school is trying to get that
23 rating changed, because they don't believe that they
24 did not meet that expectation.

25 I happen to believe that they did meet --

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1 that there was no expectation about exit doors and
2 playground equipment.

3 MS. JULIA BARNES: So if -- if you -- the
4 rule allows, and will allow, for there to be
5 disagreements in the record of performance. And the
6 thing that I find very satisfying about the record
7 of performance is you all, as a body, when you look
8 at their renewal, which is what the record of
9 performance is, you're going to make an assessment
10 considering all of the aspects.

11 That's why we let CSD say what it's going
12 to say. That's why we let the school say, "I
13 disagree." And then the -- whatever -- whoever's on
14 that PEC, when they come back up, can say, "This PEC
15 decided that they weren't going to include that, so
16 I'm going to consider that."

17 So to me, that's clear in the rule. It's
18 also fine. The world -- people have different
19 opinions in the world. And you guys, as a
20 Commission, have to ultimately make that decision.

21 You're saying a different thing, though, I
22 think, is that you are not yet satisfied that there
23 should be an answer, yes or no, and you want some
24 more investigation.

25 I think that would be different from the

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1 annual notice. And as a Commission, you could go
2 back and say -- I think Commissioner Ingham just
3 said this -- "Can somebody go out there and say,
4 definitively, the playgrounds are..." -- I don't
5 remember what you said. You could ask that. And I
6 think that sounds like exactly what you want.

7 So if I'm hearing you correctly -- I'm
8 looking at you, Commissioner Obenshain -- you would
9 not change the letter, and we would draft another
10 motion right now -- or you can just ask for a
11 motion -- the Commission could further direct CSD to
12 have experts go out and take a look at that. That's
13 what it sounds like you're wanting. And that's how
14 I would suggest you sort through what you are
15 asking.

16 COMMISSIONER OBENSHAIN: Well -- and that
17 leads to the next question, which is are we saying
18 that they're not meeting the standard because of
19 their lateness of responsiveness? Or that the exit
20 doors were locked? To me, that's where the rub is.

21 Poms & Associates should be the ones that
22 go out and make that assessment. They may have an
23 elaborate fire exit plan; they may not. But I don't
24 know that, based on the fact that you all saw locked
25 doors.

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1 So that's my biggest concern is that it
2 seems very inconsistent, in the sense that what are
3 we saying is the CSD's role in assessing facilities'
4 compliance?

5 THE CHAIR: Yeah. Thank you, everyone.
6 Appreciate everyone's input.

7 Okay. Commissioner Brauer.

8 COMMISSIONER BRAUER: Thank you, Chair.
9 You know, last week -- or last time -- last
10 January -- last month, we were talking about this.
11 And I was -- I was a little bit concerned that we
12 were going to hold a school accountable to us, you
13 know, the facilities issue with the doors locked.
14 Because they did remedy it; right? They remedied
15 it.

16 It was very late in the year when they
17 remedied it. I think the letter that the charter
18 school team provided from the school was like
19 May 20th. And it was, like, February 8th when it
20 was determined that some of the doors were locked.

21 And they ought to be -- I'm not a fire
22 marshal. But I'm pretty sure that you can't have
23 locked doors, no matter -- any of them shouldn't be
24 locked going out of a building.

25 And so I'm a little bit conflicted on if

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1 we do need to take any other action -- we did take
2 the facilities off the letter last month; correct?
3 That was not a thing that we said; right?

4 MS. JULIA BARNES: Correct.

5 COMMISSIONER BRAUER: I think that's
6 right. It's been remedied. I don't know if we
7 should clear that record, because it was an issue.
8 I don't think it's out of -- Commissioner Obenshain,
9 I don't know. I agree Charter School Division team,
10 they're not experts at everything. But they also
11 know basic fire safety issues.

12 You know, you just -- that door should be
13 able to be opened from the inside out without a key,
14 period. And so I don't think that's, like, outside
15 of their wheelhouse to see that.

16 Obviously, Poms, obviously, the fire
17 marshal had much more, and it sounds like they did
18 do that, and they got a fire marshal to come in and
19 review the information, and they signed off on it.
20 It doesn't change the fact that it was May 20th when
21 that was signed off on. And that was a full year
22 without this being an issue.

23 So I think that -- I don't think we need
24 to beat the school up. I think they resolved it.
25 Great. But I don't know if I feel comfortable in

<p style="text-align: right;">266</p> <p>1 changing the record, because it was an issue. So 2 that's where I'm at. 3 But I won't vote to change the record. I 4 will vote no on that, because it is an issue that 5 they did correct. But it still was an issue during 6 this time period. 7 And so it's not double jeopardy, then, and 8 make it an issue now moving forward. But it is what 9 it is. And I think in terms of consistency, as we 10 do in academic results -- it's just hard -- I was 11 ready to change it until I read the new information 12 this time. And I feel a little bit more like we 13 made the correction. And I included it as an issue. 14 But I don't feel comfortable in changing the Charter 15 School Division's current result. 16 THE CHAIR: Commissioner Gipson. 17 VICE CHAIR GIPSON: Yeah. You know, I 18 think if we have a -- if we've identified an issue 19 with a process, then we need to look at the process 20 down the road. 21 For right now, the school did have an 22 identified issue. Yes, they did correct it. But 23 what they didn't do is provide the information 24 within the time frame that our process is set up 25 for. And that's where, right now, I'm good with</p>	<p style="text-align: right;">268</p> <p>1 at renewal. And I do think it's actually a really 2 good practice for us to -- I actually appreciate 3 that CSD is, like, "This is what our rubric said. 4 We looked at it. We did adjust it. But there was 5 another part of the rubric that still didn't meet 6 it." 7 I appreciate that. I still do think I 8 like that the PEC took a look at it and said, Okay, 9 we see where you're coming from, but that's not 10 something that we don't want to give an 11 unsatisfactory overall to a school. 12 We see where there's -- it looks like it's 13 a simple error. The fire department did come in. 14 They did look at it. 15 They listened. They didn't just ignore it 16 from CSD. It's fixed now, so we don't need to, 17 like, make it a big deal. 18 I actually like that in our letter, we 19 said, "These are the things we do have concerns 20 about." And, like, where I come from is if all of 21 us disappeared and this school comes up for renewal 22 and all of us are gone, that there is still that 23 record of, like, okay, the PEC looked at it also, 24 said this. This is what they saw from the school. 25 This is what they determined that year.</p>
<p style="text-align: right;">267</p> <p>1 leaving the -- we took it -- we took it out of the 2 letter. We didn't include it in the letter, and 3 that it stays as part of the rating right now, 4 because the school could have easily fixed it by 5 sending a letter in a timely fashion. 6 We give them 30 days to say, "Here it is, 7 we fixed it." And they didn't. 8 Or even I have faith that if they had sent 9 it in 40 days, but then it -- there was information 10 that they fixed it within that 30, it would have 11 been cleared out by the Charter School Division. 12 None of that happened. So I think I'm 13 good with just leaving the letter and leaving the 14 rating. 15 THE CHAIR: Yeah. I feel that's kind of 16 where I'm sitting, too. I kind of like the idea 17 that it's in the CSD report. It's in the annual 18 report. 19 Because I really am thinking what does it 20 look like at renewal? How is this going to impact a 21 school at renewal? Or is there going to be any kind 22 of action based off of this? Any kind of 23 negative -- what's going to come up of this 24 negatively to the school? 25 Where I have see it come up negatively is</p>	<p style="text-align: right;">269</p> <p>1 That gives a lot of context to a 2 Commissioner to make that decision about renewal, 3 and should that affect a renewal decision later on 4 and should they get held accountable in a negative 5 way in any way. 6 And I think it's -- I think it was 7 actually a really good practice. CSD, I think, took 8 a look back at that process, reflected on it, did 9 what they were supposed to do. And I feel good 10 about leaving -- the school came up. They actually 11 were the first ones -- were they our first ones this 12 morning? 13 They came up and did their first 14 unsatisfactory -- they did that about their 15 financials. They took it seriously. I think we 16 should just let this live just how it is. I 17 appreciate CSD going back, taking a look at it, 18 really considering how it could reflect on the 19 rubric and holding consistency for yourselves and 20 allowing us to have that space to determine what 21 that looks like for us as well. 22 So I do actually think that's how the 23 system is supposed to work. And it's okay. I'm 24 okay not having CSD do any more on this issue, which 25 means do we need -- that means we don't need to do</p>

