

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS

OPEN PUBLIC MEETING

March 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

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1 INDEX TO PROCEEDINGS	1 THE CHAIR: All right. Good morning. It
2 PAGE	2 is 9:01 a.m., and I am calling this meeting to
3 1 Call to Order, Roll Call, 5	3 order.
4 Pledge of Allegiance,	4 Secretary Carrillo, if you could do roll
5 Salute to the New Mexico Flag	5 call.
6 2 Approval of Agenda 6	6 SECRETARY CARRILLO: Of course.
7 3 Public Comment 8	7 Commissioner Brauer.
8 4 School Highlights and Spotlight - 26	8 COMMISSIONER BRAUER: Present.
9 No Discussion or Action Taken	9 SECRETARY CARRILLO: Commissioner --
10 5 Consent Agenda 29	10 Vice Chair Gipson.
11 6 [Not Applicable]	11 VICE CHAIR GIPSON: Here.
12 7 Discussion and Possible Action of 31	12 SECRETARY CARRILLO: Chair Burt.
13 State Charter Audit Results, Management	13 THE CHAIR: Here.
14 Responses by Schools, and Identify	14 SECRETARY CARRILLO: Secretary Carrillo is
15 Schools That May Need a Corrective Action	15 here.
16 Plan for Finances Under the	16 Commissioner Beck.
17 Intervention Ladder	17 COMMISSIONER BECK: Here.
18 8 Update on State Charter Audit Results, 81	18 SECRETARY CARRILLO: Commissioner
19 Discussion and Possible Action Under the	19 Clahchischillilage.
20 Intervention Ladder on Financial CAP	20 COMMISSIONER CLAHCHISCHILLIAGE: Here.
21 9 Discussion and Possible Action on 104	21 SECRETARY CARRILLO: And then Commissioner
22 Red River Valley Uncorrected Unsatisfactory	22 Manis.
23 Performance From Annual Report Notice,	23 COMMISSIONER MANIS: Here.
24 Including Possible Action Under the	24 SECRETARY CARRILLO: Commissioner Taylor.
25 Intervention Ladder	25 COMMISSIONER TAYLOR: Here.
11 Discussion and Possible Action for 133	
Dream Diné Charter School Under	
the Intervention Ladder, Notice of Concern	

<p style="text-align: right;">6</p> <p>1 SECRETARY CARRILLO: And Commissioner 2 Obenshain. 3 COMMISSIONER OBENSHAIN: Here. 4 MS. MELISSA BROWN: Oh. He is here. 5 SECRETARY CARRILLO: Oh, yes. That's 6 right. 7 And Commissioner Ingham. 8 VICE CHAIR GIPSON: He's in Italy. 9 SECRETARY CARRILLO: Why isn't he on? 10 THE CHAIR: So there's a quorum of nine. 11 Thank you. 12 Next, we'll do the Pledge of Allegiance 13 and Salute to the State Flag. 14 (Pledge of Allegiance and Salute to the 15 New Mexico Flag conducted.) 16 THE CHAIR: Thank you. 17 Item 2 is Approval of the Agenda. I'll 18 move to approve the agenda. 19 VICE CHAIR GIPSON: Second. 20 THE CHAIR: Any problems with 21 Commissioners? 22 (No response.) 23 THE CHAIR: None? 24 Secretary Carrillo, roll. 25 SECRETARY CARRILLO: And -- I'm sorry --</p>	<p style="text-align: right;">8</p> <p>1 THE CHAIR: Thank you. That will move us 2 to Item No. 3, Public Comment. And I'll hand it to 3 Ms. Brown to help us through. 4 MS. MELISSA BROWN: We have nine people 5 online and four people in the room. Where do you 6 want me to start? 7 THE CHAIR: I'll let folks know, I'm 8 holding to a very strict two minutes. We will be 9 cutting off microphones. We will be stopping 10 comment at two minutes. Please be sure that you 11 respect that time limit, and you hold to two 12 minutes, please. 13 MS. MELISSA BROWN: Also, we need you to 14 spell your first and last name for the court 15 reporter. 16 I will start the timer when you are done 17 spelling your name. 18 First up, we have Tiannah Borunba. 19 FROM THE PUBLIC: Hello. My name is 20 Tiannah Borunba, spelled T-i-a-n-n-a-h, space, 21 B-o-r-u-n-b-a. I have attended Alma for all four 22 years. I'm currently a senior. I am also special 23 ed. So I am one of the students that 24 (incomprehensible) helps. And he has helped me a 25 lot. So has the school.</p>
<p style="text-align: right;">7</p> <p>1 Commissioner Taylor. 2 COMMISSIONER TAYLOR: Yes. 3 SECRETARY CARRILLO: Commissioner Manis. 4 COMMISSIONER MANIS: Yes. 5 SECRETARY CARRILLO: Commissioner Beck. 6 COMMISSIONER BECK: Yes. 7 SECRETARY CARRILLO: Commissioner 8 Clahchischilliaage. 9 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 10 SECRETARY CARRILLO: Commissioner -- 11 Secretary Carrillo votes yes. 12 Chair Burt. 13 THE CHAIR: Yes. 14 SECRETARY CARRILLO: Vice Chair Gipson. 15 VICE CHAIR GIPSON: If we all voted no, 16 could we go home? Just checking. 17 Yes. 18 SECRETARY CARRILLO: And Commissioner 19 Brauer. 20 COMMISSIONER BRAUER: Yes. 21 SECRETARY CARRILLO: And then Commissioner 22 Obenshain. 23 COMMISSIONER OBENSHAIN: Yes. 24 SECRETARY CARRILLO: Terrific. So that 25 passes, nine-zero.</p>	<p style="text-align: right;">9</p> <p>1 I'm currently thriving in my classes. The 2 last time I checked, I had a GPA of 3.6. I have all 3 A's. 4 And the school has really helped me a lot 5 except for the times that I have attended these 6 meetings in person. And I do not feel comfortable 7 because of certain groups recording me and harassing 8 me. So I would like to bring attention to that 9 issue, because I want to be able to go to these 10 meetings and feel safe. 11 I feel safe outside of everything else. 12 And the school and the program that I am currently 13 in are amazing, and I have done pretty much 14 everything there from art to culinary to ceramics. 15 I just really like the school, and I want to you to 16 like it. 17 Thank you. 18 MS. MELISSA BROWN: Thank you very much. 19 Next we have Shelly Richard. 20 FROM THE PUBLIC: Hello. Good morning. 21 My name is shelly Richard. Thank you, members of 22 PEC, for having us for public comment. 23 MS. MELISSA BROWN: Please spell your 24 name. 25 FROM THE PUBLIC: Shelly, S-h-e-l-l-y.</p>

<p style="text-align: right;">10</p> <p>1 Last name, Richard, R-i-c-h-a-r-d.</p> <p>2 MS. MELISSA BROWN: Thank you. Go ahead.</p> <p>3 FROM THE PUBLIC: In one of these</p> <p>4 meetings, I heard one of the Commissioners -- I</p> <p>5 can't remember who -- say when we see a failing</p> <p>6 school, it's often because we see a failing board.</p> <p>7 That's what I've seen from the board of</p> <p>8 Alma d'Arte. I've watched a school that was</p> <p>9 thriving and beautiful through all four years of</p> <p>10 high school absolutely implode. And it doesn't seem</p> <p>11 like the board has any accountability to anybody.</p> <p>12 They're not elected by the public, and</p> <p>13 they don't represent the community that they serve.</p> <p>14 I'm very concerned that we are wasting too many</p> <p>15 public funds on a school that is failing.</p> <p>16 Students -- students with disabilities,</p> <p>17 and -- has had so many issues that are still</p> <p>18 outstanding. I would urge this Commission to take a</p> <p>19 hard look at how they train boards and how they hold</p> <p>20 boards accountable when they fail a school.</p> <p>21 Thank you very much.</p> <p>22 MS. MELISSA BROWN: Next we have Kimberly</p> <p>23 Skaggs.</p> <p>24 FROM THE PUBLIC: Good morning. I am</p> <p>25 Kimberly Skaggs. My name is spelled, first name,</p>	<p style="text-align: right;">12</p> <p>1 artistically, and socially.</p> <p>2 I would like to ask the Commission if we</p> <p>3 are required to continue to allow this type of</p> <p>4 intimidation of our students who, again, are minors,</p> <p>5 and the excellent work they do. Thank you.</p> <p>6 MS. MELISSA BROWN: Thank you. Next we</p> <p>7 have Main Hernandez. I might be mispronouncing your</p> <p>8 name. Main Hernandez.</p> <p>9 (No response.)</p> <p>10 MS. MELISSA BROWN: We'll come back to</p> <p>11 you.</p> <p>12 Next we have Oscar del Toro.</p> <p>13 FROM THE PUBLIC: Hello. My name is Oscar</p> <p>14 del Toro, and I am a student here at Alma. My name</p> <p>15 is spelled O-s-c-a-r. Last name, d-e-l space</p> <p>16 T-o-r-o.</p> <p>17 And I have been a student here at Alma for</p> <p>18 all three years. My experiences at this school when</p> <p>19 I first came here were very, very interesting, to</p> <p>20 say the least. Some of the teachers wouldn't really</p> <p>21 teach, and that made me kind of disappointed,</p> <p>22 because I really wanted a school that would teach me</p> <p>23 right and see the value that the students had.</p> <p>24 So I am very, very amazed that, now, the</p> <p>25 school and the directions taken. All the teachers</p>
<p style="text-align: right;">11</p> <p>1 K-i-m-b-e-r-l-y, last name, S-k-a-g-g-s.</p> <p>2 Thank you, Chairwoman Burt and</p> <p>3 Commissioners, for the work you do in allowing me to</p> <p>4 address the Commission.</p> <p>5 I'm speaking to you this morning regarding</p> <p>6 the actions of some local individuals. Alma d'Arte</p> <p>7 provides a space for students with such exceptional</p> <p>8 gifts and talents that the setting in the</p> <p>9 traditional public high school doesn't allow these</p> <p>10 amazing students to grow. These students -- minors,</p> <p>11 children -- deserve to feel safe in their space.</p> <p>12 These students no longer attend our board</p> <p>13 meetings to share their talents and thoughts with</p> <p>14 the board and visitors to these meetings. There are</p> <p>15 people who are known for intimidating our students</p> <p>16 during board meetings. They harass, intimidate, and</p> <p>17 bully students online, as well as in person, when</p> <p>18 the students try to interact positively in the</p> <p>19 school community.</p> <p>20 These individuals currently have no</p> <p>21 children at the school. They have not been to the</p> <p>22 school for public events.</p> <p>23 We have quarterly events called Taste of</p> <p>24 Alma every year. They have no idea about the</p> <p>25 progress our students have made academically,</p>	<p style="text-align: right;">13</p> <p>1 really emphasize -- the teachers that wouldn't teach</p> <p>2 previously are now gone. They're not at work at the</p> <p>3 school. And I am, for the most part, happier about</p> <p>4 it.</p> <p>5 FROM THE PUBLIC: I'm right here. Could I</p> <p>6 have the opportunity to speak as well?</p> <p>7 MS. MELISSA BROWN: You certainly may.</p> <p>8 FROM THE PUBLIC: I'm also a student at</p> <p>9 Alma d'Arte. I've been here for four years.</p> <p>10 THE CHAIR: Can you say your name,</p> <p>11 introduce yourself?</p> <p>12 FROM THE PUBLIC: Well, Main Hernandez.</p> <p>13 Spelling of the first name, M-a-i-n, last name,</p> <p>14 H-e-r-n-a-n-d-e-z.</p> <p>15 And so I'm a student at Alma d'Arte. And,</p> <p>16 recently, I am concerned about, as Ms. Skaggs said,</p> <p>17 about the safety of some students. We recently</p> <p>18 attended an event up in Albuquerque and had a former</p> <p>19 employee of the school harassing one of our</p> <p>20 students. And so I don't think that's professional.</p> <p>21 And that should be looked into.</p> <p>22 Thank you.</p> <p>23 She works at New America Charter High</p> <p>24 School.</p> <p>25 MS. MELISSA BROWN: Thank you.</p>