270	<p>1 anything for that, then; right?</p> <p>2 All right. So if no one's going to make a</p> <p>3 motion, we can -- I'm just going to move on from</p> <p>4 this one. All right?</p> <p>5 Cool. So we're going to go to Item f.</p> <p>6 This is Red River Valley Charter School. And this</p> <p>7 will be -- yeah.</p> <p>8 Ms. Barnes, if you want to talk us through</p> <p>9 the amended?</p> <p>10 MS. JULIA BARNES: Yes. In</p> <p>11 double-checking all of the letters to make sure,</p> <p>12 that were based on motions that I prepared, Red</p> <p>13 River was sent a letter identifying unsatisfactory</p> <p>14 performance on accounting principles; so a first</p> <p>15 year. And that was incorrect. When I went and</p> <p>16 double-checked them, it was a second year.</p> <p>17 When I raised that with then Chair Gipson,</p> <p>18 her thinking was to bring that forward. We should</p> <p>19 be consistent. That was -- you would have drafted</p> <p>20 the letter in a different way had I correctly seen</p> <p>21 it as a two-year thing.</p> <p>22 So my suggestion is that you issue them an</p> <p>23 amended letter, and you ask them to come forward</p> <p>24 next March.</p> <p>25 There was a comment at the beginning that</p>	272	<p>1 THE CHAIR: Any other questions or</p> <p>2 comments, Commissioners?</p> <p>3 Okay. I move that the PEC provide an</p> <p>4 amended annual report note to Red River Valley</p> <p>5 Charter School indicating a Notice of Satisfactory</p> <p>6 Performance and identify the uncorrected</p> <p>7 unsatisfactory performance related to 2.b.,</p> <p>8 accounting principles, on Page 11 of the annual</p> <p>9 report.</p> <p>10 The school shall be placed on the Public</p> <p>11 Education Commission agenda for March to discuss how</p> <p>12 they will remedy the uncorrected unsatisfactory</p> <p>13 performance, and the PEC may take action under the</p> <p>14 Intervention Ladder.</p> <p>15 VICE CHAIR GIPSON: Second.</p> <p>16 THE CHAIR: There's a motion and a second.</p> <p>17 Any further comment?</p> <p>18 (No response.)</p> <p>19 THE CHAIR: All right. Hearing none,</p> <p>20 roll.</p> <p>21 SECRETARY CARRILLO: Commissioner Brauer.</p> <p>22 COMMISSIONER BRAUER: Yes.</p> <p>23 SECRETARY CARRILLO: Commissioner Beck.</p> <p>24 COMMISSIONER BECK: Yes.</p> <p>25 SECRETARY CARRILLO: Commissioner</p>
271	<p>1 they weren't given this notice, that this will give</p> <p>2 them notice for that. So what we didn't do is</p> <p>3 explain to them that this was the first thing --</p> <p>4 this was the first step.</p> <p>5 So it's my error. I think it's correct to</p> <p>6 fix it, and they will have the same opportunity as</p> <p>7 all the other schools next month.</p> <p>8 VICE CHAIR GIPSON: Right.</p> <p>9 THE CHAIR: Any questions from</p> <p>10 Commissioners?</p> <p>11 Commissioner Obenshain.</p> <p>12 COMMISSIONER OBENSHAIN: So does that then</p> <p>13 change the Notice of Satisfactory? Is that what</p> <p>14 you're saying? It'll change that? Or it'll stay</p> <p>15 the same?</p> <p>16 MS. JULIA BARNES: It would be up to you.</p> <p>17 I can't imagine why you would change the Notice of</p> <p>18 Satisfactory.</p> <p>19 COMMISSIONER OBENSHAIN: I was just</p> <p>20 asking.</p> <p>21 MS. JULIA BARNES: I should have called it</p> <p>22 in the motion "uncorrected unsatisfactory."</p> <p>23 Frequently, though, just because we're talking</p> <p>24 through this process, having the notice often say</p> <p>25 satisfactory with one thing that they need to fix.</p>	273	<p>1 Obenshain.</p> <p>2 COMMISSIONER OBENSHAIN: Yes.</p> <p>3 SECRETARY CARRILLO: Commissioner Taylor.</p> <p>4 COMMISSIONER TAYLOR: Yes.</p> <p>5 SECRETARY CARRILLO: Vice Chair Gipson.</p> <p>6 VICE CHAIR GIPSON: Yes.</p> <p>7 SECRETARY CARRILLO: Chair Burt.</p> <p>8 THE CHAIR: Yes.</p> <p>9 SECRETARY CARRILLO: Secretary Carrillo</p> <p>10 votes yes.</p> <p>11 Commissioner Ingham.</p> <p>12 COMMISSIONER INGHAM: Yes.</p> <p>13 SECRETARY CARRILLO: And Commissioner</p> <p>14 Manis.</p> <p>15 COMMISSIONER MANIS: Yes.</p> <p>16 SECRETARY CARRILLO: That passes,</p> <p>17 nine-zero.</p> <p>18 THE CHAIR: All right. Thank you.</p> <p>19 If you all don't mind, let's go ahead and</p> <p>20 take just a five-minute break. We'll come right</p> <p>21 back at 4:00. We're going to get started back at</p> <p>22 4:00.</p> <p>23 (Recess taken, 3:53 p.m. to 4:02 p.m.)</p> <p>24 THE CHAIR: Okay. We're going to go to</p> <p>25 Item 11. But I'm going to wait for Secretary</p>

<p style="text-align: right;">274</p> <p>1 Carrillo to take a seat because this was his item. 2 SECRETARY CARRILLO: It's K.T.'s item. 3 THE CHAIR: Commissioner Manis. I know 4 this was put on the agenda from Commissioner 5 Carrillo and yourself. So I'll let you guys go 6 ahead and go for it. 7 COMMISSIONER MANIS: Yeah. Commissioner 8 Carrillo and I discussed this two different times 9 after we approved the logo. I know that whenever we 10 had the vote for the logo, there were some 11 reservations that I considered based off of the 12 scope of what the logo represents. 13 I know that while we might just use the 14 logo in a very inconspicuous places -- right? -- on 15 letterheads or on a letter or on a business card, I 16 think it's important for us, as we move forward, 17 especially into the future, that we're setting 18 something up that all of us consider to be an 19 accurate representation of what we are -- what we 20 are doing at the Commission and what we represent to 21 students and families, based off our mission and our 22 vision. 23 And so our proposal was that, based off 24 our conversation, was to go back to the original 25 logo that I had -- we had brought up those three and</p>	<p style="text-align: right;">276</p> <p>1 image. 2 So that's the idea behind the proposal is 3 to -- to resend the logo that we weren't necessarily 4 happy with and didn't feel like it represented our 5 mission and our vision. 6 THE CHAIR: Commissioner Carrillo. 7 SECRETARY CARRILLO: Thank you, Chair 8 Burt. To build on what Commissioner Manis was 9 saying, my recollection -- well, first off, I do 10 recollect that this was called "No. 4" at the time. 11 We all really loved it. 12 The one that had -- remember, there were 13 six or seven that we saw. This was called No. 4 at 14 the time, and this was something that we all liked 15 at the time. 16 And then there became complications with 17 State Printing and all these iterations. And then 18 my recollection -- and, actually, no disrespect 19 intended to anyone -- it was one of the last things 20 on -- when we did approve this one, the other one 21 with just the book, it's my recollection it was the 22 end of a day on Friday. We rushed through it to get 23 out of here. 24 And that's my recollection of it. And I 25 just feel that the one that was approved and the</p>
<p style="text-align: right;">275</p> <p>1 the ones before we took them to the State, I guess, 2 Design Office, if you will. 3 And at the time that we were going -- just 4 to give a little bit of background, at the time we 5 were going to the State Design Office to work on the 6 logo, Consuelo had asked for a vectorized version of 7 the logo that we had decided on. 8 And at the time I didn't know anything 9 about vectorizing images. However, in the months 10 since our conversation, I looked at vectorizing an 11 image and figured out that that process is pretty 12 easy with AI. 13 So the logo, in and of itself, that we 14 were looking at, while it -- as it was before, as 15 you enlarged it, it would get pretty blurry, because 16 it wasn't of high quality and it wasn't vectorized. 17 So our thought was to go back to that 18 original logo that we had approved and everybody 19 liked that we somehow needed to go to the State 20 Design Office and use the vectorized version that 21 looks clean. 22 And I think that Julia had put that 23 vectorized image up there in our folder. 24 There is a black-and-white vectorized 25 image, and then there's the colorized vectorized</p>	<p style="text-align: right;">277</p> <p>1 reason I wanted it to be reconsidered, I think it 2 would be great if Mike Taylor wants to take it to 3 the Library Commission and change it. It would be 4 great for the Library Commission. But it says 5 nothing about what we do. 6 And I know the other one used to have a 7 graduation cap. So I'm not going to -- this is not 8 a hill I'm willing to die on. I just won't use it. 9 I like the State Seal much better than the other one 10 with just the book. I'll use that one for my cards 11 or a shirt or anything else. 12 Yeah, not a hill. Too many other things 13 that are important. I just think that the one with 14 just the book only, I just don't think it's very 15 good. That's all I'll say. 16 VICE CHAIR GIPSON: Can I just -- 17 THE CHAIR: Commissioner Gipson. 18 VICE CHAIR GIPSON: So I clearly 19 remember -- because I'm the person that remembers, 20 apparently, everything, I clearly remember the 21 conversation and asking for all of those pieces but 22 the book to be taken out. 23 But I'm not getting -- I really don't want 24 to make this about the logo. I'm concerned about 25 the process. Two things:</p>

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1 If we're going to do this and say, "Well,
2 it was late in the day on Friday," then I'm going to
3 ask that we take a look at every vote that we took
4 after 3:00 in the afternoon since we've been here
5 and go back and relook at them, because I don't
6 accept that we're tired and we took a tired vote,
7 because I think it's a bad message that we're
8 sending schools.

9 But, more importantly, I think the message
10 for the process that we could take a vote, and
11 within a month, rescind that vote, I think that's a
12 really poor message we're sending schools.

13 This doesn't affect a school. I fully
14 understand that. But this is part of our process.
15 And I don't like the process of looking -- looking
16 and saying, "Oh, you know what? I thought about it,
17 I've rethought it, and I want to rescind that vote."

18 I just think that's not good -- that's not
19 something that we want to begin doing. And I agree
20 I think we have really way more important things to
21 be concerned about than the logo.

22 THE CHAIR: All right. So I do not see
23 any other Commissioner questions or comments.

24 Commissioner Taylor.

25 COMMISSIONER TAYLOR: I would just say

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1 I actually think the logo that was made is
2 exactly what the Commission decided. Like, it's an
3 exact reflection of what the Commission had
4 discussed.

5 And I like it. I'm going to use it. I
6 want to move on past it, because I really need new
7 business cards. So I really would like to be able
8 to just use it and move on.

9 Commissioner Manis.

10 COMMISSIONER MANIS: I think the problem
11 was with the one from the State Design Office was
12 that a lot of the reason why we decided to remove
13 all those other things was because of the way that
14 they -- how animated they looked. Because I
15 remember we talked about it in the way that the --
16 the animation associated with the cap on there, it
17 didn't look very good. The building, it didn't look
18 very good on the way they included it, because
19 that's one point we all talked about.

20 But I don't have the motions in front of
21 me, so I'll make a second to whomever makes the
22 first.

23 SECRETARY CARRILLO: The only thing I
24 would say is with all due respect to the Vice Chair,
25 I think it's patently ridiculous the idea that we

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1 that, obviously, Commissioner Carrillo is welcome
2 and able to -- to make a motion and see what -- you
3 know, see what happens with that.

4 So, I mean, I -- I mean, I don't have -- I
5 agree with what -- I agree with what Pattie said for
6 the most part, you know. It does send some
7 messages; although I don't necessarily agree with a
8 month later, us having time to sort of reevaluate
9 and think about things and say, "You know what? I
10 want to reconsider that," I don't think that sets a
11 precedent, necessarily.

12 But I do agree that -- I mean, every
13 decision after 3:00, we should probably reevaluate
14 if we're tired, you know. So that, to me is not
15 a -- I agree with that.

16 So I would -- you know, I think if we want
17 to revote on it, I think that's -- we can do that,
18 you know. I don't have any issue with that.

19 SECRETARY CARRILLO: Well, there would be
20 two motions, I guess, one to rescind and the other
21 one --

22 THE CHAIR: Before I go back to you,
23 Commissioner Manis, I'm just going to say I remember
24 looking at this, discussing it, removing all the
25 other stuff, leaving the book.

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1 would look at everything after 3:30 on a Friday.
2 Even the comment, I think, is ridiculous.

3 And I would say that sometimes on Fridays,
4 there is -- depending on the agenda or whatever else
5 is happening, there is a -- an urge to leave as
6 quickly as possible on Fridays. And I think that is
7 the condition under which the decision was made.

8 Not a hill I'm going to die on. Not going
9 to have a business card with this on it. I'll use
10 the State Seal with the blue foil, because I like it
11 a lot better.

12 I'm not going to propose a motion. I
13 don't think the vote is there. And the Demon game
14 tonight is way more important than this logo.

15 THE CHAIR: All right. Seeing no
16 motion...

17 SECRETARY CARRILLO: And I have no
18 strawberry story for you, either.

19 VICE CHAIR GIPSON: How about a little
20 bird?

21 SECRETARY CARRILLO: Oh. You weren't
22 there, Sam.

23 THE CHAIR: We'll move on to Item 12,
24 Report from the Charter Schools Division.

25 DIRECTOR CORINA CHAVEZ: Thank you,

<p style="text-align: right;">282</p> <p>1 Commissioners, Chair Burt.</p> <p>2 Please help me in recognizing and</p> <p>3 congratulating our staff member, Bianca</p> <p>4 Olona-Elwell. She was promoted to an Ed Admin A</p> <p>5 position, which now leaves vacant -- yeah. She's</p> <p>6 the person who takes lead on planning our</p> <p>7 conference. She's talked to you, Commissioner</p> <p>8 Ingham, about your panel, and just making sure that</p> <p>9 it is awesome. She's going to help bridge the gap</p> <p>10 between our technical assistance and our authorizing</p> <p>11 teams.</p> <p>12 And she does an amazing job with all your</p> <p>13 amendments and notifications, like, I think at 9:00,</p> <p>14 I was signing them in Docusign.</p> <p>15 So that leaves open two positions in the</p> <p>16 Charter Schools Division. Next Friday, we're</p> <p>17 interviewing for the financial coordinator position.</p> <p>18 Fingers crossed. That's been a hard position to</p> <p>19 fill. And then Bianca leaves open a position that</p> <p>20 we will -- we will rework.</p> <p>21 So that's the update on the Charter</p> <p>22 Schools Division.</p> <p>23 In terms of Notices of Intent and Charter</p> <p>24 Schools Division feedback, when you go to the PEC</p> <p>25 webpage on the policies and procedures and you find</p>	<p style="text-align: right;">284</p> <p>1 Mora district provided to the school.</p> <p>2 But I did want to let you know that</p> <p>3 Section 8 of NMSA 22-8B-6 was triggered with the</p> <p>4 membership.</p> <p>5 The other thing I will say real quickly is</p> <p>6 that we did let all of the schools know that one</p> <p>7 piece of advice we gave across the board, this</p> <p>8 board -- this group actually needed it less than the</p> <p>9 others -- was that it was good for the schools to</p> <p>10 have a team of founders that were working together</p> <p>11 on the application rather than a single or maybe a</p> <p>12 second person.</p> <p>13 We let them know that that was very much</p> <p>14 a -- something that they should consider as they</p> <p>15 move forward. And then, finally, we pointed out to</p> <p>16 them the section of the new schools application kit</p> <p>17 that requires schools to document community outreach</p> <p>18 and demonstrated need, because that is a change in</p> <p>19 the application from the previous year.</p> <p>20 SECRETARY CARRILLO: I have a question</p> <p>21 about the NOI for Lake Collins. Is that the --</p> <p>22 DIRECTOR CORINA CHAVEZ: It's called</p> <p>23 Collins Lake Outdoor School.</p> <p>24 SECRETARY CARRILLO: If they got the</p> <p>25 number from Vistas, you know, I think, the idea of</p>
<p style="text-align: right;">283</p> <p>1 the Notice of Intent, you'll see that there's a form</p> <p>2 that was created last year as the first time that we</p> <p>3 started to give feedback to schools on their Notices</p> <p>4 of Intent.</p> <p>5 And so, Ms. Brown, Mr. Farnath, and I did</p> <p>6 that with all of the schools. And I just wanted to</p> <p>7 call your attention -- using that form that's on</p> <p>8 your webpage. And I just wanted to call your</p> <p>9 attention to one in particular that we had to --</p> <p>10 that we identified a technical concern.</p> <p>11 So this is Collins Lake, an outdoor</p> <p>12 school, the one that's in Mora County. And in their</p> <p>13 Notice of Intent, they say that the -- that the cap</p> <p>14 at the school would be 40 students. And they cited</p> <p>15 Mora District mem of 445.</p> <p>16 I did discover that they found that number</p> <p>17 on the Vistas webpage. And so I had also run</p> <p>18 40th-day -- or requested a 40th-day certified count</p> <p>19 through our Nova system. And that number came out</p> <p>20 to 345. Yeah.</p> <p>21 I inquired with our data people why such a</p> <p>22 difference, and I was told that there was several</p> <p>23 pre-K students on the Vistas website.</p> <p>24 This was all documented, as well as a</p> <p>25 certified copy of the membership enrollment that</p>	<p style="text-align: right;">285</p> <p>1 opening a school with 34 kids, that's -- for me,</p> <p>2 that's not the best idea in the whole world. But I</p> <p>3 wouldn't want them to be held kind of liable for</p> <p>4 making that decision if they got it off the Vistas,</p> <p>5 which was done in good faith.</p> <p>6 And are we planning on disallowing them?</p> <p>7 DIRECTOR CORINA CHAVEZ: So, in my</p> <p>8 opinion, they did their due diligence, and they</p> <p>9 found whatever number that they could. And we have</p> <p>10 discovered that that number included pre-K students,</p> <p>11 which you are not authorizing.</p> <p>12 So I asked for a certified 40th-day count</p> <p>13 and provided that to them. And it just so happens</p> <p>14 that the numbers were vastly different.</p> <p>15 SECRETARY CARRILLO: So is it your</p> <p>16 understanding that they're going to continue with</p> <p>17 their application, but with a smaller count?</p> <p>18 DIRECTOR CORINA CHAVEZ: Correct.</p> <p>19 SECRETARY CARRILLO: Okay. Thank you.</p> <p>20 DIRECTOR CORINA CHAVEZ: Okay. Any other</p> <p>21 questions about the Notices of Intent?</p> <p>22 I did want to say that there was one</p> <p>23 entity that -- that did not show up for that. But</p> <p>24 we have sent that -- those founders the completed</p> <p>25 form, nonetheless.</p>

<p style="text-align: right;">286</p> <p>1 Okay. So update on schools on the 2 Intervention Ladder. We have three schools listed 3 below: San Diego Riverside, Estancia Valley, and 4 Taos International. And my understanding is that 5 we've put a bit of a pause on the San Diego 6 Riverside Charter School.</p> <p>7 Commissioner Gipson was in contact with 8 the head administrator about extending the deadline 9 for them to review the conditions document and 10 provide some clean data, as the subcommittee of 11 Commissioners that they are going to meet with would 12 meet with them sometime between now and the March 13 meeting.</p> <p>14 So I -- we've worked with them. We've had 15 several discussions. Dr. Russell has sat down with 16 the head administrator. We're looking at the data. 17 We're really wanting to make sure that the data is 18 clean.</p> <p>19 I think they understand, you know, what 20 they're -- the ask is in terms of the conditions 21 document. But I anticipate that that would come to 22 you in March.</p> <p>23 THE CHAIR: So I have a question on that 24 before we move on. Because what I heard -- well -- 25 and I think there is just -- there's some confusion,</p>	<p style="text-align: right;">288</p> <p>1 sit down and talk with them, and then that would be 2 something that is approved at the PEC meeting in 3 March.</p> <p>4 THE CHAIR: But there's no 5 miscommunication anymore that the school does not 6 have to use any of the conditions that were on the 7 condition document. They could create something 8 completely different. They didn't have to edit what 9 was there. They could come up with something brand 10 new, different, innovative, and propose that, or --</p> <p>11 DIRECTOR CORINA CHAVEZ: So I think the 12 general categories, they're sticking with the 13 general categories, like academic improvement. And, 14 you know, they're having discussion around what is 15 the assessment that we're using, what did we start 16 with, what did we say, what are the action plans 17 associated with professional development.</p> <p>18 THE CHAIR: That was actually aligned with 19 what they're doing.</p> <p>20 DIRECTOR CORINA CHAVEZ: Yeah. So I don't 21 think they're going blow it out of the water and 22 you're going to see something really, really 23 different. But I think it's going to be a really 24 thoughtful document that looks at the original 25 intent of the condition. And it may have different</p>
<p style="text-align: right;">287</p> <p>1 for sure.</p> <p>2 But what I heard is that the school was 3 creating conditions. But then they had a 4 conversation with CSD that was different than what 5 they thought they knew about what was expected. But 6 maybe that wasn't accurate, either?</p> <p>7 DIRECTOR CORINA CHAVEZ: So I think that 8 in terms of the -- what the ask was in terms of 9 potentially editing the conditions document was? Is 10 that what you're asking about?</p> <p>11 THE CHAIR: So what we had asked is that 12 they come up with new conditions.</p> <p>13 DIRECTOR CORINA CHAVEZ: Right. And so in 14 doing that, they're taking a look at what the 15 existing conditions document says. And the last 16 conversation I had with the head administrator was 17 there's some things inherent that we want to keep, 18 which is fine and appropriate. But they're taking a 19 look at the whole thing.</p> <p>20 And my understanding is that they will 21 provide an edited -- they've provided versions 22 already. But I don't think that it's final.</p> <p>23 And please feel free to share what the -- 24 I guess once that version comes in, we would share 25 that with the Commission committee that is going to</p>	<p style="text-align: right;">289</p> <p>1 action steps than what you've seen.</p> <p>2 THE CHAIR: That makes sense. Okay.</p> <p>3 DIRECTOR CORINA CHAVEZ: Do you have 4 something to add?</p> <p>5 THE CHAIR: Commissioner Carrillo.</p> <p>6 SECRETARY CARRILLO: My recollection is 7 that we put this off until this meeting from January 8 for an administrator to come before us and tell us 9 what the plan was.</p> <p>10 THE CHAIR: They were never going to come 11 in January.</p> <p>12 SECRETARY CARRILLO: No, I know that. In 13 January, we said --</p> <p>14 THE CHAIR: No. In December, we told them 15 they would come in February.</p> <p>16 SECRETARY CARRILLO: Okay. Then that's 17 two months.</p> <p>18 THE CHAIR: Well, six weeks about.</p> <p>19 SECRETARY CARRILLO: Fine. Even if it was 20 four, I don't care. It was six. Terrific. It's 21 been six.</p> <p>22 And, you know, we use the phrase all the 23 time, probably for this school more than almost any 24 other school since I've been on the Commission, 25 "kick the can."</p>