<p style="text-align: right;">14</p> <p>1 FROM THE PUBLIC: Thank you.</p> <p>2 MS. MELISSA BROWN: Next we have Jana</p> <p>3 Holguin.</p> <p>4 FROM THE PUBLIC: Good morning. My name</p> <p>5 is Jana Holguin. J-a-n-a. Last name,</p> <p>6 H-o-l-g-u-i-n.</p> <p>7 Good morning, members of the PEC, PED, and</p> <p>8 CSD.</p> <p>9 Last month -- oops -- an Alma GC member</p> <p>10 publicly stated that he lives by an honor code, not</p> <p>11 to lie, cheat, or tolerate those who do. Yet, the</p> <p>12 response by the GC president, his wife, made a</p> <p>13 statement that was riddled with blatant lies.</p> <p>14 She claimed that the meeting was not</p> <p>15 listed as virtual only and that it was only open to</p> <p>16 the public. The only reason I was allowed to attend</p> <p>17 was because this same GC member opened the door for</p> <p>18 her and myself. If I had not arrived before her, I,</p> <p>19 like the rest of the public, would have been locked</p> <p>20 out.</p> <p>21 This is not a matter of opinion. There is</p> <p>22 documented proof, data, and evidence, as he said.</p> <p>23 If this GC member truly follows the honor code he so</p> <p>24 proudly proclaims, he is failing at it.</p> <p>25 Why is a non-board member who has not</p>	<p style="text-align: right;">16</p> <p>1 this administration. Former staff members have PTSD</p> <p>2 from the abuse they endured. Those of us speaking</p> <p>3 out have or had children at Alma.</p> <p>4 Alma is a public school, funded by tax</p> <p>5 dollars. The public has every right to be involved.</p> <p>6 The only reason to resist transparency is because</p> <p>7 there are things happening at Alma that should not</p> <p>8 be happening, and those in power do not want them</p> <p>9 exposed.</p> <p>10 MS. MELISSA BROWN: That's time.</p> <p>11 FROM THE PUBLIC: Okay.</p> <p>12 MS. MELISSA BROWN: Next we have Alan</p> <p>13 Ramirez.</p> <p>14 FROM THE PUBLIC: Hello. My name is Alan</p> <p>15 Ramirez. Hello.</p> <p>16 MS. MELISSA BROWN: Yes. Hello. Can you</p> <p>17 spell Ramirez, please?</p> <p>18 FROM THE PUBIC: My name is Alan, A-l-a-n;</p> <p>19 last name, Ramirez, R-a-m-i-r-e-z.</p> <p>20 MS. MELISSA BROWN: Go ahead.</p> <p>21 FROM THE PUBLIC: Well, in my short tenure</p> <p>22 on the board here at Alma, I have noticed that the</p> <p>23 students have grown in leaps and bounds. While</p> <p>24 there are some negative forces coming through from</p> <p>25 former parents and former administrators, I would</p>
<p style="text-align: right;">15</p> <p>1 signed the required assurances taking minutes of the</p> <p>2 GC meetings?</p> <p>3 According to Alma's own bylaws, Article</p> <p>4 IV, A-3, this is the GC secretary's responsibility.</p> <p>5 If the board cannot even follow basic procedural</p> <p>6 rules, how can it be treated with greater</p> <p>7 responsibilities?</p> <p>8 Fear and intimidation are actively used to</p> <p>9 silence students and families. At the January 27th,</p> <p>10 2025, GC meeting, the administrator himself stated</p> <p>11 that students, quote, "know that they can be</p> <p>12 terminated if they don't act accordingly," end</p> <p>13 quote. This statement alone proves that students</p> <p>14 and families are afraid to speak out. Retaliation</p> <p>15 is real, and it is happening.</p> <p>16 The reason the NMDOJ's involvement is</p> <p>17 necessary is because Alma's leadership and governing</p> <p>18 board refused to address concerns or violations</p> <p>19 unless forced to do so by external authorities. The</p> <p>20 school only complies when ordered to do so.</p> <p>21 So let's be clear. The real problem is</p> <p>22 not the so-called frivolous complaints; but, rather,</p> <p>23 a leadership that cannot (incomprehensible) or do</p> <p>24 the right thing without outside intervention.</p> <p>25 Teachers' mental health is suffering under</p>	<p style="text-align: right;">17</p> <p>1 just like to highlight what we're all here for,</p> <p>2 which is the students and how great they've done.</p> <p>3 To bring the Taste of Alma that we get to</p> <p>4 see -- we see students come out musically, come out</p> <p>5 artistically, and show what they can do. Not only</p> <p>6 that, they're just continuing to astound me every</p> <p>7 time I see them.</p> <p>8 And the whole reason we are here is for</p> <p>9 the students. The current administration really</p> <p>10 does put student education first, as well as student</p> <p>11 growth. And I do feel that they have gone above and</p> <p>12 beyond.</p> <p>13 The former administration did have</p> <p>14 (inaudible) cleaned it.</p> <p>15 So I do think that that's going a great</p> <p>16 way. And, again, I just want to highlight how great</p> <p>17 these students are, even the ones that have talked</p> <p>18 here. They want to be more involved. They want to</p> <p>19 come out to our board meetings. But because of</p> <p>20 harassment and that sort of thing, they cannot.</p> <p>21 But highlighting the good is the</p> <p>22 greatness. And I just want to again say the Alma</p> <p>23 students are flourishing with the current</p> <p>24 administration, and I would just like to point that</p> <p>25 out. Thank you.</p>

<p style="text-align: right;">18</p> <p>1 MS. MELISSA BROWN: Thank you. Next we 2 have Janet van Coblign. 3 FROM THE PUBLIC: Good morning, 4 Commissioners, CSD, and everyone attending. 5 My name is Janet van Coblign. J-a-n-e-t. 6 Last name, two words, v-a-n space C-o-b-l-i-j-n. 7 I'm not going to respond or reemphasize 8 the things we've been pointing out the last over a 9 year, almost two years now, concerns of many, or 10 address some of the wild assertions and accusations 11 of today. 12 But you will find, as you all have 13 reviewed the audit, that it's -- it is just the tip 14 of the iceberg and points out some of the many 15 things that we have continued to point out, and also 16 that the lack of accountability by the 17 administration and the board, which has been there 18 for longer than the current administration and is 19 responsible for the poor performance. 20 And the excuse of the current 21 administration that, "I wasn't here, I wasn't here, 22 I wasn't here," is really falling flat after almost 23 two years of leadership. 24 I'm happy for the students that feel that 25 they have received a quality education and a good</p>	<p style="text-align: right;">20</p> <p>1 I would like to request that the timeline 2 for submission of those forms be moved from 30 days 3 to 45 days, at least, and the reason being is that 4 when we have our meeting, the following month is 5 when we approve our minutes from the previous 6 meeting. And by the time we get those minutes 7 submitted, we've missed the 30-day deadline. 8 So by extending or changing the timeline 9 for submission on these two forms to 45 days, that 10 would make it a lot easier for us, and probably for 11 most charter schools, to hit the deadline without 12 having a problem with being late. Thank you. 13 MS. MELISSA BROWN: Thank you, Dr. Kaplan. 14 Next we have Dr. Adam Amador. 15 FROM THE FLOOR: Good morning, 16 Madam Chair, members of the Commission. Dr. Adam 17 Amador, A-d-a-m A-m-a-d-o-r. 18 Thank you for providing me the opportunity 19 to come and speak. 20 First of all, I want to talk about the 21 success of House Bill 4, Protection of the Spanish 22 Language here in New Mexico and supporting the 23 Spanish students. As chair of the Spanish Education 24 Advisory Council, we were able to get that passed 25 unanimously in 24 seconds yesterday.</p>
<p style="text-align: right;">19</p> <p>1 environment, but at the -- at the expense of so many 2 others who were bullied out and run out of the 3 school. 4 I hope at some point that there will be 5 clarity about what has really gone on, especially 6 the last two years. Thank you. 7 MS. MELISSA BROWN: Thank you. I'm 8 looking for our last speaker, Juan Corral, online. 9 And I don't see Juan in the attendees anymore. So 10 if Juan is now using a different name, if they could 11 raise their digital hand. 12 In the meantime, we'll move to the room. 13 Dr. Michael Kaplan. 14 FROM THE FLOOR: Good morning, Madam 15 Chair, members of the committee. I'm Dr. Michael 16 Kaplan. Do you want me to spell my last name? 17 MS. MELISSA BROWN: Yes, please. 18 FROM THE FLOOR: It's K-a-p-l-a-n. I'm 19 the chair of the governing council at New Mexico 20 School for the Arts here in Santa Fe. 21 And I have a request on two forms that 22 we're required to submit. One is on the Governing 23 Body Member Change Notification. 24 And the other one is on the Governing Body 25 Bylaws Change Notification.</p>	<p style="text-align: right;">21</p> <p>1 So we're very excited about that and what 2 comes with it for Hispanic students, because it will 3 deeply impact schools like Alma and others, as 4 you're hearing from students who ultimately 5 experience excellent academic success, social 6 success, and artistic success at the school. 7 As far as the people complaining at the 8 behest and request of this body, we did form a 9 grievance process that has been in place now for a 10 year. And when you can't file a grievance, it's 11 probably because you don't have any facts. 12 We have invited these people to come in 13 and talk at your request. They were refused. And 14 it just gets to the point where when it comes to the 15 safety of students, where do we draw the line? 16 And in our discussions with the Attorney 17 General's Office, when parents are bullying students 18 at open meetings, and they're still allowed to come, 19 that's a problem. 20 Because my number one deal is safety. And 21 when I can't protect my kids from parents or even 22 community members who come in to harass, that's a 23 problem. 24 So I would encourage this board to go down 25 to A Taste of Alma, so you can see what's going on.</p>

<p style="text-align: right;">22</p> <p>1 And no lip service anymore. Make the trip down to  2 Las Cruces, just like we make the trip up here to  3 Santa Fe.  4 And I think it would be very important for  5 you to talk to the parents and the students who did  6 suffer with bullying of teachers and the adults.  7 And I think it would be very important -- it would  8 be worth more than its weight in gold to show your  9 support for students, because, again, like Board  10 Member Ramirez highlighted, this is about students;  11 it's not about the adults. Thank you.  12 MS. MELISSA BROWN: Thank you.  13 Next we have Richelle Peugh-Swafford.  14 FROM THE FLOOR: Good morning. My last  15 name is P-e-u-g-h, hyphen, Swafford,  16 S-w-a-f-f-o-r-d.  17 Good morning, Chairman Burt and  18 Commissioners.  19 I was driving up yesterday afternoon, and  20 I was reflecting on the past year. It was a year  21 ago that we were here, and Alma was issued the  22 breach-of-contract letter.  23 And, you know, we're -- it's kind of  24 ironic, or serendipitous, whatever the right word  25 is, that we're in the Jerry Apodaca Education</p>	<p style="text-align: right;">24</p> <p>1 having the policy, but how to go through the steps  2 of a grievance from the time that the grievance is  3 made till it's resolved.  4 Those are the kind of educational things  5 that we have kind of grown through as a board.  6 And I'm really proud of our board. And in  7 the last two years, our board has almost entirely  8 turned over. And a lot of the people that were on  9 the board that are no longer on the board couldn't  10 handle the personal attacks.  11 MS. MELISSA BROWN: That is time.  12 FROM THE FLOOR: Thank you.  13 MS. MELISSA BROWN: I want to say CSD  14 appreciates any and all feedback.  15 Next, we have Sherri Hursey.  16 FROM THE FLOOR: Good morning. My name  17 Sherri Hursey, S-h-e-r-r-i H-u-r-s-e-y.  18 I just wanted to come today and address  19 the board.  20 I am on the Alma d'Arte board of  21 directors. And -- or governing council. And -- for  22 about a year and a half now. And it's not exactly  23 what I thought I was getting into whenever I first  24 showed up.  25 It was a big learning lesson. It's been</p>
<p style="text-align: right;">23</p> <p>1 Building. And I was thinking about the education  2 that I've gotten over the last year. And I was  3 thinking about that was one of the reasons that I  4 got on this board to begin with was so that I could  5 learn more about the education system, because it's  6 been a long time since I went through public school.  7 My daughter went through private school,  8 so I didn't really know that much about public  9 schools in New Mexico. That's why I got on the  10 board was to learn.  11 But the things that I've learned in the  12 last year are lessons that no matter how great the  13 online training is that Missy and the PEC does for  14 board members, there are some things that we've  15 learned that is not in any of that training, things  16 like -- that I think could be improved in the  17 training system, like what a board member needs to  18 look for in an audit; not just fiscal  19 responsibility, but what to look for and how to  20 really dissect an audit.  21 Things like how to implement a grievance  22 policy. I think that that needs to be included in  23 the training. That wasn't provided, and it was kind  24 of a trial by fire on our part of how to handle  25 those and how to develop that policy. And not just</p>	<p style="text-align: right;">25</p> <p>1 scary at times. There have been a lot of times  2 where I just wanted to resign.  3 I had somebody follow me home one night  4 after a board meeting. I don't know who it was.  5 I -- you know, we have people yelling at  6 us. We had to call the police one time. And I  7 believe at one of the meetings here, you kind of  8 shamed us for that.  9 And, actually, on that drive home, there  10 was a big decision that I had to make was, like, do  11 I really want to be on this board?  12 And the reality is the reason I got on the  13 board was because of the students and the school I  14 believe in. I didn't realize how damaged the school  15 was when I got on the board. I -- but it was a  16 learning lesson, and we worked really, really hard  17 to make things better.  18 It may not be perfect, but I feel like  19 we're getting somewhere. And the -- if you walk  20 into the school now, the kids are happy. They're  21 talking. It's bright. There's a lot of artwork up.  22 It's beautiful.  23 I feel like we have made some changes. So  24 thank you very much for your time.  25 MS. MELISSA BROWN: Thank you. And that</p>

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1 concludes public comment.  
2 THE CHAIR: Thank you.  
3 COMMISSIONER BRAUER: Madam Chair, can I  
4 make a -- it's not a comment about that.  
5 THE CHAIR: We do not --  
6 COMMISSIONER BRAUER: I'm not making a  
7 public comment on public comment.  
8 I have a comment about this process that I  
9 asked about before. I think it really behooves us  
10 to have people who Zoom in to come on the video. I  
11 really do think that's an important thing that we  
12 need to do.  
13 THE CHAIR: We can talk about that  
14 offline.  
15 COMMISSIONER BRAUER: Wanted to put that  
16 in the public record.  
17 THE CHAIR: Item No. 4, School Highlights  
18 and Spotlight.  
19 Commissioner Beck.  
20 COMMISSIONER BECK: Very quickly, I  
21 visited Northpoint Charter and Renaissance Academy.  
22 And in Northpoint Charter, they took 18 students to  
23 the English State Expo, came back with eleven  
24 medals, including the poetry slam state championship  
25 for one of their juniors.