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1 I don't have confidence in this. Why
2 would they even have been given the impression that
3 we would give them more time? How did that even
4 happen? How is Joe Dan not here today, given the
5 amount of time that's been available to work on
6 this?

7 VICE CHAIR GIPSON: So I can offer some
8 context to this. I can't answer for this, but I can
9 offer some context to this.

10 I did not reach out to him; he called me,
11 probably two days before or the day before it was
12 due, that he had to -- and said, "I don't
13 understand, because I've been given..." -- and this
14 is what -- so I'm communicating what he said to me.
15 "I've been given the direction that I have to take
16 that old condition document and go line by line and
17 respond to that."

18 And that is clearly not what we said he
19 needed to do.

20 And at the same time, the person who was
21 doing his data work resigned. It was Dr. Kommander.
22 So he signed up to do NWEA training so that he could
23 best respond to any data questions and be able to do
24 a report that we would want to see.

25 So because he was -- as he communicated to

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1 DIRECTOR CORINA CHAVEZ: I'll own that. I
2 spoke with him -- several of us spoke with him;
3 right? I think we were running parallel to one
4 another.

5 There had been some conversations about
6 not worrying about what was originally submitted.
7 And so, yes, I'll own that at one point, I said,
8 "You need to look at what this conditions document
9 is and decide do you want to keep these things or do
10 you not."

11 And I think that's a little bit different
12 than the way Chair Burt just described it, which is
13 that you would -- you can change those items
14 altogether. You don't necessarily need to -- you
15 can come up with something very different.

16 So, anyway, I think that there -- that
17 there's clarity now. And he's at a better place
18 now. And the Commission subcommittee is at a place
19 where I think that March is where it ended up
20 landing.

21 SECRETARY CARRILLO: Okay. So it was --
22 I'm sorry. Maybe my allergies just kicked in today,
23 because...

24 VICE CHAIR GIPSON: Yeah. Mine are bad
25 today.

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1 me, he was misdirected in what he was supposed to be
2 providing to us, he then asked for additional time,
3 because that's not what he had done.

4 SECRETARY CARRILLO: Then my question
5 would be did that mission direction come from CSD?
6 Did ya'll just tell him he could have another four
7 weeks because --

8 VICE CHAIR GIPSON: He asked me.

9 SECRETARY CARRILLO: He asked you.

10 VICE CHAIR GIPSON: And I sent out to the
11 subcommittee that he requested the additional time.

12 SECRETARY CARRILLO: But I heard you also
13 say that he had been given some sort of instruction
14 that was different than what we --

15 VICE CHAIR GIPSON: Correct. But it
16 didn't have to do with how much time to do it. It
17 was what he had to submit.

18 So in light of the fact that he was not
19 preparing what we had asked him to do, he asked for
20 the additional time so that he could get that done.

21 SECRETARY CARRILLO: Where did he get the
22 impression that he needed to turn something else in
23 terms of textually, and not what we wanted? Where
24 does that come from? That's my question. Did that
25 come from --

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1 SECRETARY CARRILLO: ¡Hijole!

2 So I think we were clear in December,
3 because we really -- he inherited a school that had
4 these conditions, and he knew he had these
5 conditions going forward, what we are looking for in
6 terms of progress on the school.

7 So I want to make sure that whatever is
8 happening now, whatever impression he's under is not
9 in any way -- we'll say softening or easing what our
10 expectation is. Because that's all we've done with
11 this school is massage all their excuses and enable
12 all their shortcomings, and "Oh, poor, poor
13 San Diego Riverside." And what has that done for
14 them in the last 20 years? Nothing.

15 So that's my biggest concern around
16 another 30 days.

17 VICE CHAIR GIPSON: So I can say, for me,
18 I was clear -- I went over the motion with him. I
19 was clear on the expectation that the Commission had
20 based on the discussion that we had had here. I
21 thought the motion was clear that he could come up
22 with anything he wanted to, really, to show --

23 SECRETARY CARRILLO: But he (inaudible due
24 to simultaneous speaking) conditions.

25 VICE CHAIR GIPSON: No. He creates the --

<p style="text-align: right;">294</p> <p>1 no. We identified the concerns. He creates the 2 Corrective Action Plan to respond to those. 3 He didn't have to use any of what was in 4 there. If there was something that worked, well, 5 why reinvent it? But if -- you know. And clear out 6 some of the stuff that wasn't really necessary. 7 But he comes up with a CAP that responds 8 to our concerns, and then we have that discussion in 9 subcommittee and move forward. 10 SECRETARY CARRILLO: (Incomprehensible.) 11 VICE CHAIR GIPSON: Correct. 12 SECRETARY CARRILLO: I know we're not 13 going to call him. I'm just curious if he's in the 14 audience hearing all this. 15 VICE CHAIR GIPSON: I think he's heard it. 16 I do. I know I was clear. 17 SECRETARY CARRILLO: I know I'm clear. 18 But I'm just curious if he's out there. 19 Okay. Thank you. 20 THE CHAIR: Okay. Thank you. 21 DIRECTOR CORINA CHAVEZ: Okay. All right. 22 So in terms of Estancia Valley Classical Academy and 23 Taos International School, they are both under 24 financial Corrective Action Plans. They have been 25 for almost a year now, because they were put on a</p>	<p style="text-align: right;">296</p> <p>1 continued finding. 2 We also discussed the purchase orders and 3 how the school had been relying on the original 4 quotes as a purchase order, which looks like that 5 they were spending before it was approved. 6 So we talked a little bit about how they 7 could make sure to not use those quotes, but use 8 after-the-fact invoices so they wouldn't get a 9 finding in that regard. 10 It was productive. 11 Also last month, or just prior to this 12 meeting, we sent them an updated analysis of their 13 financial CAP. And we said that maybe they would 14 come. And then the executive committee decided to 15 postpone until March. But they have it in their 16 hand right now, because that was a document we would 17 provide to you today. We will update it and provide 18 it in March. In March, we will also have the 19 results of the new fiscal audit. 20 Any questions about the Taos 21 International? 22 We did something similar with 23 Estancia Valley. 24 On December 16th, a team that consisted of 25 me, Dr. Russell, again, Ken Norris, Betty Seeley</p>
<p style="text-align: right;">295</p> <p>1 financial Corrective Action Plan after the fiscal 2 year '23 audit was released. 3 And so the way that the CAPs have worked 4 over the year is, as I've described before, is that 5 it's like a little mini-audit that we were 6 conducting with the schools, asking them to submit 7 many documents to do tests on financial compliance 8 and then identifying whether they would have 9 potentially had a finding or not. 10 We gave schools targeted feedback in -- on 11 November 15th. A team of CSD staffers went to Taos 12 and met with Taos International. The team included 13 me, our financial specialist, Ken. Cheryl, Betty, 14 and Brigitte were online. And the Taos team 15 included the head administrator, the business 16 manager, the office manager, the governing council 17 president, two members of the finance committee. 18 And we provided feedback on their CAP at that point. 19 One of problems was -- that we discussed 20 at length, was how the school was claiming meals, 21 the number of meals projected versus the number of 22 meals that the -- that the -- that were actually 23 served. 24 And so we talked a lot about what the 25 school could do so that there wouldn't be a</p>	<p style="text-align: right;">297</p> <p>1 went to EVCA. Their team included their head 2 administrator, business manager, assistant business 3 manager, two finance committee members of the GC, 4 and the GC chair. 5 We talked about the nine fiscal audit 6 findings that he had in fiscal year '23, stemming 7 originally from fiscal year '22, and how, over time, 8 they have been putting into place some structures 9 and policies to clean it up. 10 We discussed the fiscal year '24 audit. 11 And in both schools, we have shared with the 12 schools, "Even though it's not published, and you 13 shouldn't take it to your board meeting and announce 14 what the results are, but your committees absolutely 15 can and should be looking at those results and 16 putting into place policy changes and activities 17 that would help the school to implement better 18 controls." 19 We feel like they're on track with an 20 active governing council and finance committees 21 working on these things. I don't know that it'll be 22 reflected in the audit. We will all see. 23 And so those are the updates on the -- the 24 two schools that we visited. 25 Updates on school site visits.</p>