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1 The other thing I wanted to bring up is  
2 both of those schools are now in the process of  
3 getting and funding and building a completely  
4 workable, operational kitchen. So that's great  
5 then.  
6 THE CHAIR: Commissioner Gipson.  
7 VICE CHAIR GIPSON: I wanted to  
8 congratulate an Alma student who -- it's hard to  
9 see. But her painting was the Pecan Festival cover.  
10 And I believe she's only a freshman.  
11 FROM THE FLOOR: Freshman or sophomore.  
12 Very talented.  
13 VICE CHAIR GIPSON: So just wanted to  
14 congratulate her. It is a magnificent piece of art.  
15 So congratulations.  
16 THE CHAIR: Commissioner Carrillo.  
17 SECRETARY CARRILLO: With regards to  
18 Turquoise Trail Charter School, you may remember  
19 about a year ago, the kids -- a group of kids at the  
20 school put together a plan for -- to have a  
21 playground and to use capital outlay and present it  
22 to the -- oh, I thought you were saying -- no, I  
23 just remembered -- to present it to the Legislature.  
24 And, in fact, it was approved.  
25 So this summer, the playground is going to

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1 be built. And this was all initiated by the  
2 students. And so, you know, for any students that  
3 are watching, you should probably be in class doing  
4 your work. But for anyone that you know, one kid  
5 makes a difference. Kids make a difference.  
6 I gotta tell you. When you come here or  
7 you go to the Legislature, they listen.  
8 Also, the Turquoise Trail had their  
9 mariachis play at the Legislature this year, which  
10 was a high point for the kids and, certainly, all  
11 the people that were in the Roundhouse.  
12 They have -- they will also be having a --  
13 a session on their food program at our charter  
14 schools conference. And during their renewal -- and  
15 it was pretty incredible -- they actually brought us  
16 all lunch. And it was just so incredibly delicious.  
17 And so having monitored food lines in  
18 elementary schools and things like that, the -- if  
19 you give kids stuff they like, they'll eat it, you  
20 know. They really will. Granted, there are a lot  
21 of things that are thrown away. So their food  
22 program is doing well.  
23 I wish I could get a picture -- I sent it  
24 to Missy, then I sent it to --  
25 MS. MELISSA BROWN: Yeah.

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1 SECRETARY CARRILLO: Oh, you can show it.  
2 They put together a mandala, an Indian mandala, a  
3 sand painting, 8 feet by 12 feet. There it is.  
4 It's just stunning to me.  
5 And so the kids made this, and it's  
6 sitting in their school in one of the main rooms.  
7 And I just keep looking at that and thinking, "Wow."  
8 So just -- this is just another one of our  
9 charters statewide that's just knocking it out of  
10 the park. They know they've got work to do  
11 academically. But they're doing really wonderful  
12 things, and the kids are having a great school  
13 experience. And that's half of it right there.  
14 THE CHAIR: Commissioner Taylor.  
15 COMMISSIONER TAYLOR: Yeah. Thank you. I  
16 thought I'd shout out and congratulate the Sydney  
17 Gutierrez Middle School for placing third in the  
18 state science olympiad tournament. Sydney is not  
19 a -- it's a locally authorized charter school, but  
20 it's a charter school nonetheless. And I'm  
21 certainly proud of their efforts and their  
22 achievements.  
23 THE CHAIR: Thank you. All right. That  
24 will move you to item No. 5, the Consent Agenda.  
25 And I will move to approve the Consent



<p style="text-align: right;">30</p> <p>1 Agenda.</p> <p>2 VICE CHAIR GIPSON: Second.</p> <p>3 THE CHAIR: Thank you. There's a motion</p> <p>4 and second. If you could call roll, Commissioner</p> <p>5 Carrillo.</p> <p>6 SECRETARY CARRILLO: Yes.</p> <p>7 Commissioner Taylor.</p> <p>8 COMMISSIONER TAYLOR: Yes.</p> <p>9 SECRETARY CARRILLO: Commissioner Manis.</p> <p>10 (No response.)</p> <p>11 SECRETARY CARRILLO: I'll come back.</p> <p>12 Commissioner Obenshain.</p> <p>13 COMMISSIONER OBENSHAIN: Yes.</p> <p>14 SECRETARY CARRILLO: Commissioner Beck.</p> <p>15 COMMISSIONER BECK: Yes.</p> <p>16 SECRETARY CARRILLO: And Commissioner</p> <p>17 Clahchischilliage.</p> <p>18 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>19 SECRETARY CARRILLO: And Vice Chair</p> <p>20 Gipson.</p> <p>21 VICE CHAIR GIPSON: Yes.</p> <p>22 SECRETARY CARRILLO: And Commissioner</p> <p>23 Brauer.</p> <p>24 COMMISSIONER BRAUER: Yes.</p> <p>25 SECRETARY CARRILLO: Chair Burt.</p>	<p style="text-align: right;">32</p> <p>1 code there that you can use your phone to get the</p> <p>2 entire document, if you want to look at it. It's</p> <p>3 2,044 pages. Last year, it was 1,951 pages. So</p> <p>4 it's a lengthy document that is -- part of it is</p> <p>5 printed here.</p> <p>6 And the audit results that came out, I</p> <p>7 want to talk a little bit about the definitions that</p> <p>8 are associated with the audit.</p> <p>9 You'll see that there's findings</p> <p>10 associated with each charter school.</p> <p>11 And a material weakness is probably the</p> <p>12 most severe finding that the auditors can find.</p> <p>13 It's a deficiency, or a combination of deficiencies,</p> <p>14 in internal controls, such that there is a</p> <p>15 reasonable possibility that a material mismanagement</p> <p>16 of the entity's financial statements will not be</p> <p>17 prevented or deterred and corrected on a timely</p> <p>18 basis.</p> <p>19 Now, we also -- for the first time last</p> <p>20 year, we did not have this, and I don't recall</p> <p>21 seeing this. We also have one finding in the audit</p> <p>22 this year that is a material non-compliance. So</p> <p>23 that is slightly different, but considered just as</p> <p>24 severe as the material weaknesses.</p> <p>25 Going down the severity continuum, if you</p>
<p style="text-align: right;">31</p> <p>1 THE CHAIR: Yes.</p> <p>2 SECRETARY CARRILLO: Secretary Carrillo</p> <p>3 votes yes.</p> <p>4 And Commissioner Manis.</p> <p>5 COMMISSIONER MANIS: Yes.</p> <p>6 SECRETARY CARRILLO: Terrific. Nine-zero.</p> <p>7 THE CHAIR: Thank you. All right. That</p> <p>8 will move us to item No. 7, Discussion and Possible</p> <p>9 Action of State Charter Audit Results, Management</p> <p>10 Responses by Schools, and Identify Schools That May</p> <p>11 Need a Corrective Action Plan for Finances Under the</p> <p>12 Intervention Ladder.</p> <p>13 Thank you. Director Chavez, I'll pass it</p> <p>14 over to you.</p> <p>15 DIRECTOR CORINA CHAVEZ: Thank you, Chair</p> <p>16 Burt, Commissioners. Good morning. There is two</p> <p>17 items associated with this item on your agenda.</p> <p>18 I'm the director, Corina Chavez.</p> <p>19 C-h-a-v-e-z.</p> <p>20 So Ms. Brown will flash up the PowerPoint</p> <p>21 presentation.</p> <p>22 And the other is -- is an Excel document</p> <p>23 that we'll talk about in a little bit.</p> <p>24 So, first of all, I just wanted to let you</p> <p>25 know that I did the amazing thing of creating the</p>	<p style="text-align: right;">33</p> <p>1 will, is the significant deficiency.</p> <p>2 These are terms that are defined in the</p> <p>3 audit itself. I'll let you go ahead and read them.</p> <p>4 But that is significant deficiency, which is also</p> <p>5 considered worse than the compliance and --</p> <p>6 non-compliance -- that should be "non-compliance" --</p> <p>7 and other matters, which are smaller in severity,</p> <p>8 but still reasons for a school to get a finding.</p> <p>9 So then the other thing I wanted to</p> <p>10 discuss with you all was that when the auditors</p> <p>11 complete the audit, they sit down with the school,</p> <p>12 and they share what they found, and they allow a</p> <p>13 school to develop what we call -- what the auditors</p> <p>14 call -- a Response to Findings.</p> <p>15 And that's where the management says,</p> <p>16 "Here's what we're going to do to take care of that</p> <p>17 finding."</p> <p>18 And that is also included in the audit</p> <p>19 itself, for each item that is a finding.</p> <p>20 So that's important, because we've relied</p> <p>21 on that information in the past when we've worked</p> <p>22 with schools to say, "We want for you to implement</p> <p>23 what you said you would."</p> <p>24 Okay. So then let's talk about the Fiscal</p> <p>25 Year '24 audit itself.</p>

<p style="text-align: right;">34</p> <p>1        You all were giving shout-outs to schools  2        a minute ago. This is a huge shout-out, for ten  3        schools in your portfolio that had zero findings.  4        Particularly, I'm lifting up McCurdy, because at one  5        point, McCurdy had some financial concerns that they  6        have corrected.  7        And so big shout-out to Albuquerque  8        Aviation, AIMS, La Academia Dolores Huerta, McCurdy,  9        New Mexico School for the Arts -- I don't know if  10       they're still here -- Pecos Cyber Academy, SABE, or  11       Sandoval Academy for Bilingual Education.  12       Renaissance Academy Charter School, which, for audit  13       purposes, will be included as Southwest Preparatory,  14       Taos Academy, and Vista Grande. All had zero audit  15       findings. That is awesome. (Applause.)  16       Yeah. Okay.  17       So now the downside. There were three  18       schools that received a disclaimed audit. And if  19       you recall, last year those were the schools that  20       you all put on a financial Corrective Action Plan.  21       And some of these are continuing from last  22       year. And my understanding is that it's -- that it  23       takes two years to get off; okay?  24       So we'll talk about the schools, in  25       particular, recommended for a financial Corrective</p>	<p style="text-align: right;">36</p> <p>1       Academy-Albuquerque, Explore Academy-Las Cruces,  2       Explore Academy-Rio Rancho, and Hózhó Academy.  3       This is mostly concern about the economic  4       conditions and if there's sufficient funds in the  5       school needed to maintain operations and meet  6       obligations.  7       Now, let's go to the audit findings by  8       category.  9       So given those definitions, in terms of  10       non-compliance and other matters, again, that is the  11       lower severity. You're seeing here the comparison  12       between Fiscal Year '24 and Fiscal Year '25.  13       Excuse me. That should be -- this is --  14       this is new for School Year '24 and repeat in Fiscal  15       Year '24. So this shows you the percentage of --  16       based on the type of findings that were repeated for  17       Fiscal Year '24.  18       So 28 percent of the non-compliance and  19       other matters were repeated; 30 percent of the  20       significant deficiencies; 43 percent of the material  21       weaknesses. And there were no repeats, because, as  22       I mentioned before, this is the first year for the  23       material noncompliance.  24       But, overall, there was a 32 percent  25       repeat in -- in findings.</p>
<p style="text-align: right;">35</p> <p>1       Action Plan later on. But just so that you know,  2       the three schools that are -- that received a  3       disclaimed audit opinion for Fiscal Year '24 are  4       Estancia Valley, Monte del Sol, and South Valley  5       Prep.  6       And so what is a disclaimed audit?  7       Again, it's also -- it's not a finding  8       tied to a particular item, but it's an overall  9       opinion from the auditors that is probably the most  10       severe, the most alarming, because the auditor was  11       unable to obtain sufficient audit evidence to which  12       they base an opinion.  13       Could be due to many things, including the  14       school not cooperating. That's not true about our  15       schools, just so you know. But there's doubt about  16       the school. And maybe there's missing documents,  17       errors that they're finding, uncertainty within the  18       school so that the auditors felt like they needed to  19       consider it a disclaimed.  20       And you can see that on Pages 10 through  21       12 of the Fiscal Year '24 audit.  22       Additionally, there are five schools that  23       had what is called a "going concern." And so the  24       definition is to the right. Those schools that had  25       the going concern are Alma d'Arte, Explore</p>	<p style="text-align: right;">37</p> <p>1       On to the next category. This is where  2       we're comparing Fiscal Year '23 with Fiscal Year  3       '24. And you'll see the increase, or change, the  4       number of change of findings overall.  5       Yes, the portfolio grew. And this --  6       these numbers do include the two schools that  7       transferred as well. But I was alarmed, as were my  8       colleagues in the CSD, to find that overall, there  9       was a 25 percent increase in findings for this  10       fiscal year.  11       So we had a conversation with the auditors  12       yesterday to say, "Why? We know the PEC is going to  13       ask us why is there such an increase in the number  14       of findings."  15       And there's not a quick and easy answer.  16       But the auditor did shed some light on the fact that  17       a lot of the findings have to do with switchover  18       between fiscal years and schools being really  19       careful about that process and the documentation.  20       We'll get into the reasons for the other  21       findings. And here with me, if you have any  22       questions that are really specific about the types  23       of findings and the kind of work that happens at the  24       school, I have Ms. Betty Seeley here. And I also  25       have Mr. Ken Norris, who is our financial</p>

<p style="text-align: right;">38</p> <p>1 authorizer, who can help us if you have questions 2 specifically about that. 3 But let's go on. 4 So let's look at the frequency of findings 5 by school. So we know that there were ten that had 6 zero findings. And we know that there was at least 7 one school that had up to eleven findings. The most 8 common number of findings is three. And it slows 9 down as we get to higher numbers. 10 The next slide, please, shows us the 11 categories of findings. 12 Now, this wasn't necessarily a document or 13 easy to find within the audit report. But we combed 14 through it. 15 And we -- Ms. Seeley came up with the 16 categories so that you can see that, again, accrual 17 issues -- and that's the type of accounting -- and, 18 again, between fiscal years is where that accrual is 19 really important -- revenue miscoding. That was a 20 huge one. And RFPs not being completed prior to 21 services being rendered. Travel and per diem 22 issues, always, which is a big shout-out to our 23 financial staff, who really work diligently to make 24 sure that ours is good. 25 And those are the other reasons that,</p>	<p style="text-align: right;">40</p> <p>1 findings. And there were a total of seven 2 foundation findings; so, altogether, 192. 3 I wanted to talk a little bit about the 4 performance framework versus the CAP 5 recommendations, because last year, when we did the 6 financial CAP, we brought to you recommendations for 7 who might be on the financial CAP. You don't want 8 to put your entire portfolio, where everybody that 9 gets a yellow or a red. But we felt like you should 10 really seriously consider putting the schools that 11 have disclaimed audits on the CAP. 12 So to the right of this slide -- or to the 13 left -- I can't remember -- of this slide is the -- 14 the new performance framework. And it's 15 significantly different from the old performance 16 framework. 17 The old performance framework cares a lot 18 about repeat findings. The new performance 19 framework cares about severity of findings. 20 And so when we were doing this work, we 21 wanted to take into consideration both those things, 22 knowing that you were moving towards the new 23 performance framework. I just wanted to mention 24 that there's not a straight one-to-one on this. 25 But we did some preliminary look, and when</p>
<p style="text-align: right;">39</p> <p>1 again, that's not -- these are the reasons for maybe 2 a non-compliance or a significant deficiency. 3 Again, most frequent repeat findings have 4 to do with end-of-the-year BARs not being completed. 5 If you're in the audience, and you're at a school, 6 please get your BARs in early. 7 Our internal controls over cash 8 disbursements. I remember working at a school. And 9 it's really hard when teachers want to go out and 10 purchase something, but they haven't received the 11 proper paperwork to be able to do it and get 12 reimbursed. You hate to have teachers spend money 13 out of their own pockets, but it could lead to an 14 audit finding. 15 Again, financial disclosure reporting, 16 numerous issues. 17 Let's go down next to the breakdown. 18 Because the audit includes findings from 19 foundations. And I wanted to let you know that your 20 portfolio for this school year is not all in the 21 Fiscal Year '24 audit that the PED has. Most of 22 them are. But there are transfer schools. And the 23 two transfer schools brought three findings to the 24 table. 25 The rest of your portfolio had 182 total</p>	<p style="text-align: right;">41</p> <p>1 we get to the spreadsheet, you'll see that by 2 performance framework, we were able to do some 3 preliminary ratings that would go to the school -- 4 schools immediately so that they know where they 5 stand on the financial indicators tied to the 6 Fiscal Year '24 audit. 7 So then let's go to the CAP 8 recommendations. 9 As we were poring through this 10 information, we decided that what we should provide 11 to the PEC are tier -- tiers of performance and 12 recommend strongly that schools in Tier 1 be put on 13 the financial Corrective Action Plan. We wanted to 14 let you know who was next most severe. That is Tier 15 2, and then going down the line with Tier 3 and 4. 16 So this just is the rubric, if you will, 17 to determine who was placed in each of those tiers. 18 Again, the disclaimed audits and -- so all 19 the schools with disclaimed audits, and/or if they 20 had between three and six material weakness findings 21 and between one and five repeat findings, and 22 between eleven and five total findings, and that 23 their financial performance framework ratings has at 24 least one Does Not Meet. 25 The new performance framework only offers</p>

<p style="text-align: right;">42</p> <p>1 one potential indicator rating. The old has two 2 possible ratings related to the audit. 3 So when we look at who those schools 4 are -- and we did this before. We said, "Oh, wait. 5 Somebody may already be on a financial condition of 6 renewal." 7 And so I spoke to the head administrator 8 at Monte del Sol about that, the fact that she -- 9 the school is on a condition of renewal. So we 10 might want to give special consideration for that 11 school. 12 Alma d'Arte is recommended. 13 Estancia Valley Classical. Hózhó Academy, J. Paul 14 Taylor, Raíces del Saber, Monte del Sol, 15 South Valley Prep. Those are the schools that the 16 three have the disclaimed audit, and the others have 17 the other criteria that were in Tier 1. 18 When we think about the Corrective Action 19 Plans, what CSD is recommending this year -- because 20 with the three schools that were on the financial 21 Corrective Action Plans, we did a pretty intense 22 mini-audit every month -- what I believe we didn't 23 do as well is provide direct feedback to the schools 24 after every time we looked at their things. 25 And it was -- it was -- one might consider</p>	<p style="text-align: right;">44</p> <p>1 that they are taking is something that we would want 2 to be taking a closer look at. 3 And, then, again, this notion of assessing 4 their need for technical assistance and supports, 5 because where they ask for help, where schools say, 6 "We want more," we want to be able to provide that. 7 So this might include a quarterly or 8 twice-a-year test of internal controls, where all 9 the documents come in, we do the analysis, we say, 10 "Here's where we found you might get an audit 11 finding." That's less frequent than the current 12 CAPs, and that the feedback should happen during the 13 check-ins to the schools. 14 I want to walk you through what is in 15 the -- the -- the Excel documents. I'm going to try 16 to screen-share as I do it. 17 Okay. So there's multiple tabs. The 18 first one is just straight ahead: Each school, 19 number of findings, how many are material weakness, 20 how many are significant deficiencies, how many are 21 other. 22 And then I believe on the far -- how many 23 are repeat. And then we've flagged how many were 24 repeated from just Fiscal Year '23. 25 In other words, if we look at Albuquerque</p>
<p style="text-align: right;">43</p> <p>1 it administratively burdensome to the schools for us 2 to collect a ton of information -- Alma might be 3 nodding at this point -- and not providing direct 4 feedback to the school. 5 So our recommendation now is then to limit 6 that to quarterly check-ins with the head 7 administrator and business manager, unless they 8 request it more frequent. We want to support them. 9 We want to monitor the actions in the management 10 response, because it's there. It's what they said 11 they would do. So we would want to see that they're 12 following up on what they are doing. 13 And maybe if they had a financial 14 Corrective Action Plan, they might expand on what 15 they put in that response, because a lot of times 16 it's very general and not specific nor tied to a 17 particular timeline. And I know you all are 18 concerned about ensuring schools are meeting their 19 objectives within a specified timeline. 20 Also, we -- we are lifting up board 21 expectations and really wanting for the school's 22 board of -- the school's finance and audit 23 committees to do the work they're supposed to be 24 doing; so ensuring that they're meeting. Ensuring 25 that they have agendas and specific action steps</p>	<p style="text-align: right;">45</p> <p>1 School of Excellence -- not to pick on that school, 2 but just to show you -- they had one repeat finding 3 in Fiscal Year '24, but it was not for a finding 4 that they had in Fiscal Year '23. The audit itself 5 goes back several years and considers it a repeat 6 finding even if it was from 2022 or 2020. So that's 7 something to keep in mind. 8 All the green are the zero findings. 9 Okay. The next tab is detail. And this 10 just goes school by school. And it lists the 11 finding number, tells you what it's for, indicates 12 if it's new or repeat. It gives you the category. 13 And then it says, "Entity Type," because this list 14 also includes the foundations. 15 Okay. 16 Then the next tab is findings by type. 17 This is a lovely document that Betty Seeley created. 18 I modified it a little bit. 19 But it has -- it has the reasons for the 20 audits. And so she could go into any detail if you 21 have any details about accrual issues or what it 22 means when the school has a cash disbursement issue 23 or fund balance issues, et cetera. 24 This talks -- this is the document -- the 25 next one is the tier ratings. And you'll see, by</p>

<p style="text-align: right;">46</p> <p>1 school, Tier 1, 2, and 3 and 4. And, again, the key</p> <p>2 word for what the rubric for that was listed right</p> <p>3 there.</p> <p>4 And then the next -- the next three tabs</p> <p>5 are about what the school would be rated on the</p> <p>6 performance framework. I pasted in the actual</p> <p>7 language from the performance framework. And it</p> <p>8 shows you, again, the school, what they would rate,</p> <p>9 where we rated them on the CAP tier, and what type</p> <p>10 of findings. And this is the explanation for the</p> <p>11 rating.</p> <p>12 These are preliminary; so -- but we looked</p> <p>13 at them again and again. So we think they're about</p> <p>14 as accurate as possible. But schools have not</p> <p>15 necessarily -- they have not interfaced with this.</p> <p>16 I think it will be included in their site visit</p> <p>17 preliminary report.</p> <p>18 This is the 2022 schools.</p> <p>19 And the 2019 schools.</p> <p>20 And I am going to stop sharing and ask</p> <p>21 Commissioners if you have any questions.</p> <p>22 And I may invite Ms. Seeley or Mr. Norris</p> <p>23 depending on the question that you have.</p> <p>24 THE CHAIR: Thanks, Director Chavez. And</p> <p>25 so we will have -- I'm going to go to Ms. Barnes</p>	<p style="text-align: right;">48</p> <p>1 you would be requesting for the schools with</p> <p>2 significant deficiencies, would that CAP look</p> <p>3 different than an audit of the management's response</p> <p>4 to those findings? Or would it be something other</p> <p>5 than that, like something more than that? If that</p> <p>6 makes sense.</p> <p>7 DIRECTOR CORINA CHAVEZ: Yes, Commissioner</p> <p>8 Obenshain, Commissioners. Last year, with the</p> <p>9 financial Corrective Action Plans, we identified the</p> <p>10 concerns that were tied to each of the findings, and</p> <p>11 we articulated the expected outcomes.</p> <p>12 And in order to monitor that, we also</p> <p>13 asked the schools to share with us an enormous</p> <p>14 amount of information that had to do with their</p> <p>15 financial -- their financial transactions and</p> <p>16 documentation, such that I would consider them</p> <p>17 mini-audits; right?</p> <p>18 We were checking to see are they -- are</p> <p>19 they now more accurately looking at their accounts</p> <p>20 payable in the documents that are submitted?</p> <p>21 And we did provide some feedback to the</p> <p>22 schools. And we didn't collect it every month. But</p> <p>23 there were several months that we did. And we did</p> <p>24 provide some feedback.</p> <p>25 I'm wanting to provide a little bit more</p>
<p style="text-align: right;">47</p> <p>1 next. She's going to talk to us about what the</p> <p>2 options look like.</p> <p>3 If you have any questions -- not about a</p> <p>4 specific school yet, but we will get into specific</p> <p>5 schools next -- anything about what she just</p> <p>6 explained will be a good topic for questions now.</p> <p>7 (No response.)</p> <p>8 THE CHAIR: Now we go to Ms. Barnes to</p> <p>9 discuss what our options might look like. Then</p> <p>10 we'll start getting into schools.</p> <p>11 Anybody? That was actually a really good</p> <p>12 presentation. Thank you.</p> <p>13 COMMISSIONER BECK: Wonderful. A lot of</p> <p>14 information.</p> <p>15 THE CHAIR: I'll go to Ms. Barnes.</p> <p>16 COMMISSIONER OBENSHAIN: I have a</p> <p>17 question. Sorry.</p> <p>18 THE CHAIR: Commissioner Obenshain.</p> <p>19 COMMISSIONER OBENSHAIN: Yeah. First of</p> <p>20 all, I just -- I'm totally impressed with the</p> <p>21 information that was just presented. That was,</p> <p>22 like, a lot of work and a lot of detail.</p> <p>23 My -- so thank you for that. That was</p> <p>24 really impressive and comprehensive.</p> <p>25 My question is, in the sense of a CAP that</p>	<p style="text-align: right;">49</p> <p>1 structure and a little less administrative burden.</p> <p>2 My suggestion, as articulated in that one slide, is</p> <p>3 that we ask for the schools to have quarterly</p> <p>4 check-ins with the CSD staff. It could include</p> <p>5 Ms. Seeley, who works really closely with us as a</p> <p>6 former business manager at a charter school.</p> <p>7 We would want to sit down with both the</p> <p>8 head administrator and the business manager of the</p> <p>9 school to take a look at what they've done. It</p> <p>10 might include the test of internal controls.</p> <p>11 I think there's -- it's up to you all,</p> <p>12 probably, to decide do you want for it to be twice a</p> <p>13 year? Or would you want it to be quarterly? You</p> <p>14 know, and maybe that's something you would want to</p> <p>15 discuss with the schools.</p> <p>16 I do think that when there is somebody --</p> <p>17 another set of eyes taking a look at what's going on</p> <p>18 at the school, I venture to say that it is a</p> <p>19 positive. You know, when you look at the results of</p> <p>20 the audit finding, there are some schools that we</p> <p>21 had concerns about who I've seen improve over time.</p> <p>22 And I know that they have had other people working</p> <p>23 really closely with their business manager. And I</p> <p>24 think it's important for the head administrator to</p> <p>25 be aware of the sort of things that we're finding so</p>