<p style="text-align: right;">298</p> <p>1 The Charter Schools Division authorizing 2 team started visiting schools January 14th. So far, 3 seventeen schools have been visited across the 4 state. You know that our process is to survey the 5 schools in advance, to get their preferred dates. 6 And then we sort of organize our travel around 7 geographical areas. 8 So a couple of weeks ago, a team was in 9 Las Cruces. I think in the next week or so, they 10 will be up in Taos with three authorizing 11 administrators as team leads, one contractor, 12 really, and then separate business manager, focus 13 groups that are virtual. 14 Our team is working like clockwork. I'm 15 proud of the authorizing team under Dr. Russell's 16 leadership. They've done a really good job, and I 17 have a lot of positive feedback from the schools on 18 how these visits go. 19 THE CHAIR: Thank you. Thank you. 20 Appreciate that. 21 Any questions from Commissioners? 22 All right. Thank you. Appreciate the 23 report and update. 24 All right. Next will be Item 13, Report 25 from Chair and Discussion.</p>	<p style="text-align: right;">300</p> <p>1 open-ended nomination process. So we're going to be 2 asking for this nomination form to go out to all the 3 head administrators, to every governing board 4 member, and ask them to nominate each other, to 5 nominate their peers that would be deserving of this 6 award. 7 We have very simple nomination criteria. 8 One would be a narrative of the accomplishments; 9 two, a narrative of their exemplary service; the 10 third, criteria supporting evidence. So we do 11 want -- we are asking for data information, 12 documentation, things like that to support it. 13 For board nominations, we did make a 14 requirement that they all have to have completed 15 their required board training hours if they're going 16 to nominate a board. 17 The last one is any additional engagement 18 in charter activities outside of their school 19 community. 20 So very open-ended. We want to hear the 21 narrative. We want to give, like, space for people 22 to, you know, fight for their person that they're 23 nominating to get this award. 24 And then, yeah, we'll plan on sending it 25 out. Basically, the month of March is what we're</p>
<p style="text-align: right;">299</p> <p>1 So Item a., the biggest update for you all 2 to know about that we wanted to make sure you heard 3 about today was the Awards Subcommittee met 4 yesterday. Not only did we get organized, but we 5 also created the awards that we wanted to send out 6 for this year. And so we wanted to make sure you 7 all knew about it first, as the other Commissioners. 8 But there are -- we came up with five 9 categories that we'll be doing an award at the 10 charter school conference, at some point during it. 11 The first one is going to be Board of the 12 Year for a large school. So over 250 students. 13 That broke it down to about half and half of our 14 schools. 15 So if there's more than 250, or 250 or 16 less. So a Board of the Year for large schools, 17 Board of the Year for small. 18 And then we have three other categories in 19 which it could be a board, a head administrator, a 20 student/students, a community member could receive 21 these awards, one for Outstanding Achievement in 22 Financial Oversight, one for Outstanding Achievement 23 in Turnaround, and then the last one is Outstanding 24 Achievement in Innovation. 25 And we are making it pretty much an</p>	<p style="text-align: right;">301</p> <p>1 anticipating. So we'll send it out with a deadline 2 of March 24th. 3 SECRETARY CARRILLO: We want everything 4 back by March 24th. Because then I'd like to 5 welcome Sam to the awards subcommittee. 6 COMMISSIONER OBENSHAIN: Thank you. 7 SECRETARY CARRILLO: That way, we have 8 plenty of time to decide who. And then, also, we'll 9 choose the magnificent -- 10 THE CHAIR: Obelisk. 11 SECRETARY CARRILLO: Whatever will sit on 12 a mantle at home. 13 THE CHAIR: Sure. The five categories, 14 the last two was Outstanding Achievement in 15 Turnaround, and then the last one was Outstanding 16 Achievement in Innovation. So we tried to make them 17 broad enough to where people could be creative in 18 trying to convince us that this person on their 19 board or -- exactly, yeah. We'll see what we get 20 from it. 21 SECRETARY CARRILLO: You'll remember, once 22 upon a time with the Academy Awards, it was never 23 "Best-Best-Best." It was "Outstanding Achievement 24 In Cinematography." We talked about that. Best, 25 no. Just recognizing outstanding work.</p>

302	<p>1 THE CHAIR: To be able to use the 2 narrative to decide at that point. 3 All right. The next item -- thank you, 4 Mr. Wayne -- Report from Public Charter Schools of 5 New Mexico. 6 MR. WAYNE SHERWOOD: Thank you, 7 Madam Chair and Commissioners. I'll make mine 8 brief. 9 I first want to say thank you guys again 10 for all just being here and doing what you do. It's 11 outstanding work, and I think we had some good news 12 today. So I'm going to move on with my -- what I am 13 going to say. 14 So PCSNM will be hosting a CSP event, 15 which that means you guys are invited to the CSP 16 event. It is going to be April 9th from 8:00 p.m. 17 to noon in Albuquerque at the CNM Workforce Training 18 Center. I know. Another trip to Albuquerque. 19 So we also want to congratulate seven 20 schools that were awarded CSP sub-grants. The first 21 one is Albuquerque School of Excellence received a 22 replication award. 23 The CSP, yes. It'll be -- that will just 24 be -- they're going to be hosting CSP Day for all -- 25 everybody to come and see what's going on, you know.</p>	304	<p>1 COMMISSIONER OBENSHAIN: I'm just curious 2 if you all have heard anything about the federal 3 freeze on monies that -- has it affected any of the 4 charters that you've heard of? 5 MR. WAYNE SHEPHERD: Not at this time. 6 Nothing for our CSP grant, which is our biggest 7 grant. We haven't heard anything. The 8 administration really supports school choice, so 9 we're hoping that, since the administration supports 10 school choice, we're going to be able to continue 11 on, not only with this current CSP grant but in the 12 future. 13 THE CHAIR: All right. Thank you, Wayne. 14 SECRETARY CARRILLO: Thanks, Wayne. 15 THE CHAIR: All right. The next item is 16 Item c., which you can find in your documents. 17 There was a letter sent to the PEC -- well, the 18 Chair of the PEC -- about our processes with 19 expansions and approval of enrollment increases. 20 And you can see the response that we have crafted in 21 there to just, you know, continue -- our autonomy 22 and our authorizing practices are developed by 23 statute. And that's it. 24 And, you know, we'll continue doing our 25 processes based off statute. You know, we'll always</p>
303	<p>1 And that is going to be, again, April 9th in 2 Albuquerque. 3 COMMISSIONER TAYLOR: 8:00 to 12:00. 4 SECRETARY CARRILLO: 8:00 in the morning. 5 MR. WAYNE SHERWOOD: I know. We get up 6 early here. 7 VICE CHAIR GIPSON: That is 3:00 a.m. for 8 me. 9 MR. WAYNE SHEPHERD: Albuquerque School of 10 Excellence received a replication award. 11 Sun Mountain won the New School award. 12 And then the following schools received 13 expansion awards: Cottonwood Classic, THRIVE, 14 MAS -- would you help me with the acronym there? 15 VICE CHAIR GIPSON: Mission Achievement 16 and Success. 17 MR. WAYNE SHEPHERD: There you go. 18 Albuquerque Collegiate and RioGafa. 19 So those five schools received expansion. 20 And then in April, there will be two new 21 school awards given out and four more expansion 22 awards for the CSP grant, so to try to spend all 23 this money before it's taken away. 24 I'll stand for questions, if there's any. 25 THE CHAIR: Commissioner Obenshain.</p>	305	<p>1 coordinate with PED where it's appropriate and how 2 we can. But we did feel like this was an overreach 3 on PED's part in this particular instance. 4 You can see the letter as it was sent to 5 us and the letter that was sent back and how that 6 played out. 7 There hasn't been another response since 8 then. We have had conversations with the assistant 9 deputy secretary and the director. You know, 10 they're kind of caught in, like, what do you want us 11 to do then? 12 And, basically, our information is, "You 13 do whatever you want to do. It's not going to 14 affect our processes." You know, so if it 15 negatively impacts a school, the school is going to 16 have to kind of take that in the way that they want. 17 As far as that impacting the way we do business, it 18 really doesn't. 19 So we're still going to plan on following 20 our processes and procedures the way they are. 21 All right. The last one, I'm going to 22 yield the rest of my time to the Vice Chair for Item 23 d. 24 VICE CHAIR GIPSON: Thanks. So we had, I 25 think, very successful contract negotiations in</p>

306	<p>1 February. Good conversations. A lot of them were 2 really easy, thanks to Julia and Missy and Rachel 3 and Brigitte for getting all the schools ready, 4 getting all the materials ready, getting those 5 mission goals set up.</p> <p>6 It really, really did help the process of 7 getting through the contract negotiations fairly 8 seamlessly. So appreciate that.</p> <p>9 We've got contract negotiations coming 10 up -- well -- so we're still looking at the 11 template. And we have -- Brigitte is setting up a 12 meeting with the NWEA schools, old and new. The 13 performance framework subcommittee is going to be 14 invited to that as well, so that we can get -- you 15 know, see where we are with it.</p> <p>16 I thought it was good for the old schools 17 to be there at the same time as the new schools, 18 because they might hear a question, learn something, 19 and be able to move forward on that.</p> <p>20 So I think we're in a much better place 21 than we were -- sure.</p> <p>22 MS. JULIA BARNES: I just wanted to say 23 that it's my recommendation not to send out the 24 final contract documents to Option 2 and 3 schools 25 until the templates are ready.</p>	308	<p>1 But is Commissioner Manis going to be up 2 here? Is Commissioner Burt going to come? Is 3 Commissioner Taylor going to come?</p> <p>4 COMMISSIONER TAYLOR: I'll be virtual. 5 THE CHAIR: I'll be in person on both 6 cases.</p> <p>7 VICE CHAIR GIPSON: On the 11th and 12th. 8 THE CHAIR: On the 11th and 12th. 9 VICE CHAIR GIPSON: What about Turquoise 10 Trail on the 14th? 11 THE CHAIR: Yeah. The 14th, you can take 12 me off. 13 VICE CHAIR GIPSON: That clears us, then, 14 and gets us the five. 15 MS. MELISSA BROWN: No, that's still six. 16 VICE CHAIR GIPSON: Oh, it's still too 17 many. 18 THE CHAIR: I think just have it be the 19 same five on both. 20 VICE CHAIR GIPSON: But that's -- 21 MS. MELISSA BROWN: Is that his school? 22 THE CHAIR: I think it's Sam's. It's in 23 one of the two, I'm sure. 24 DIRECTOR CORINA CHAVEZ: It's Alan's. 25 COMMISSIONER OBENSHAIN: I think it -- I'm</p>
307	<p>1 But Vice Chair Gipson is managing that 2 process to get that done quickly. And we've got now 3 documents on all Option 1 schools, which was a large 4 group of them. Once we start with NWEA, that's 5 going to be another large group of them. I think 6 we'll be down to three.</p> <p>7 VICE CHAIR GIPSON: I think we only have 8 one Option 1 school in March. I think everyone else 9 is -- we have one 3, and the rest are 2s. So -- but 10 I think we should be fine. But I would ask Missy 11 to -- could you put up the chart? 12 I think it's three dates, Missy. I saw 13 two dates highlighted, but I think it's three dates 14 that we have six Commissioners signed up.</p> <p>15 MS. MELISSA BROWN: I've also asked Tierra 16 Encantada if they would switch, on March 13th, to 17 11:00, so that the Commission can continue to reach 18 out to them. But I haven't heard back from the 19 school. I will continue to reach out to them.</p> <p>20 VICE CHAIR GIPSON: So if you look at 21 Turquoise Trail -- because Sam is in red. But 22 that's six of us.</p> <p>23 MS. MELISSA BROWN: Yes. So you do 24 have -- I highlighted Sam Obenshain, just because 25 he's virtual.</p>	309	<p>1 happy to step off that if that's Commissioner 2 Brauer's school.</p> <p>3 VICE CHAIR GIPSON: Okay. We'll go to 4 that. So the only problem we have is 5 Tierra Adentro. 6 COMMISSIONER MANIS: You can take me off 7 Tierra. 8 MS. MELISSA BROWN: Okay. Thank you. 9 VICE CHAIR GIPSON: Then we're good. 10 Okay. 11 COMMISSIONER MANIS: And, honestly, 12 because I'm going to have to drive that day because 13 I got confirmation that I'm going to have a catering 14 that morning, it might just be easier that you take 15 me off that day. That way, I can take a case of 16 self-service. 17 VICE CHAIR GIPSON: Okay, great. 18 Appreciate it. We're good. Thanks, everyone. See 19 you soon. 20 THE CHAIR: Oh, great. 21 SECRETARY CARRILLO: Is that it? 22 THE CHAIR: Yeah. Appreciate that. 23 Item No. 14, Discussion and Action on 24 Legislative Items. 25 Pattie, I think I'll hand it over to you</p>