<p style="text-align: right;">50</p> <p>1 we want them to both be at the table together of the</p> <p>2 we don't want to be -- we don't want to -- to be too</p> <p>3 administratively burdened, but we want to help focus</p> <p>4 their attention on the findings, what they put in</p> <p>5 the management response, maybe put more structure,</p> <p>6 more detail, more deadlines, and definitely more</p> <p>7 feedback to the schools.</p> <p>8 Does that answer your question,</p> <p>9 Commissioner Obenshain?</p> <p>10 COMMISSIONER OBENSHAIN: Yes. Actually,</p> <p>11 the really funny thing is I wrote down here on my</p> <p>12 thing is mini-audit, if that is what that would be.</p> <p>13 As long as we're talking about, like, we are -- I</p> <p>14 don't know -- we provide technical assistance for</p> <p>15 them to meet their management's response. I think</p> <p>16 that is the right approach. And I -- again, I just</p> <p>17 appreciate the work, and thanks for that answer.</p> <p>18 THE CHAIR: All right. Commissioner --</p> <p>19 I'll call on Commissioner Taylor and Commissioner</p> <p>20 Gipson.</p> <p>21 I do want to pause. Because we are going</p> <p>22 to go to what this could look like with Ms. -- so</p> <p>23 Ms. Barnes is going to explain our options next of</p> <p>24 what it looks like and go through that document. So</p> <p>25 if your questions are about what our actions would</p>	<p style="text-align: right;">52</p> <p>1 year. You've got to present all of this.</p> <p>2 They're aware of the issues. They're</p> <p>3 bright, brilliant people that are involved. And I</p> <p>4 think we give them the opportunity to manage</p> <p>5 those -- those issues without just intense</p> <p>6 oversight, unless -- you know, unless they need it.</p> <p>7 So, anyway, I did think that was appropriate at this</p> <p>8 time; but...</p> <p>9 THE CHAIR: Commissioner Gipson.</p> <p>10 VICE CHAIR GIPSON: Yeah. So I think if</p> <p>11 we are going to ask schools to upload things, we</p> <p>12 have to be very precise in, when we start this</p> <p>13 process, in what we're going to ask them to upload,</p> <p>14 because I can say, for one school in particular, I</p> <p>15 would look at it monthly and say, "Why do they need</p> <p>16 that every month?"</p> <p>17 So I think if we couch it as a mini-audit,</p> <p>18 I agree with what -- I think we're digging in way</p> <p>19 too much. And we have to be very clear at the</p> <p>20 outset of the process what exactly they're going to</p> <p>21 be asked to upload, quarterly, or whatever it is,</p> <p>22 because a lot of it, I don't -- and I was unaware</p> <p>23 that they weren't getting any feedback on it.</p> <p>24 I don't see where you would upload things</p> <p>25 and no one look at it, because they could be</p>
<p style="text-align: right;">51</p> <p>1 look like, I'd like to go to Ms. Barnes first and</p> <p>2 then take questions.</p> <p>3 But, Commissioner Taylor. I'll go ahead</p> <p>4 and defer to you. That's all right. You didn't</p> <p>5 know.</p> <p>6 Commissioner Taylor.</p> <p>7 COMMISSIONER TAYLOR: Thank you. I didn't</p> <p>8 want to -- I don't know if it's the appropriate</p> <p>9 time. If not, cut me off, and I'll wait until after</p> <p>10 Ms. Barnes speaks.</p> <p>11 But I think that the whole idea of being</p> <p>12 so intimately involved with each school's finances</p> <p>13 on a really regular basis like that is good if the</p> <p>14 school desires to have and they request our help. I</p> <p>15 like the idea of supporting them. But I just think</p> <p>16 this is more like -- it's coming across as more of a</p> <p>17 policing type of action.</p> <p>18 And, I mean, if they need it, they're</p> <p>19 aware of the issues, if they need the help, then</p> <p>20 we're here to support that.</p> <p>21 I don't think we're here to manage their</p> <p>22 finances for them, you know?</p> <p>23 So I don't know. I just feel like this is</p> <p>24 a little bit of a -- an overreach as far as we're</p> <p>25 going to make these four times a year or two times a</p>	<p style="text-align: right;">53</p> <p>1 continuing to repeat the same problems if someone's</p> <p>2 not giving them feedback. So I think we have to</p> <p>3 enhance that.</p> <p>4 THE CHAIR: All right.</p> <p>5 All right. Ms. Barnes.</p> <p>6 MS. JULIA BARNES: Good morning. There is</p> <p>7 a draft motion folder that all the Commissioners</p> <p>8 have access to. And then I have also uploaded the</p> <p>9 form that we have been using now for schools that</p> <p>10 you put on a financial condition.</p> <p>11 So let me start with what's on the agenda.</p> <p>12 Right now, you have identified five schools on the</p> <p>13 Agenda Item 7 that were Tier 1, suggested by CSD as</p> <p>14 them recommending that you take action now.</p> <p>15 If there are other schools that come to</p> <p>16 your attention that you want to discuss, we'll put</p> <p>17 them on the agenda next month, but not this month.</p> <p>18 So these are five schools that you can</p> <p>19 discuss what you want to do.</p> <p>20 Actually, there's more than that, because</p> <p>21 Estancia Valley and Taos International, under</p> <p>22 Item 8, from last year, and then Alma is here for</p> <p>23 other issues -- we just included their audit, so</p> <p>24 there's actually more schools than that. But let's</p> <p>25 just take the five we're looking at right now under</p>

<p style="text-align: right;">54</p> <p>1 Item 7.</p> <p>2 What you did before and where you are kind</p> <p>3 of on the new performance framework and the new</p> <p>4 contracts is kind of the range of things I think you</p> <p>5 can do.</p> <p>6 Last year -- I actually -- I think that</p> <p>7 the schools might have each spoken about their</p> <p>8 management responses. And one of your options is to</p> <p>9 say, "Great management response. Go forth and</p> <p>10 prosper." You didn't take any action.</p> <p>11 So in that case, there wouldn't be a</p> <p>12 motion. You would just indicate that, and then you</p> <p>13 move on.</p> <p>14 If you want to do a motion. I think this</p> <p>15 goes back to Commissioner Obenshain and a couple of</p> <p>16 comments after that. Where are the range of options</p> <p>17 that you have?</p> <p>18 And that's why I wanted to put in the</p> <p>19 document that is the condition document for</p> <p>20 finances.</p> <p>21 I want to remind you that that -- that</p> <p>22 that was created with McCurdy and was successfully</p> <p>23 created with McCurdy, even more successfully today,</p> <p>24 that they have no audit findings. And that is</p> <p>25 really a process document, where they have to take</p>	<p style="text-align: right;">56</p> <p>1 annual reports is one of those times.</p> <p>2 But maybe one or two other times where an</p> <p>3 alarming issue is brought up, like they -- they're</p> <p>4 really failing to take action, or, on the academic</p> <p>5 side, they haven't even started their mission goal</p> <p>6 or whatever.</p> <p>7 So, right now, the motion is drafted to</p> <p>8 identify a reasonable timeline, but not necessarily</p> <p>9 say something like quarterly right now.</p> <p>10 My reflection on how we take action is</p> <p>11 sometimes you're, like, "Well, every other month."</p> <p>12 And the other school is, like, "quarterly," and</p> <p>13 another school is, like, "every six months." And</p> <p>14 it's, like, okay, "If it's January, then we have to</p> <p>15 have these six..." -- it's -- that's where we tend</p> <p>16 to have those things drop off the agenda.</p> <p>17 So you have a range from take no action to</p> <p>18 considering that financial condition document to</p> <p>19 accepting what they -- you know, at least one school</p> <p>20 has presented a pretty detailed CAP, frankly. So</p> <p>21 you kind of have a range.</p> <p>22 So my suggestion is you hear what the</p> <p>23 management response is, hear what's going on, and we</p> <p>24 take a second to craft a motion the way you want it.</p> <p>25 It's presently drafted to use that financial</p>
<p style="text-align: right;">55</p> <p>1 all these actions, and then they upload not any of</p> <p>2 the financial information, but we took the action.</p> <p>3 There is response back from CSD in terms</p> <p>4 of how -- was that sufficient? And that is what</p> <p>5 you -- that is the document you are using for every</p> <p>6 school you put on a financial condition and</p> <p>7 negotiated right now. Many of you sat on those</p> <p>8 negotiations, so you've seen that document.</p> <p>9 So it is -- that is one option: First,</p> <p>10 just to use that document.</p> <p>11 You could also use that document plus</p> <p>12 something else. I think if you do the mini-audit --</p> <p>13 and these CAPs come back to you next month. So it</p> <p>14 would be that -- there could be that document plus</p> <p>15 kind of -- I always call it the mini-audit.</p> <p>16 So you have a range of things.</p> <p>17 The last thing I want to say is in the</p> <p>18 subcommittees, you're taking a look at kind of</p> <p>19 timing for things that might come back to you, not</p> <p>20 CSD's actions, because CSD is going to monitor the</p> <p>21 way they're monitoring.</p> <p>22 But when do you want to know if something</p> <p>23 is happening? I think you already know that I have</p> <p>24 an opinion that it might be helpful to streamline</p> <p>25 those at certain times of the year; obviously, the</p>	<p style="text-align: right;">57</p> <p>1 condition document. That's just as a fallback, to</p> <p>2 start.</p> <p>3 THE CHAIR: Thanks. And I do want to also</p> <p>4 say that these first five schools, we're not going</p> <p>5 to hear from them as much today. It's going to</p> <p>6 be -- if -- these are the recommendations from CSD</p> <p>7 as to where they think might be -- where we should</p> <p>8 put our targeted intervention.</p> <p>9 But, really, what we're going to do today</p> <p>10 is if -- in Item No. 7, if the Commission believes</p> <p>11 that that school does have a serious enough audit</p> <p>12 finding that we would like to hear from them next</p> <p>13 month, then that's what Item 7 is for is just to</p> <p>14 give them notice that in 30 days, we will hear from</p> <p>15 them, and gives them that time to kind of arrange</p> <p>16 their response to come up with their -- you know,</p> <p>17 make sure they can articulate a plan to us.</p> <p>18 So we're not taking necessarily any</p> <p>19 punitive action at this time, but it is going to be</p> <p>20 starting that process of giving them notice so that</p> <p>21 they can come to us to speak.</p> <p>22 That'll be different than Item No. 8. So</p> <p>23 do keep those kind of separate in your mind.</p> <p>24 Okay. Commissioner Carrillo.</p> <p>25 SECRETARY CARRILLO: Okay. So what I just</p>

<p style="text-align: right;">58</p> <p>1 heard you say is relative to the five schools in  2 Item 7, we're not taking action or anything today.  3 It's going to be next month, if we need it.  4 THE CHAIR: To each of these schools, that  5 we give notice that we want them to come to us next  6 month.  7 SECRETARY CARRILLO: In general, first of  8 all, I thought that was a super thorough and helpful  9 presentation, especially the definitions of material  10 weakness, significant -- because sometimes you read  11 something like that, and you don't know what it  12 means; right? -- and to really know that -- the  13 material weakness, but as well as the one that was  14 even beyond -- beyond beyond, super, super-duper  15 bad. It's good to know about that. So thank you  16 very much.  17 And congratulations to the schools that  18 have zero audit findings. That's a really big deal.  19 On the tiers, I -- there's a gray area.  20 There's a fine line between what I think  21 Commissioner Taylor and Obenshain were saying.  22 No. Do we want to police them? No.  23 They're charters; they're autonomous. It works, for  24 a reason, to give people autonomy. Then there's the  25 however, if they're in Tier 1 -- these can be</p>	<p style="text-align: right;">60</p> <p>1 balance on that.  2 THE CHAIR: All right. Commissioner  3 Brauer.  4 COMMISSIONER BRAUER: Thank you,  5 Madam Chair.  6 And, Corina, I just want to give you  7 kudos, too. I think this was, like, really good. I  8 know your predecessor, me, is really happy that you  9 were able to get this much information on a short  10 period of time and to present it to us in a way  11 that's palatable and intentionally action-oriented.  12 So I just really appreciate that.  13 To me, I know we're not making big  14 decisions now. I love the idea, if we can organize  15 our process to be in a quarterly fashion at most, or  16 once a year to have an impact -- or to have a more  17 in-depth kind of remedy of some sort, action step, I  18 really like that.  19 I think it becomes -- there's two things.  20 Like, I think we need to have some space for schools  21 to do this on their own, working with their  22 management team, if they don't have an in-house  23 financial director, like, you know, it should be  24 them working with their contracted person to help  25 out with this as well and to give them all some</p>
<p style="text-align: right;">59</p> <p>1 discussions. It's not like we're telling you to do  2 this. But someone is in Tier 1, I would say maybe  3 they do start off with a monthly or quarterly  4 check-in; right?  5 Because one of the things we're doing so  6 well now that we didn't necessarily do before --  7 before -- whatever -- 2000 and -- whatever it was --  8 it's all a blur -- before four or five years ago --  9 was we're not waiting until renewal time to say,  10 "You guys have really blown it in these areas."  11 We are totally on top of schools in terms  12 of academics, organizational, and finance, so we can  13 just, you know, give them nudges, you know, little  14 red flags, "Hey, we're paying attention to this."  15 So especially to the Tier 1 schools, I  16 would make it a suggestion. "We would like to be  17 able to help you out every 30 or every -- quarterly.  18 And what are you comfortable with?"  19 And if they say no, well, then -- but they  20 still end up having some really serious things going  21 on and things that are uncorrected, to me, that's --  22 that speaks to their management style of having  23 their head in the sand and not wanting to address a  24 problem; okay?  25 So that's where I would try to find the</p>	<p style="text-align: right;">61</p> <p>1 space to, like, come to us with a good action plan  2 like one we've seen from certain schools. I really  3 like that.  4 I don't like us to get so much into the  5 weeds and, like, that it's -- we're asking -- it's  6 almost performative as opposed to corrective. And I  7 think that just becomes more burdensome for everyone  8 involved. Including our contractor, including our  9 staff, to manage that, and to see a change. Like,  10 how often -- oftentimes, it's hard to see some of  11 these bigger things, could be years on an audit, to  12 see a change. Not everything, but some things are  13 going to be a couple of years down the road before  14 we see a major impact.  15 So I wonder how we can think about what we  16 see in terms of the line items on the -- on the  17 audit as kind of -- that's kind of like the report  18 card -- right? -- or the PARCC. But it's hard to  19 remedy that sometimes.  20 And so I wonder about, like, our early  21 warning systems we've been talking about. What are  22 some of the other things we can do that aren't  23 specific audit findings that are going to take some  24 time to correct, especially if they're material  25 weaknesses or beyond? But also how do we support</p>



<p style="text-align: right;">62</p> <p>1 with the -- not actual audit finding -- I hope I'm  2 making sense here -- but the getting some other  3 systems in place so that, yes, it's going to be  4 probably a concern for a couple of years for these  5 major things. But you're showing best practices and  6 you're improving, and the governing council is  7 involved and managing that part, and the head  8 administrator has the resources they need.  9 So I like the quarterly, if not once every  10 six months or so, as an approach, just to make us  11 all feel good. And we're not -- the more we're  12 hands-on, the more we have ownership of stuff, which  13 also complicates things in an odd way for us. So...  14 THE CHAIR: Commissioner Beck.  15 COMMISSIONER BECK: Yeah. As an old stats  16 guy -- I've taken eight stats courses in graduate  17 school -- you did an incredible job on this Excel  18 spreadsheet. It's pretty amazing.  19 I think a lot of it can be answered in the  20 tier ratings category there. I mean, that basically  21 summarizes everything. And that can be a critical  22 piece to take us forward as to how -- we don't need  23 to get into the weeds with the detailed findings,  24 finding what type and all that stuff. The tier  25 ratings give you everything you need to know.</p>	<p style="text-align: right;">64</p> <p>1 So being able -- I appreciate the work that CSD did  2 to analyze the 2,100 pages so I didn't have to read  3 through everything. Thank you.  4 But I do think -- what I do appreciate is  5 out of our portfolio, we're really only looking at  6 that bottom 10 percent, so to speak. We're not  7 looking at every school. We really are going to --  8 I think it's important to do those targeted  9 interventions for schools who are really struggling.  10 I also appreciate the idea of not -- I am  11 grateful that Director Chavez made the  12 recommendation to not do monthly anymore. Tried  13 that. Didn't work.  14 So I appreciate that, like, they were  15 doing it, and that's -- and thank you to the schools  16 who were the guinea pigs to that.  17 But, you know, to hear and be able to  18 reflect, like, "Okay, that didn't work the way we  19 thought it would. It wasn't as helpful as we  20 imagined. Let's go ahead -- we don't have to keep  21 doing the same thing over and over again."  22 So I appreciate that was actually a  23 recommendation from CSD to get us out of that to  24 start with.  25 So, once again, thanks to the schools who</p>
<p style="text-align: right;">63</p> <p>1 And we could base our ideas of audit,  2 quarterly, semi-annually, annually, based on that.  3 No. 1, No. 2. So I think that's wonderful.  4 The only question I had, which it relates  5 to Agenda 7 that we're talking about, there are five  6 schools. I know we can't do more, because it's not  7 on the agenda. But there were seven schools in the  8 yellow, those five, plus the other two. We should  9 look at those other two as well.  10 I don't know the Roberts Rule Of Order  11 priority how to do this stuff. But we should look  12 at those other two schools.  13 THE CHAIR: So just to help you, we are.  14 It's just not in No. 7. It's in 8. And then in  15 another later on, a school will be coming to us  16 later on that they're on later. So all 7 are  17 included in our agenda today.  18 COMMISSIONER BECK: Okay.  19 THE CHAIR: Okay. I think it's time to go  20 ahead and go through -- I just -- I really am -- I  21 think I'm on the same -- I'm, like, right -- I  22 actually hear -- I think we're all on the same page  23 in general.  24 I do think there are a lot of audit issues  25 with our schools right now. And it is concerning.</p>	<p style="text-align: right;">65</p> <p>1 went through that process with us and helping us  2 learn what makes most sense and what's actually  3 helpful to the schools.  4 Commissioner Carrillo, and then we'll go  5 ahead and get to the schools.  6 SECRETARY CARRILLO: Great. I know they  7 were trying to get a picture of that QR code with  8 the little dinosaur. Would you put that up quickly?  9 I know they were trying to capture that. How did  10 you get a dinosaur? What is that about? Is that  11 your own little signature?  12 DIRECTOR CORINA CHAVEZ: I was so  13 impressed that I just, like, figured out how to do  14 that. So -- and it's the first time I've done it,  15 because I --  16 MS. JULIA BARNES: I'm sure it's in the  17 meeting materials online.  18 DIRECTOR CORINA CHAVEZ: It is. But we  19 can flash it up real quickly.  20 VICE CHAIR GIPSON: It's in the meeting  21 materials online, so you can capture it, for those  22 that want to do the QR code, to, like, go back.  23 THE CHAIR: Let's go ahead and start  24 moving through the schools.  25 So, Director Chavez, if you want to take</p>

<p style="text-align: right;">66</p> <p>1 us through a., Hózhó Academy.</p> <p>2 DIRECTOR CORINA CHAVEZ: So, first of all,</p> <p>3 I want to say thank you, Commissioner Burt, for</p> <p>4 clarifying the process for this month. Because I</p> <p>5 contacted each of these schools to let them know</p> <p>6 that they were on this item, but -- and some were</p> <p>7 panicked; right? Some were, "Oh, my goodness."</p> <p>8 I said, "Don't worry. The PEC is going to</p> <p>9 discuss whether they want to invite you back next</p> <p>10 month. And at that point, they'll have a discussion</p> <p>11 with you about the corrective -- the financial</p> <p>12 Corrective Action Plan, and you have some time right</p> <p>13 now to go through your audit, your management</p> <p>14 response, have a conversation internally, and be</p> <p>15 prepared for the April PEC meeting."</p> <p>16 And so I think that should lower the --</p> <p>17 the blood pressure for a few -- the people that</p> <p>18 might be listening in online.</p> <p>19 And then we do know that we have at least</p> <p>20 two of the schools here today to talk with you about</p> <p>21 their former and potentially continued.</p> <p>22 So that's the case with Alma d'Arte.</p> <p>23 They have made some improvements. Alma</p> <p>24 d'Arte had six total findings this year and zero</p> <p>25 repeat. And we know that they're working on a lot</p>	<p style="text-align: right;">68</p> <p>1 And I actually would feel more prepared to</p> <p>2 discuss really specifics about the school in April.</p> <p>3 Yeah. Okay.</p> <p>4 In terms of J. Paul Taylor.</p> <p>5 THE CHAIR: Well, let's hold on. Because</p> <p>6 I think we'll do each school at a time.</p> <p>7 So if that's all the information for</p> <p>8 Hózhó, I think it's now to us to -- now we have the</p> <p>9 option to -- we can take no action. And the school</p> <p>10 moves on, and they'll get the rating on their annual</p> <p>11 report, and they'll be expected to fix it just like</p> <p>12 any other school.</p> <p>13 Or we could do a motion to have the school</p> <p>14 come to us next month, talk about this, and then</p> <p>15 make a decision on whether they should be on a CAP</p> <p>16 next month.</p> <p>17 SECRETARY CARRILLO: Does that have to be</p> <p>18 in a motion? Or can we just invite them back?</p> <p>19 THE CHAIR: It's going to be a motion.</p> <p>20 SECRETARY CARRILLO: Then I would suggest</p> <p>21 a motion. It seems like they want the opportunity</p> <p>22 to be able to let us know what these findings were</p> <p>23 for and what they're doing about it.</p> <p>24 THE CHAIR: Commissioner Beck.</p> <p>25 COMMISSIONER BECK: I concur. With these</p>
<p style="text-align: right;">67</p> <p>1 of the things. And we wanted the financial</p> <p>2 Corrective Action Plan for Alma d'Arte to be one</p> <p>3 where it is more supportive as we sit down and we</p> <p>4 continue to see growth and improvement in this.</p> <p>5 VICE CHAIR GIPSON: We're not talking</p> <p>6 about Alma.</p> <p>7 THE CHAIR: You should be on Hózhó</p> <p>8 Academy.</p> <p>9 VICE CHAIR GIPSON: We're going to do Alma</p> <p>10 when we do Alma.</p> <p>11 THE CHAIR: We'll just keep you together.</p> <p>12 DIRECTOR CORINA CHAVEZ: So I'll skip</p> <p>13 over -- also Estancia Valley Classical.</p> <p>14 THE CHAIR: Item a. is Hózhó Academy.</p> <p>15 DIRECTOR CORINA CHAVEZ: Hózhó Academy had</p> <p>16 a total of eight findings. Three were material</p> <p>17 weaknesses. Two were significant deficiencies.</p> <p>18 Three were other noncompliance. And three were</p> <p>19 repeat.</p> <p>20 Now, I did hear back from the business</p> <p>21 manager at Hózhó, and I know that they would want to</p> <p>22 share with you, like, their understanding of why</p> <p>23 they got the audit findings that they did.</p> <p>24 I just think you should invite them, given</p> <p>25 what those -- what those findings were.</p>	<p style="text-align: right;">69</p> <p>1 schools that have these types of issues, I think</p> <p>2 it's worthwhile to have them come and discuss this</p> <p>3 with us.</p> <p>4 THE CHAIR: Commissioner Gipson.</p> <p>5 VICE CHAIR GIPSON: Yeah. So I'm way more</p> <p>6 comfortable with making the final decision after</p> <p>7 I've heard from the school, because there -- you</p> <p>8 know, there could be extenuating circumstances. So</p> <p>9 I'm good with actually all of them getting a letter</p> <p>10 so we can have a conversation.</p> <p>11 THE CHAIR: All right. Well, if</p> <p>12 anyone's -- I'll make a motion then.</p> <p>13 I move that the Chair issue a Notice of</p> <p>14 Concern to Hózhó Academy -- apology. We're not</p> <p>15 issuing the Notice of Concern today.</p> <p>16 VICE CHAIR GIPSON: We're identifying a</p> <p>17 concern, but it's not a Notice of Concern. Notice</p> <p>18 of Concern is --</p> <p>19 THE CHAIR: Apologies. One second. So it</p> <p>20 needs to be that we're notifying them that they will</p> <p>21 get a possible Notice of Concern next month.</p> <p>22 MS. JULIA BARNES: Okay. So you can do it</p> <p>23 either way. You can put them on notice, or you</p> <p>24 could do a Notice of Concern, or you -- you issue --</p> <p>25 THE CHAIR: I think it's just we need it</p>

<p style="text-align: right;">70</p> <p>1 to be that we're initiating the process and giving</p> <p>2 them 30 days' notice that they'll be on the agenda</p> <p>3 next month.</p> <p>4 VICE CHAIR GIPSON: Yeah.</p> <p>5 THE CHAIR: But we're not actually sending</p> <p>6 a Letter of Concern.</p> <p>7 MS. JULIA BARNES: I understand. I'm just</p> <p>8 trying to wordsmith it for you.</p> <p>9 DIRECTOR CORINA CHAVEZ: Chair Burt, are</p> <p>10 you going to do a group of schools? Are you going</p> <p>11 to go school by school?</p> <p>12 THE CHAIR: Each one, yes.</p> <p>13 MS. JULIA BARNES: So process-wise, you</p> <p>14 want them to be prepared to have brought you with a</p> <p>15 potential Corrective Action Plan; right? You just</p> <p>16 want them to come next month to talk to you.</p> <p>17 THE CHAIR: Yes. Yes. That we're -- we</p> <p>18 are starting the process of initiating the Ladder of</p> <p>19 Intervention, but that it's next month is when we</p> <p>20 would -- we're -- we're asking -- we're doing the</p> <p>21 fact-finding in 30 days.</p> <p>22 SECRETARY CARRILLO: We invite them to</p> <p>23 come to the meeting next month to discuss the audit</p> <p>24 findings and their plans for rectifying the --</p> <p>25 THE CHAIR: And that there will be a</p>	<p style="text-align: right;">72</p> <p>1 COMMISSIONER BECK: Yes.</p> <p>2 SECRETARY CARRILLO: Commissioner</p> <p>3 Clahchischilliage.</p> <p>4 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>5 SECRETARY CARRILLO: And Commissioner</p> <p>6 Manis.</p> <p>7 COMMISSIONER MANIS: Yes.</p> <p>8 SECRETARY CARRILLO: Terrific. Nine-zero.</p> <p>9 THE CHAIR: Thank you.</p> <p>10 J. Paul Taylor Academy.</p> <p>11 DIRECTOR CORINA CHAVEZ: Yes. J. Paul</p> <p>12 Taylor Academy had a total of five findings. Three</p> <p>13 were material weakness, and two were other -- two</p> <p>14 were repeat. One was for budgetary conditions. It</p> <p>15 was other non-compliance. But because of the number</p> <p>16 of material weaknesses, we thought they should be on</p> <p>17 your list.</p> <p>18 THE CHAIR: Okay.</p> <p>19 SECRETARY CARRILLO: Do a motion?</p> <p>20 THE CHAIR: Do you want me to?</p> <p>21 SECRETARY CARRILLO: I can. Sure. So</p> <p>22 just those first two sentences.</p> <p>23 I move that the Chair provide a letter to</p> <p>24 discuss -- a letter to J. Paul Taylor Academy to</p> <p>25 discuss issuing a Notice of Concern, J. Paul Taylor</p>
<p style="text-align: right;">71</p> <p>1 possible Notice of Concern at that time.</p> <p>2 MS. JULIA BARNES: Just that's --</p> <p>3 THE CHAIR: Okay. I move that the Chair</p> <p>4 provide a letter to discuss issuing a Notice of</p> <p>5 Concern to Hózhó Academy regarding audit findings in</p> <p>6 the FY24 charter school audit.</p> <p>7 SECRETARY CARRILLO: Second.</p> <p>8 THE CHAIR: All right. Seeing a motion</p> <p>9 and a second, seeing no hands, call roll.</p> <p>10 SECRETARY CARRILLO: All-righty, then.</p> <p>11 Commissioner Taylor.</p> <p>12 COMMISSIONER TAYLOR: Yes.</p> <p>13 SECRETARY CARRILLO: Chair Burt.</p> <p>14 THE CHAIR: Yes.</p> <p>15 SECRETARY CARRILLO: Commissioner Manis.</p> <p>16 (No response.)</p> <p>17 SECRETARY CARRILLO: Commissioner Brauer.</p> <p>18 COMMISSIONER BRAUER: Yes.</p> <p>19 SECRETARY CARRILLO: Vice Chair Gipson.</p> <p>20 VICE CHAIR GIPSON: Yes.</p> <p>21 SECRETARY CARRILLO: Secretary Carrillo is</p> <p>22 yes.</p> <p>23 Commissioner Obenshain.</p> <p>24 COMMISSIONER OBENSHAIN: Yes.</p> <p>25 SECRETARY CARRILLO: Commissioner Beck.</p>	<p style="text-align: right;">73</p> <p>1 Academy, regarding the audit findings in the FY 2024</p> <p>2 charter school audit.</p> <p>3 THE CHAIR: Second. All right. There's a</p> <p>4 motion from Commissioner Carrillo, second from Chair</p> <p>5 Burt.</p> <p>6 No discussion. If you could call roll.</p> <p>7 SECRETARY CARRILLO: All-righty.</p> <p>8 Commissioner Obenshain.</p> <p>9 (No response.)</p> <p>10 SECRETARY CARRILLO: Commissioner Taylor.</p> <p>11 COMMISSIONER TAYLOR: Yes.</p> <p>12 SECRETARY CARRILLO: Commissioner Manis.</p> <p>13 (No response.)</p> <p>14 SECRETARY CARRILLO: Commissioner Burt.</p> <p>15 THE CHAIR: Yes.</p> <p>16 SECRETARY CARRILLO: Commissioner Brauer.</p> <p>17 COMMISSIONER BRAUER: Yes.</p> <p>18 SECRETARY CARRILLO: Vice Chair Gipson.</p> <p>19 VICE CHAIR GIPSON: Yes.</p> <p>20 SECRETARY CARRILLO: Secretary votes yes.</p> <p>21 Commissioner Beck.</p> <p>22 COMMISSIONER BECK: Yes.</p> <p>23 SECRETARY CARRILLO: Commissioner</p> <p>24 Clahchischilliage.</p> <p>25 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p>