<p style="text-align: right;">310</p> <p>1 to give the update.</p> <p>2 VICE CHAIR GIPSON: Sure. So I think all</p> <p>3 of you know by now that the Senate Joint Resolution</p> <p>4 was heard this morning in Senate Ed. There was an</p> <p>5 amendment to it. It ended up being, I guess, an</p> <p>6 unfriendly amendment, because Senator Soules did</p> <p>7 not -- did not accept the amendment. So then they</p> <p>8 voted on it. So they voted on it separately, and it</p> <p>9 was added on without him just saying, "Yes, I'll</p> <p>10 take it on."</p> <p>11 So it was added on. And then they did</p> <p>12 vote to move it to the Senate floor. It was a</p> <p>13 seven-two vote. But, apparently, a number of the</p> <p>14 senators who voted yes in committee said that</p> <p>15 they're very likely to vote no on the floor, because</p> <p>16 they had reservations.</p> <p>17 I want to thank Senator Gabriel Ramos from</p> <p>18 Luna and Grant County, because he was the one who</p> <p>19 proposed the amendment, and it leaves us as we are,</p> <p>20 leaves the PEC. And it also does change the Senate</p> <p>21 Resolution. As proposed, it was a 15-member with</p> <p>22 ten elected and five appointed.</p> <p>23 The amendment, which Senator Soules did</p> <p>24 agree with, the only thing he agreed with, was that</p> <p>25 there be an elected ten and one appointed. So it</p>	<p style="text-align: right;">312</p> <p>1 morning said, "My e-mail blew up this morning from</p> <p>2 my charter schools in my area."</p> <p>3 So that's -- that's the most effective</p> <p>4 tool is, "I heard from my constituent, and this is</p> <p>5 what they're saying."</p> <p>6 So thank you.</p> <p>7 THE CHAIR: Thank you. All right. Let's</p> <p>8 go to Item 15 -- oh. And I want to just note that</p> <p>9 Ms. Barnes did leave for the day.</p> <p>10 VICE CHAIR GIPSON: Right.</p> <p>11 THE CHAIR: Item No. 15. Any other</p> <p>12 discussion or possible action to provide inputs to</p> <p>13 the Chair or liaisons speaking on behalf of the PEC?</p> <p>14 I don't think there's anything new that's</p> <p>15 come up that hasn't already been an issue dealt</p> <p>16 with. Move on. Yeah? Great. Okay.</p> <p>17 THE CHAIR: Discussion of New Business</p> <p>18 Topics for the Next Agenda. Anything anybody wants</p> <p>19 to bring up for a second -- at this time.</p> <p>20 SECRETARY CARRILLO: Let's put the logo</p> <p>21 on. What do you think?</p> <p>22 THE CHAIR: Anyone at all?</p> <p>23 COMMISSIONER TAYLOR: Anyone.</p> <p>24 THE CHAIR: Okay. Great. And as always,</p> <p>25 you have that ability to send an e-mail to the EC</p>
<p style="text-align: right;">311</p> <p>1 would end up being an eleven-member board.</p> <p>2 I still don't think it has a lot of</p> <p>3 traction on the House side. But we still have to be</p> <p>4 vigilant. We still need 365, because we're safe,</p> <p>5 but we're not safest.</p> <p>6 So -- and in terms of any of the other</p> <p>7 legislation that we have spoken about, I have not</p> <p>8 seen anything that has been filed. And today was --</p> <p>9 yesterday was the last day.</p> <p>10 Nothing on transportation. I haven't seen</p> <p>11 anything on -- and I looked at -- Matt sent out</p> <p>12 legislative priorities, and there was nothing there</p> <p>13 on transportation or any kind of capital funding for</p> <p>14 charter schools. So I don't -- it's not there.</p> <p>15 So we're not -- the only thing we're</p> <p>16 actually tracking right now specifically to us is</p> <p>17 HB 365, Monday, House Ed, 8:30.</p> <p>18 You know, there's multiple education bills</p> <p>19 that are out there, where they land, number of days</p> <p>20 and things like that. You just have to let them</p> <p>21 play out and see what happens.</p> <p>22 So thank you. And thank you to everyone</p> <p>23 who has done a lot of work to talk to folks about</p> <p>24 this, because it's -- it's apparent that they've</p> <p>25 heard. A lot of -- a number of the Senators this</p>	<p style="text-align: right;">313</p> <p>1 with a second to get an item on the agenda.</p> <p>2 Okay, last item, No. 17, which -- and I</p> <p>3 will be handing this over to Director Chavez. So</p> <p>4 this is Discussion and Possible Action on the</p> <p>5 Attorney Contract Process and Scope of Work.</p> <p>6 DIRECTOR CORINA CHAVEZ: Thank you,</p> <p>7 Commissioners. It's time that we start thinking</p> <p>8 about fiscal year '26 and how you want to procure</p> <p>9 a -- an attorney. And we are at a place where</p> <p>10 Ms. Barnes' contract cannot be renewed automatically</p> <p>11 with the contract RFP process that we went through.</p> <p>12 And so you actually have a choice of</p> <p>13 instituting a new RFP. Or there's another process</p> <p>14 that I will discuss with you all that you could</p> <p>15 consider as a -- as an option for you. And we'll go</p> <p>16 into detail about that.</p> <p>17 But, real quickly, within your materials</p> <p>18 today, there's two things: The PowerPoint that</p> <p>19 Ms. Barnes is sharing, and then also a document that</p> <p>20 is called "Draft RFP." This is not a complete RFP</p> <p>21 document. It is cut from the RFP. It is -- it has</p> <p>22 sections of it.</p> <p>23 One of the things I want to be clear is</p> <p>24 that although CSD has been preparing, we've had</p> <p>25 meetings with our procurement staff, we've met with</p>

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1 our Office of General Counsel. And for the past
2 three days, Samantha, our Business Ops, has been
3 going through it, training with DFA to learn more
4 about the procurement process. So we've really been
5 doing our homework.

6 But in no shape or form have we dishonored
7 the MOU which says that we consult with the PEC
8 whenever there are procurement issues. And this is
9 a big one.

10 So this is a draft and an excerpt. But
11 what I wanted to let you know, that within -- within
12 Folder No. 5, which is the CSD folder, there's a
13 procurement folder with the complete RFP template
14 and the complete sole source form; okay? I didn't
15 put that in the materials for today. But if you
16 want to see those documents, you will see them in
17 there.

18 So I'm hoping that today we can decide on
19 what process, procurement process you want to go,
20 which route, the sole source or the RFP. And I'm
21 hoping we can talk about the scope of work.

22 And everything that I know about the
23 process is, whether we go either route, we should
24 settle the scope of work now. This is the last
25 meeting that you all have to make a decision before

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1 comfortable with, which I feel like is appropriate.
2 So I would say, in addition to that, it would be
3 reimbursed for attendance -- just reimbursed for --
4 yeah -- the travel to this conference, up to \$3,500.
5 Because they would have to pay their registration
6 fee, their hotel, the flight, and then the food per
7 diem deal as well.

8 I think when -- I've gone several years
9 now. And I would say it's around -- never. But we
10 also don't pay for our own registration. If we add
11 that --

12 VICE CHAIR GIPSON: That's the only thing
13 that worries me.

14 THE CHAIR: And there was a last-second --
15 a plane super expensive, or, like, in Boston, the
16 hotels were very expensive in Boston. But I still
17 don't think I've ever -- even if you included a
18 registration fee, I don't think I would have ever
19 spent \$3,500.

20 VICE CHAIR GIPSON: And it's in the same
21 place this year. It shouldn't be that expensive to
22 get there or stay there. It was pretty reasonable
23 to stay there, considering.

24 DIRECTOR CORINA CHAVEZ: That's on Page 2.
25 So E, F, G, H are again the same. I is the one that

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1 we start running into timeline concerns.

2 So if we look at the next slide, please,
3 you'll see that we have put into place a draft scope
4 of work, which is exactly the scope of work that is
5 in the current contract, the current RFP, for Items
6 A through the D.

7 Do you want to read through them? Or do
8 you want to -- and if you want to make any edits,
9 now is the time that we would make edits. And then
10 I would have to take it to where it needs to go next
11 for approval. But it is the first step in the
12 process, where it's -- whether we're going sole
13 source or RFP.

14 THE CHAIR: I don't think we need to go
15 through it. I think a Commissioner, if you see
16 something that you feel alarmed by -- I know one
17 thing I wanted to say -- I know you and I -- I'm
18 pretty sure it was you and I talked about it --
19 maybe Pattie -- I can't remember. But maybe putting
20 -- that one of the things that Legal was concerned
21 by was the addition we have is to make sure our
22 attorney gets reimbursed for expenses at the
23 conference, which I think we worded it that way.

24 But we also added up to \$3,500 was
25 something that the OGC had said they would feel more

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1 Chair Burt is talking about. And I don't know that
2 it's worded exactly right. And I think some of the
3 detail that she was talking about in terms of how we
4 would go about making sure that it's not a big mess
5 for the reimbursement for travel by setting a set
6 amount, it got in another place in the contract.

7 But this is -- or maybe in the RFP, I'm
8 not sure but. It would be in the contract for sure.

9 The wording here maybe is not exactly
10 right, because it says they may attend the National
11 Association of Charter School Authorizer conference
12 and be compensated for attendance. But I think that
13 that could be confusing in terms of is it paying for
14 her flight? Is it paying for -- instead of worded
15 "attendance," it'll be shifted so it is
16 comprehensive.

17 THE CHAIR: Really quick before we go,
18 just so we know, in the draft -- not in the
19 PowerPoint, because I know you can't change the
20 PowerPoint; it's a PDF. In the draft, I did update
21 the language to what we talked about.

22 So Commissioners can see. If you open up
23 the Word document -- that's the draft RFP -- and
24 then go to -- well, it's, like -- now I think it's
25 on Page 3, the top of Page 3 is I.

318	<p>1 So now it says, "The attorney may attend 2 the conference and be reimbursed for expenses up to 3 \$3,500." 4 DIRECTOR CORINA CHAVEZ: Right. And so, 5 again, I don't know if the language will stay with 6 the amount in this portion of the -- because this is 7 the Request for Proposals. 8 THE CHAIR: Got it. 9 DIRECTOR CORINA CHAVEZ: That might be 10 something that goes in the contract. But be 11 reimbursed for expenses is, I think, really good 12 suggested language that, if you guys are good with 13 this, then, I'd like to move forward saying this is 14 the scope of work. 15 THE CHAIR: Okay. Sam, before -- I know 16 you had your hand up. 17 COMMISSIONER OBENSHAIN: No, no. That was 18 it. 19 THE CHAIR: No, you were saying -- now 20 it's in here. Okay. Yeah. This is -- I feel 21 comfortable. I feel like this completely allows an 22 attorney to be able to go, get their hotel, flight, 23 food. But they have wouldn't be -- 24 SECRETARY CARRILLO: Fine. I agree with 25 that.</p>	320	<p>1 DIRECTOR CORINA CHAVEZ: If we could go 2 back to the PowerPoint presentation and look at the 3 next slide, please, because now we're going to start 4 talking about which route do you want to go? Do you 5 want to go with the RFP process, or do you want to 6 attempt to do the sole source? 7 This is the timeline associated with the 8 RFP process. I did not make these dates up in my 9 head. I followed a template that said, you know, if 10 we're starting March 3rd with a final scope of work, 11 and although you guys may approve it today, it will 12 have to go through a vetting process to be 13 considered final. 14 And we would have to complete that entire 15 template for the RFP. You know, we're being -- 16 we're being optimistic, but we're saying let's get 17 that done by March 3rd. 18 Then the template for the timeline says 19 and then ten days later, you need to have the 20 Acknowledgment of Receipt form from potential 21 offerors. And all the other steps that you see in 22 that process would need to follow that timeline, so 23 that in the end, we're done by May 23rd with any 24 sort of protest deadlines. 25 This gives us a little bit of cushion, but</p>
319	<p>1 (Secretary Carrillo leaves meeting.) 2 VICE CHAIR GIPSON: There was a world at 3 one point where the NACSA registration was you 4 registered for a block of people. 5 THE CHAIR: Yeah. But she -- so our 6 attorney would not be -- they would have to register 7 independently, because it's going to be through 8 their contract, not through the CSP. 9 VICE CHAIR GIPSON: Because as a 10 non-member, the registration fee is significant. 11 That's where -- 12 DIRECTOR CORINA CHAVEZ: So I think we 13 could probably have her considered part of the group 14 membership. 15 VICE CHAIR GIPSON: That's what I was 16 saying. We used to -- 17 DIRECTOR CORINA CHAVEZ: We go through a 18 PO process to register you and CSD. So that would 19 be the separate process. But she should be able to 20 tap into us as a group. 21 VICE CHAIR GIPSON: Right. If she can do 22 that, that would be, I think, a significant savings. 23 DIRECTOR CORINA CHAVEZ: Okay. But it 24 wouldn't be in this. 25 VICE CHAIR GIPSON: Correct. Correct.</p>	321	<p>1 it takes us right to the end. 2 Utilizing this process, we would have 3 to -- and it was suggested that if the Public 4 Education Commission wished to, as a Commission, all 5 ten members, serve as the -- serve as members of the 6 evaluation committee. There is a requirement for 7 training in that Word doc or the Google doc. I 8 posted some of the requirements for that training 9 and what it would entail. 10 VICE CHAIR GIPSON: The problem is if we 11 all served as an evaluation committee, that would 12 all have to be held in public. We can't have -- we 13 can't. I mean, we can't -- that's an OMA violation. 14 DIRECTOR CORINA CHAVEZ: My understanding, 15 and the suggestion that somebody made once, was that 16 you could go into closed session to talk about this. 17 And it would be a lot of time in closed session, 18 because the training itself is lengthy and the 19 overview of the procurement process -- excuse me -- 20 the evaluation of proposals, the selection of a 21 short list, if you wanted to conduct interviews with 22 offerors and then make recommendations, it is 23 multi-step, and there would be need to go into -- 24 and probably even set some additional PEC meetings 25 to be able to gather and go through the process.</p>

<p style="text-align: right;">322</p> <p>1 And who on the Commission went through the 2 RFP for the data system? 3 THE CHAIR: I think they all left. Is 4 K.T. still on? 5 We need a quorum; so... 6 VICE CHAIR GIPSON: So when we had 7 multiple applicants, the evaluation team met and 8 then voted to move forward on a smaller number of 9 the applicants to hear -- so we reviewed the 10 applications and said, "Okay. We want to move 11 forward on A, B, and C." 12 And that's -- it was those individuals 13 that were brought forth for that -- when we asked 14 the questions. 15 DIRECTOR CORINA CHAVEZ: The oral 16 presentation. 17 VICE CHAIR GIPSON: For Julia's? We 18 didn't have to do it for Julia's. What happens is 19 there's a small booklet that they have to fill out, 20 and then people from the team asked questions. 21 You know, "I'm going to take this 22 question. You're going to take that question." 23 And people zoomed in for their 20 minutes 24 of time for when they asked the questions, so that 25 we would have to have -- if this went through and we</p>	<p style="text-align: right;">324</p> <p>1 to be filled out versus 60 pages for the RFP. We 2 have to provide a rationale if it's Ms. Barnes that 3 you would want to choose. 4 And then there does have to be a request 5 for determination without challenges for 30 days. 6 So it does have to go out. Somebody could challenge 7 it. This is not a guarantee. Someone could say, "I 8 was an attorney for a charter school board in 9 Wisconsin, so that makes me qualified." 10 And then the entity that would decide is 11 the procurement officer of PED would take a look at 12 the arguments that are being made and make a 13 determination. 14 So this is -- both processes are highly 15 embedded in PED and GSD, quite frankly. Processes 16 where we have to be super careful about crossing our 17 T's and dotting our I's. And I especially really 18 want for my staff person, who's learning this 19 process and going through it the first time, to feel 20 like she's gone through an authentic and legitimate 21 and fair process. 22 And that's why sole source came up, 23 because when we go back and they think about -- and 24 I'll say maybe we can go to the final slide, 25 Ms. Brown, where we're comparing the two.</p>
<p style="text-align: right;">323</p> <p>1 had multiple applicants, we would have to have 2 multiple closed sections to be able to do that. 3 So I am not -- I'm not supportive of going 4 through the RFP process, because it's just a mess. 5 THE CHAIR: Commissioner Obenshain. 6 COMMISSIONER OBENSHAIN: I think what I 7 hear is yes, it's much more complicated than the 8 sole source. 9 I am wondering, though, because I always 10 thought about sole source is there has to be 11 something that one vendor can offer that another 12 cannot. And I don't know who makes that 13 determination. 14 So if we say we want to go the sole source 15 route, and they come back and say, "Well, any 16 attorney could do this. It's not -- Ms. Barnes 17 doesn't have the corner on that." 18 So do you know who makes that 19 determination? 20 DIRECTOR CORINA CHAVEZ: Let's go to the 21 next slide, because you're taking us to the sole 22 source. So the information on the sole source -- 23 and again, the form is in the other folder -- but 24 first step is finalizing the scope of work. 25 Then there's a five-page form that needs</p>	<p style="text-align: right;">325</p> <p>1 Again, the RFP opens it up to new vendors. 2 The sole source keeps Ms. Barnes. 3 The RFP process has a review and a point 4 system rating for all applications. And those 5 factors that are rated are defined by the State. 6 The PEC cannot say, "We don't care about cost"; 7 right? Because the state process requires that the 8 applicants are rated relative to cost. 9 All right? 10 There's also something in there, when you 11 go into the RFP template, you'll see that there's 12 additional language about giving preference to 13 New Mexicans and for Native Americans. So those 14 factors cannot change. And I don't know that the 15 PEC could be the only entities on the evaluation 16 committee. It may be that our procurement office or 17 office -- or GSD or whoever would say there has to 18 be staff from the PED that's also part of the 19 evaluation committee. And so now we're talking more 20 than ten people, if the entire PEC is. 21 I don't know. But if you would think 22 about a subcommittee of the PEC potentially serving 23 for parts of the role, I -- I think that might -- we 24 could potentially contemplate that. But I think 25 you're going to --</p>

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1 THE CHAIR: That's for sole source as
2 well? That's for the RFP part.