<p style="text-align: right;">74</p> <p>1 SECRETARY CARRILLO: Commissioner 2 Obenshain, you're unmuted. 3 COMMISSIONER OBENSHAIN: Yes. 4 SECRETARY CARRILLO: And then Commissioner 5 Manis. 6 (No response.) 7 THE CHAIR: I know you're out there, 8 Commissioner Manis. 9 SECRETARY CARRILLO: Okay. This one was 10 so critical, K.T. Okay. That's great. Eight-zero. 11 THE CHAIR: Item c., Monte del Sol. 12 DIRECTOR CORINA CHAVEZ: Real quickly, 13 though, on J. Paul Taylor, I just want to thank the 14 Commission for following this process, because 15 you're going to learn that they are actively working 16 on things; right? I know that they are engaging a 17 new business manager, for example. And so I'm glad 18 that you want to hear that directly from the school. 19 With Monte del Sol, this is the first time 20 that they've had a disclaimed audit. But they have 21 had a disclaimed audit and a total of eleven 22 findings. Seven were material weakness; two were 23 significant deficiencies; two were other 24 non-compliance; and five were repeat findings. 25 In terms of the repeat findings, one was</p>	<p style="text-align: right;">76</p> <p>1 remark. 2 VICE CHAIR GIPSON: Okay. I move that the 3 Chair provide a letter to discuss issuing a Notice 4 of Concern to Monte del Sol school regarding the 5 audit findings in the Fiscal Year 2024 charter 6 school audit. 7 SECRETARY CARRILLO: Second. 8 THE CHAIR: All right. There's a motion 9 and a second. Any discussion? 10 (No response.) 11 THE CHAIR: Seeing none, take roll. 12 SECRETARY CARRILLO: All-righty. 13 Commissioner Manis. 14 COMMISSIONER MANIS: 15 (No response.) 16 SECRETARY CARRILLO: Okay, if you get back 17 on, that's cool. 18 Commissioner Taylor. 19 COMMISSIONER TAYLOR: Yes. 20 SECRETARY CARRILLO: Commissioner Beck. 21 COMMISSIONER BECK: Yes. 22 SECRETARY CARRILLO: Secretary Carrillo 23 votes yes. 24 Commissioner Clahchischilliage. 25 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p>
<p style="text-align: right;">75</p> <p>1 from 2018; one was from 2019; three were from 2023's 2 audit. 3 THE CHAIR: Any discussion? 4 Commissioners? 5 VICE CHAIR GIPSON: I mean, before I do 6 the motion I want to say thank you as well. And I 7 don't know if it was on your watch. But I can 8 remember the painful going through every audit. And 9 it took hours. And this is really concise and gave 10 us the touchpoints that we -- that we really needed. 11 So thank you. And apologies if I'm calling you out 12 for -- 13 COMMISSIONER BRAUER: It's well-deserved. 14 VICE CHAIR GIPSON: -- that audit report. 15 It wasn't just you. It's years of going through 16 every school and every audit. And it's just -- you 17 know, made me go to sleep. 18 DIRECTOR CORINA CHAVEZ: I have a team to 19 thank, actually. 20 COMMISSIONER BRAUER: Vice Chair, 21 Commissioner Obenshain is here, too. So you should 22 make him culpable for when he was there, too. 23 VICE CHAIR GIPSON: I wasn't here when he 24 was here. He gets a do-pass on this. 25 COMMISSIONER OBENSHAIN: I resemble that</p>	<p style="text-align: right;">77</p> <p>1 SECRETARY CARRILLO: Vice Chair Gipson. 2 VICE CHAIR GIPSON: Yes. 3 SECRETARY CARRILLO: Commissioner Brauer. 4 COMMISSIONER BRAUER: Yes. 5 SECRETARY CARRILLO: Chair Burt. 6 THE CHAIR: Yes. 7 SECRETARY CARRILLO: And Commissioner 8 Obenshain. 9 COMMISSIONER OBENSHAIN: Yes. 10 SECRETARY CARRILLO: And Commissioner 11 Manis. 12 (No response.) 13 SECRETARY CARRILLO: That's cool. 14 Eight-zero. 15 THE CHAIR: Thank you. Item d., Raíces. 16 Director Chavez. 17 DIRECTOR CORINA CHAVEZ: Yes. Just real 18 quickly on Monte del Sol, that's the one that has 19 the condition, the financial condition. So we'll 20 want to have all the information and take that into 21 consideration on how those two things work together. 22 For Raíces del Saber Xinachtli Community 23 School, there was a total of seven audit findings. 24 Three were material weakness, and four were other 25 noncompliance.</p>

<p style="text-align: right;">78</p> <p>1 They had three repeat findings, one from 2 2021 and two from 2023. 3 THE CHAIR: Thank you. 4 SECRETARY CARRILLO: I'll go ahead, 5 please. 6 I move that the Chair provide a letter to 7 discuss issuing a Notice -- yeah -- to discuss 8 issuing a Notice of Concern to Raíces del Saber 9 Xinachtli Community School regarding the audit 10 findings in the FY 2024 charter school audit. 11 COMMISSIONER BECK: Second. 12 THE CHAIR: Thank you. A motion by 13 Commissioner Carrillo, a second by Commissioner 14 Beck. Seeing no discussion, if you can call roll. 15 SECRETARY CARRILLO: Commissioner 16 Clahchischilliage. 17 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 18 SECRETARY CARRILLO: Secretary Carrillo 19 votes yes. 20 Vice Chair Gipson. 21 VICE CHAIR GIPSON: Yes. 22 SECRETARY CARRILLO: Commissioner 23 Obenshain. 24 COMMISSIONER OBENSHAIN: Yes. 25 SECRETARY CARRILLO: Commissioner Beck.</p>	<p style="text-align: right;">80</p> <p>1 worth having a conversation with them. 2 THE CHAIR: Thank you. Go ahead. 3 VICE CHAIR GIPSON: Want me to do it? 4 I move that the Chair provide a letter to 5 discuss issuing a Notice of Concern to South Valley 6 Preparatory School regarding the audit findings in 7 the Fiscal Year 2024 charter school audit. 8 SECRETARY CARRILLO: Second. 9 THE CHAIR: There's a motion and a second. 10 Any discussion? 11 (No response.) 12 THE CHAIR: Seeing none, if you could call 13 roll. 14 SECRETARY CARRILLO: Commissioner Taylor. 15 COMMISSIONER TAYLOR: Yes. 16 SECRETARY CARRILLO: Commissioner 17 Obenshain. 18 COMMISSIONER OBENSHAIN: Yes. 19 SECRETARY CARRILLO: Commissioner Beck. 20 COMMISSIONER BECK: Yes. 21 SECRETARY CARRILLO: Chair Burt. 22 THE CHAIR: Yes. 23 SECRETARY CARRILLO: Commissioner 24 Clahchischilliage. 25 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p>
<p style="text-align: right;">79</p> <p>1 COMMISSIONER BECK: Yes. 2 SECRETARY CARRILLO: Commissioner Taylor. 3 COMMISSIONER TAYLOR: Yes. 4 SECRETARY CARRILLO: Commissioner Manis 5 (No response.) 6 SECRETARY CARRILLO: Commissioner Burt. 7 THE CHAIR: Yes. 8 SECRETARY CARRILLO: And Commissioner 9 Brauer. 10 COMMISSIONER BRAUER: Yes. 11 SECRETARY CARRILLO: And terrific. That's 12 eight-zero. 13 THE CHAIR: So the motion passes. Item 14 e., South Valley Preparatory School. 15 Director Chavez. 16 DIRECTOR CORINA CHAVEZ: Yes. So 17 South Valley Prep had a disclaimed audit. They had 18 a total of nine audit findings. Six were material 19 weakness; two were significant deficiencies; one was 20 other noncompliance; and there was just one repeat 21 finding from 2023. It was a material weakness in 22 internal controls over financial reporting. 23 They have had turnover in business 24 management. They are using the special grant to 25 support their business office. But I think it's</p>	<p style="text-align: right;">81</p> <p>1 SECRETARY CARRILLO: Secretary Carrillo 2 votes yes. 3 Vice Chair Gipson. 4 VICE CHAIR GIPSON: Yes. 5 SECRETARY CARRILLO: Commissioner Brauer. 6 COMMISSIONER BRAUER: Yes. 7 SECRETARY CARRILLO: And Commissioner 8 Manis. 9 (No response.) 10 SECRETARY CARRILLO: Okay. Eight-zero. 11 THE CHAIR: Thank you. Thanks again, 12 Director Chavez, and the team that helped do this 13 for you. Thank you. It really is incredibly 14 helpful. We're going to take a quick, just, 15 seven-minute break. Come back at 10:45. We still 16 have a lot of schools, we're going to make it quick 17 and start at 10:45. 18 (Recess taken, 10:37 a.m. to 10:46 a.m.) 19 THE CHAIR: We're going to get started. 20 Thank you, everybody. 21 Okay. So we are going to go to Item 8, 22 which is Update on State Charter Audit Results, 23 Discussion and Possible Action under the 24 Intervention Ladder on schools with Financial CAPs. 25 Director Chavez, if you can give us an</p>

<p style="text-align: right;">82</p> <p>1 explanation and then go straight into the -- well,  2 maybe if you want to give an explanation to see if  3 there's any questions. But I want to get right to  4 the schools as soon as possible.  5 DIRECTOR CORINA CHAVEZ: And there is a  6 team of representatives from Estancia Valley  7 Classical.  8 So Estancia Valley Classical was put on a  9 financial audit for Fiscal Year '23 items. And in  10 your materials, Commissioners, we have the  11 Corrective Action Plan results.  12 And so you'll see that there's a  13 substantial amount of green. And just so you know,  14 we did provide some feedback. We did have a  15 sit-down with the school at least a couple of times  16 during this year.  17 But to review these, especially once the  18 audit came out, and to check in with the school,  19 because they have been very forthright with us about  20 the challenges that they've had, and they've also  21 had turnover in business managers over the past  22 couple of years. And we all know now that it takes  23 a couple of years to get past when you have -- when  24 you have a disclaimed audit.  25 So is Estancia Valley Classical -- let's</p>	<p style="text-align: right;">84</p> <p>1 MS. JENNIFER ROWAN: First off, I want to  2 say EVC was very fortunate the past year to work  3 with Betty Seeley. She was a big help. And so; we  4 have learned a lot.  5 There still are some things that we are  6 working through and that we are learning. I do  7 appreciate Ms. Chavez making the statement about the  8 areas where we have already made significant  9 progress.  10 We -- we have been working extremely  11 hard -- you all know we had a new business manager  12 as of January 2023, Marla Lovato. And she is who  13 had worked so closely with Ms. Seeley and Ms. Dukes  14 to make the improvements that we have already made.  15 She's actually out of the country, or she would be  16 here as well. She had something planned for a  17 month. That's the only reason she's not here.  18 As far as the CSD final review, there are  19 still some areas where, on the rubric, there are  20 Working to Meets. And so I'm just going to go  21 through some of those items and not give an excuse,  22 just kind of give an explanation, and also talk  23 about some of the areas where I agree we do still  24 need some assistance, mainly because there are  25 really some areas that we still just don't</p>
<p style="text-align: right;">83</p> <p>1 see. We -- they had nine audit findings in Fiscal  2 Year '23. So they have managed to reduce by at  3 least one. And they have met some of the -- the  4 conditions of the financial CAP that we had them on.  5 Which shows that there's still some Working to Meet.  6 There's still some Does Not Meet.  7 And we feel it would be beneficial to  8 continue working with them. I'm going to call the  9 Estancia Valley team to come up, whoever is going to  10 speak on your behalf, and I'll let you introduce  11 yourself and let you work with the PEC on this.  12 THE CHAIR: Thank you, Director Chavez.  13 Good morning.  14 FROM THE FLOOR: Good morning.  15 THE CHAIR: Thank for you being here. If  16 you could introduce yourself first.  17 MS. JENNIFER ROWAN: Absolutely. My name  18 is Jennifer Rowan; previously, Jennifer Rivera,  19 Estancia Valley Classical Academy executive  20 director.  21 MS. JENNIFER DUKES: Good morning. I'm  22 Jennifer Dukes, assistant business manager.  23 MS. JENNIFER ROWAN: Do you want us to  24 just start with an explanation?  25 THE CHAIR: Please.</p>	<p style="text-align: right;">85</p> <p>1 understand.  2 And so for item on the rubric 2023-004,  3 Budgetary Conditions, that one was a repeated  4 finding for Fiscal Year '24, as 2024-007.  5 On that item, there were two funds. One  6 was fund 11000-2000. That was an over-expended  7 special education for ancillary staff.  8 We are watching carefully this year to  9 make sure that maintenance BARs are submitted for  10 overexpenditures. So that's what we're doing for  11 that.  12 Capital outlay. Accounts payable had made  13 payments to the foundation, overdrawing the fund.  14 Encumbrances and payments are being double-checked  15 this year. So that one is we have to make sure  16 we're double-checking and balancing monthly.  17 The third item is the one that I kind of  18 wanted to talk about what we're doing specifically  19 and the explanation of that one.  20 So when PED gives us the amount, the tax,  21 that number is provided to us. And then we set  22 aside 1 percent of that for the delinquent -- no,  23 no, no, no, no, no. So we knew to set aside the  24 1 percent of that for the fee. Like, that's the  25 amount that we have to hold.</p>