3 DIRECTOR CORINA CHAVEZ: Yeah. But I'm
4 thinking for the vote, then that makes it really
5 complicated.

6 One of the benefits of the RFP is you end
7 up with a multiyear contract term that has to be
8 renewed every year. But, still, you're sort of
9 locked in for a longer period of time. Sole source,
10 a lot less paperwork.

11 I think that it's reasonable to assume
12 that we can make a justification. And we would need
13 a letter. And -- and then that -- that's the part
14 of the process where somebody could challenge.

15 VICE CHAIR GIPSON: You know what? Anyone
16 can challenge. So it's not going to stop it. But,
17 you know, if -- hopefully, then procurement would
18 not honor those challenges, because -- but -- you
19 don't know.

20 THE CHAIR: I actually think we have a
21 strong case for a possible sole source, because I
22 think the way in which we describe what we are
23 requiring, someone with experience with an
24 independent authorizing body at a state level,
25 someone who has charter school law experience, I

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1 win those challenges, that kind of thing.

2 That would be my concern is if you feel
3 like we would be in really bad shape. If we decided
4 to go sole source and it didn't work out for us, how
5 bad of shape are we in to still try to do an RFP
6 after that?

7 DIRECTOR CORINA CHAVEZ: I'm reading
8 through statute. I'll cite it for you. 13-1-173.
9 And it talks about procurements after protest.

10 And it talks about, "In the event of a
11 timely protest of the procurement code, state
12 purchasing agent or a central purchasing office
13 shall not proceed further with their procurement
14 unless the state purchasing agent or central
15 purchasing office makes a determination that the
16 award of the contract is necessary to protect
17 substantial interests of the state agency or a local
18 public body."

19 THE CHAIR: Which I think we could make
20 that argument. But I think -- I think what my
21 concern is more is the timing. That's my -- you
22 don't -- I'm not too -- if the sole source fails, I
23 don't think that's the end of the world. We just go
24 out to RFP.

25 But my worry is that, should we be

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1 think we could taper it to -- I mean, this is a very
2 unique skill set. It isn't just any attorney can do
3 it.

4 This isn't just an attorney RFP. It is
5 very specific. I think we have a strong case to be
6 able to do the sole source, especially if we word it
7 properly for, like, exactly the needs of the PEC and
8 how that matches up. I mean, that would be my -- I
9 guess my concern would be if we were to go out to
10 sole source, someone does challenge it, the
11 procurement is, like, "You know what? They're
12 right. Like, there's someone out there who does
13 have the exact things that we said we thought only
14 one person had."

15 How would that affect us to then have to
16 switch to go to RFP? Because I saw May 24th was
17 kind of your end. I'm assuming it would at least
18 push it back that month, that 30 days of
19 challenging.

20 So if someone challenges it, and then it
21 gets stopped, we would have to start the RFP
22 process, which could take us right to the end of
23 June, if we're lucky, if everything went perfectly.
24 That's kind of, like, my only little stress.

25 It's okay if people challenge. We need to

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1 prepared to do that countdown? Do the sole source,
2 put the 30 day timer, but then during the 30 days,
3 get that RFP draft ready just in case. As soon as
4 that doesn't work out the way we would intend it
5 for, we maneuver, switch, put that out, that kind of
6 thing.

7 DIRECTOR CORINA CHAVEZ: Yes, we can do
8 that. I would also ask the Commission who could
9 work most closely with me on some of the sole source
10 form requirements, and that it be potentially a
11 subcommittee. I don't think it will vary greatly
12 from, like, last RFP and the things that we have
13 there, except for making the arguments; right?

14 So to identify someone that could work
15 with us on that.

16 THE CHAIR: I would ask the Commission --
17 I feel like I would suggest it be the EC so we don't
18 have to start something new. My suggestion is it be
19 the EC, so you have that easy, quick access to us.
20 I see some heads nodding. If that looks okay -- so
21 let's go ahead and have it be the EC. We'll
22 coordinate with you on this.

23 But I do think in order to get there I
24 think today, we should make a motion approving the
25 language that is in Document 17, that draft RFP,

<p style="text-align: right;">330</p> <p>1 that work.</p> <p>2 DIRECTOR CORINA CHAVEZ: Can you remove --</p> <p>3 I tried to go in and remove the part about the</p> <p>4 amount. I think it should end with the word -- hold</p> <p>5 on.</p> <p>6 THE CHAIR: "Reimburse for expenses."</p> <p>7 DIRECTOR CORINA CHAVEZ: Yes.</p> <p>8 THE CHAIR: If they need to -- if the</p> <p>9 procurement folks need to add that somewhere else,</p> <p>10 that's the amount that we would like to see as a --</p> <p>11 DIRECTOR CORINA CHAVEZ: I imagine it</p> <p>12 would be added to another section.</p> <p>13 THE CHAIR: Which is fine.</p> <p>14 Okay. All right. So I think -- what I'm</p> <p>15 thinking about doing is making a motion to -- to</p> <p>16 initiate a sole source on behalf of the entire PEC</p> <p>17 Commission -- that -- intended to provided a sole</p> <p>18 source for Julia Barnes as our attorney. And that</p> <p>19 way, we make that -- that can move forward.</p> <p>20 However, if the -- well, actually, I think</p> <p>21 we'll meet by a Commission within that 30-day --</p> <p>22 like, by the time we meet in March, we can make</p> <p>23 another vote if we need to, otherwise. I think we</p> <p>24 have almost an exact amount of time to see what</p> <p>25 happens next.</p>	<p style="text-align: right;">332</p> <p>1 COMMISSIONER OBENSHAIN: Yes.</p> <p>2 VICE CHAIR GIPSON: Commissioner Taylor.</p> <p>3 COMMISSIONER TAYLOR: Yes.</p> <p>4 VICE CHAIR GIPSON: Commissioner Burt.</p> <p>5 THE CHAIR: Yes.</p> <p>6 VICE CHAIR GIPSON: Commissioner Ingham.</p> <p>7 COMMISSIONER INGHAM: Yes.</p> <p>8 VICE CHAIR GIPSON: Commissioner Manis.</p> <p>9 COMMISSIONER MANIS: Yes.</p> <p>10 VICE CHAIR GIPSON: Motion passes,</p> <p>11 six-zero.</p> <p>12 THE CHAIR: Okay. Item No. 18, PEC</p> <p>13 Comments, No Discussion or Action Taken.</p> <p>14 COMMISSIONER OBENSHAIN: I just want to</p> <p>15 thank everybody for helping me. These last</p> <p>16 meetings, I've just felt really supported, and I</p> <p>17 wanted to echo that. So thank you for the welcome</p> <p>18 and for the work.</p> <p>19 THE CHAIR: You know what? You're jumping</p> <p>20 right in. I appreciate folks jumping in. It's</p> <p>21 great.</p> <p>22 I move to adjourn.</p> <p>23 VICE CHAIR GIPSON: Second.</p> <p>24 THE CHAIR: And I -- we're adjourned.</p> <p>25 (Proceedings adjourned at 5:20 p.m.)</p>
<p style="text-align: right;">331</p> <p>1 So let's move forward with sole source as</p> <p>2 our option.</p> <p>3 DIRECTOR CORINA CHAVEZ: And then the</p> <p>4 scope of work.</p> <p>5 VICE CHAIR GIPSON: Yeah, the scope of</p> <p>6 work is fine.</p> <p>7 THE CHAIR: I'm going to write it out</p> <p>8 first before I start randomly talking. So give me</p> <p>9 one second.</p> <p>10 (A discussion was held off the record.)</p> <p>11 THE CHAIR: Okay. All right.</p> <p>12 I move -- I move that the PEC initiate a</p> <p>13 sole source procurement for the PEC attorney with</p> <p>14 the EC providing subcommittee support.</p> <p>15 Additionally, I move that the PEC approve</p> <p>16 the language for the scope of work, as written in</p> <p>17 Item 17 of the meeting materials.</p> <p>18 COMMISSIONER TAYLOR: Second.</p> <p>19 THE CHAIR: Thank you.</p> <p>20 VICE CHAIR GIPSON: Oh, here. I'll</p> <p>21 just --</p> <p>22 THE CHAIR: Do you want to do roll?</p> <p>23 VICE CHAIR GIPSON: I don't have anything</p> <p>24 to write -- do I have to write it down?</p> <p>25 Commissioner Obenshain.</p>	<p style="text-align: right;">333</p> <p>1 BEFORE THE PUBLIC EDUCATION COMMISSION</p> <p>2 STATE OF NEW MEXICO</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7 REPORTER'S CERTIFICATE</p> <p>8 I, Cynthia C. Chapman, RMR, CCR #219, Certified</p> <p>9 Court Reporter in the State of New Mexico, do hereby</p> <p>10 certify that the foregoing pages constitute a true</p> <p>11 transcript of proceedings had before the said</p> <p>12 NEW MEXICO PUBLIC EDUCATION COMMISSION, held in the</p> <p>13 State of New Mexico, County of Santa Fe, in the</p> <p>14 matter therein stated.</p> <p>15 In testimony whereof, I have hereunto set my</p> <p>16 hand on February 28, 2025.</p> <p>17</p> <p>18</p> <p>19</p> <p>20 _____</p> <p>21 Cynthia C. Chapman, RMR-CRR, NM CCR #219</p> <p>22 BEAN & ASSOCIATES, INC.</p> <p>23 201 Third Street, NW, Suite 1630</p> <p>24 Albuquerque, New Mexico 87102</p> <p>25 License Expires: December 31, 2025</p> <p>Job No.: 334P (CC)</p>

1 BEFORE THE PUBLIC EDUCATION COMMISSION

2 STATE OF NEW MEXICO

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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
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13 State of New Mexico, County of Santa Fe, in the
14 matter therein stated.15 In testimony whereof, I have hereunto set my
16 hand on February 28, 2025.17
18
19 *Cynthia Chapman*20 Cynthia C. Chapman, RMR-CRR, NM CCR #219
21 BEAN & ASSOCIATES, INC.
22 201 Third Street, NW, Suite 1630
23 Albuquerque, New Mexico 87102
24 License Expires: December 31, 2025

25 Job No.: 334P (CC)

SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 843-9492MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com

A

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