<p style="text-align: right;">86</p> <p>1       What we didn't know is that there was also 2 going to be delinquent tax. And so we needed to 3 calculate 1 percent of that number to also hold in 4 order to pay back. 5       The delinquent tax, that's an unknown 6 number. And so what we learned is that we have to 7 not only hold the 1 percent for the ad valorem that 8 we are given the amount for; we also need to hold 9 1 percent of what we know -- what we can guess is 10 going to be delinquent tax. 11       So we learned to overestimate the amounts 12 so that we're holding back a large enough number, 13 because that one really is a guess. 14       And so we were really only holding back 15 the 1 percent of the number that we were given, and 16 we didn't know about the delinquent tax portion. 17       So we know that now. And so we are making 18 the improvements and holding back a larger amount. 19 So that is happening. 20       Another item on the rubric that is Working 21 to Meet, on the rubric, it's 2023-005. And -- let's 22 see. That one, I think, is just explained there. 23       That one is we are making this improvement 24 right away. So we had -- we have journal entries 25 where we're correcting errors. And -- let's see.</p>	<p style="text-align: right;">88</p> <p>1       on them within the finance meeting every month. 2       I'm just double-checking there's not 3 anything else I wanted to add to that one. 4       Okay. And 2023-007 is a repeat of -06. 5       That is the journal entries. 6       We had a repeat finding that I just want 7 to mention on the rubric. It's 2023-009. Fiscal 8 year '24 audit, it was Finding -005. 9       I just want to comment on it because we 10 have made improvements. Even though it states on 11 there that it's a repeat finding, it's -- it -- it 12 talks about -- in the finding, on the CAP, it's 13 listed as ERB. But that's not what the issue was 14 withholding-wise on the audit. The issue on our 15 fiscal '24 audit was actually for New Mexico state 16 tax. 17       And we have made corrections to that. We 18 are paying them monthly, along with return payment 19 documents. So that is also being improved on. 20       Item on the rubric 2023-007, Controls Over 21 Capital Assets. 22       So this is one of the items that I do want 23 to have a conversation about, but then also express 24 that there are pieces to this that we would 25 appreciate some continued additional guidance on.</p>
<p style="text-align: right;">87</p> <p>1       Our journal entries in the bank recs. But I think 2 that one comes later. So I'm actually going to skip 3 this one for now and come back to it, if necessary. 4 I think I explain it in another one. 5       Rubric Item 2023-006. That one is the 6 bank reconciliations. And so that one was a repeat; 7 2024-04. That one also had to do with the 8 1 percent -- oh, I'm sorry -- -006. Internal 9 controls over journal entries and bank 10 reconciliations. 11       So we have it in our policy that we are 12 not only checking those items, but that I am signing 13 off on them. That didn't happen. So that one alone 14 is on me. 15       And so despite that we were -- they were 16 being double-checked in the business office by the 17 business manager and the assistant business manager, 18 and then I was seeing them, I didn't sign them. 19       So what we're actually doing moving 20 forward is we are taking the journal entries and the 21 bank recs to the monthly financial meeting that 22 we're having. So not only is that an internal 23 control that we're making sure is happening within 24 the business office; we're making sure it goes to 25 the finance committee. And so I will be signing off</p>	<p style="text-align: right;">89</p> <p>1       So, first off, I do want to state that 2 within our business office, we do have capital 3 assets information within our own accounting 4 program. And so we have that. It is kept up to 5 date. We have the inventory. 6       The auditor had requested that we enter 7 our fixed assets on the auditor spreadsheet, which 8 was four different tabs. And so we did have the 9 information, but we did need to put it within his 10 spreadsheet. 11       Marla Lovato did work with our auditor, 12 Victor Kraft, in order to take our information and 13 to put it into his spreadsheet. 14       My understanding from that is that they 15 did reconcile the report together, and that was done 16 prior to our audit being finished, the documents 17 being in. It is my understanding that one of the 18 reasons that this was found to be a material 19 weakness is because we didn't have the spreadsheet 20 completed on our own. We had it within the 21 accounting system. 22       And so I do want to point out that we had 23 all of the information that we needed. We did 24 reconcile the report with the auditor to put it into 25 his template. We did have it done in a timely</p>

<p style="text-align: right;">90</p> <p>1 manner.</p> <p>2 So that piece, I just want to state we did</p> <p>3 have all of the documentation, just in a different</p> <p>4 format.</p> <p>5 The piece that I don't understand -- and</p> <p>6 I'm not confident the business manager understands,</p> <p>7 either -- there are some items that are considered</p> <p>8 our property and are considered to be capitalizing</p> <p>9 on -- like, going through capitalization. But</p> <p>10 they're owned by the foundation.</p> <p>11 And so I think that's a gray area that</p> <p>12 we're having a hard time understanding. When</p> <p>13 there's an improvement on the building, is that the</p> <p>14 foundation's? Or is that ours? And then what</p> <p>15 exactly did constitute capitalization?</p> <p>16 If we have a building, and it's in perfect</p> <p>17 condition, and then there's normal wear-and-tear</p> <p>18 that happens, and we have something painted, is that</p> <p>19 capitalization? Or is that maintaining?</p> <p>20 And so that's something that we're</p> <p>21 struggling with.</p> <p>22 Did anybody want to add anything else?</p> <p>23 Did you want to add anything? Okay.</p> <p>24 We stand for questions and comments.</p> <p>25 THE CHAIR: Thank you, Ms. Rivera.</p>	<p style="text-align: right;">92</p> <p>1 I fully support that. I think it makes</p> <p>2 the most sense. I do think we'll -- my ask will be</p> <p>3 that you update your CAP and provide that to us next</p> <p>4 month. And that way, we can kind of see what it</p> <p>5 looks like cleaned up, basically. Take off those</p> <p>6 things where you've met and are good to go and go</p> <p>7 ahead and spend the next couple of weeks developing</p> <p>8 the plan on how you're going to correct those items</p> <p>9 for this upcoming fiscal year.</p> <p>10 And I think it makes sense. I appreciate</p> <p>11 that you're, like, "Please don't -- please keep</p> <p>12 giving us some support for right now," and I'm</p> <p>13 looking forward to the day when you all are also in</p> <p>14 that space of, "We have no audit findings."</p> <p>15 We would like to support you getting there</p> <p>16 as well.</p> <p>17 MS. JENNIFER ROWAN: I agree. Thank you.</p> <p>18 We're excited to get there. Our goal is a green</p> <p>19 box. And so the -- helping to hold us accountable</p> <p>20 and helping coach us along and just having</p> <p>21 additional eyes, I view it as support. So</p> <p>22 appreciate it.</p> <p>23 THE CHAIR: Right. If there's no other</p> <p>24 discussion, I'm happy to make a motion.</p> <p>25 (No response.)</p>
<p style="text-align: right;">91</p> <p>1 Any questions directly to this school?</p> <p>2 (No response.)</p> <p>3 Okay. Any comments? Any discussion?</p> <p>4 Okay.</p> <p>5 SECRETARY CARRILLO: Just that I</p> <p>6 appreciate you're here and talking about all this.</p> <p>7 I would said say painting and stuff like that is</p> <p>8 maintaining the property.</p> <p>9 MS. JENNIFER ROWAN: That's what we think,</p> <p>10 too. But that was one of the areas where it said we</p> <p>11 should have counted that in capitalization. So we</p> <p>12 disagreed. And that's one of the reasons that</p> <p>13 we're -- we are having a hard time with some of the</p> <p>14 audit findings, to say it nicely.</p> <p>15 THE CHAIR: Well -- and I appreciate --</p> <p>16 Ms. Rivera, I always appreciate the level of</p> <p>17 accountability you hold for yourself, your board.</p> <p>18 You're just great adults who, like, look at</p> <p>19 yourselves all the time trying to do better. And I</p> <p>20 really appreciate that about this school in</p> <p>21 particular, every time I get to work with you all.</p> <p>22 CSD's recommendation at the bottom is to</p> <p>23 continue and to let's go ahead and remove the things</p> <p>24 that you've fixed and add those new things and keep</p> <p>25 the things you're still struggling on.</p>	<p style="text-align: right;">93</p> <p>1 THE CHAIR: Okay.</p> <p>2 All right. I move that the Chair issue --</p> <p>3 sorry -- a continuing Notice of Concern to Estancia</p> <p>4 Valley Classical Academy regarding the audit</p> <p>5 findings in the FY '24 charter school audit that</p> <p>6 reflect a continuing concern related to the</p> <p>7 financial performance of the school. By April 14th,</p> <p>8 the school should provide an updated Corrective</p> <p>9 Action Plan to correct the two years of audit</p> <p>10 findings for consideration and approval by the PEC</p> <p>11 at its April meeting.</p> <p>12 VICE CHAIR GIPSON: Second.</p> <p>13 THE CHAIR: Thank you. There's a motion</p> <p>14 and a second. Any further discussion on the motion?</p> <p>15 (No response.)</p> <p>16 THE CHAIR: All right. Seeing none, if</p> <p>17 you could call roll, Secretary Carrillo.</p> <p>18 SECRETARY CARRILLO: Sure thing. So</p> <p>19 Commissioner Taylor is -- had to leave the meeting.</p> <p>20 He's hitting the road for a wedding in San Antonio.</p> <p>21 So safe travels.</p> <p>22 K.T., are you back?</p> <p>23 (No response.)</p> <p>24 SECRETARY CARRILLO: Chair Burt.</p> <p>25 THE CHAIR: Yes.</p>



<p style="text-align: right;">94</p> <p>1 SECRETARY CARRILLO: Commissioner Brauer.  2 COMMISSIONER BRAUER: Yes.  3 SECRETARY CARRILLO: Vice Chair Gipson.  4 VICE CHAIR GIPSON: Yes.  5 SECRETARY CARRILLO: And Secretary votes  6 yes.  7 And Commissioner Clahchischilliaage.  8 COMMISSIONER CLAHCHISCHILLIAGE: Yes.  9 SECRETARY CARRILLO: Commissioner Beck.  10 COMMISSIONER BECK: Yes.  11 SECRETARY CARRILLO: Commissioner  12 Obenshain.  13 COMMISSIONER OBENSHAIN: Yes.  14 SECRETARY CARRILLO: Terrific. That's  15 seven-zero.  16 THE CHAIR: Thank you. The motion passes.  17 So I would say, in the next couple of  18 weeks as you all work together, look at those  19 timelines. Like, take into consideration -- if you  20 do want monthly, if that was helpful for you, if you  21 want to plan that out, that's between you all in  22 these next couple of weeks; okay? You bring us the  23 plan of what you think makes most sense for this  24 next year's monitoring.  25 All right. Thank you. Thank you.</p>	<p style="text-align: right;">96</p> <p>1 this year -- and they've met two of the three  2 financial Corrective Action Plan items.  3 They have shown that they -- their audit  4 findings no longer have the accounts payable finding  5 or the internal controls over disbursements finding.  6 There is still a little bit of a problem  7 with the food service program related to material  8 weakness and Fiscal Year '23. And it -- it was  9 downgraded for Fiscal Year '24. There is still some  10 concerns over the food services program, but it is  11 now considered a significant deficiency rather than  12 a material weakness.  13 And there were -- and that was the only  14 repeat finding. The other two findings were other  15 non-compliance from -- for Fiscal Year '23.  16 So we are recommending that the Public  17 Education -- we feel like the school is on track.  18 We have met with the school, the business manager,  19 the members of the finance audit committee, who also  20 sit on the governing council, when we went up to  21 Taos and discussed this. And, you know, that was  22 in -- December, I believe?  23 MS. NADINE VIGIL: That was November 21st.  24 DIRECTOR CORINA CHAVEZ: That was  25 November 21st. So, you know, there's been several</p>
<p style="text-align: right;">95</p> <p>1 Appreciate you all coming.  2 SECRETARY CARRILLO: Thanks very much.  3 THE CHAIR: All right. Thank you. And  4 we'll go to Item b., which is Taos International  5 School.  6 DIRECTOR CORINA CHAVEZ: And I'll invite  7 Ms. Nadine Vigil to come on up. She drove down from  8 Taos.  9 Real quickly, before we get into that, I  10 do want Estancia Valley and some of the other school  11 business managers to hear this.  12 I meant to mention that when we spoke to  13 the auditors, Clifton Larson, there's also --  14 they're planning an in-person technical assistance  15 session in Albuquerque in May, the week of May 19th,  16 to provide additional support and help for -- for  17 the schools.  18 Details are still pending on exactly when  19 that will be. But I do hope that all the schools  20 and their -- and their business managers consider  21 coming.  22 So, Commissioners, with Taos International  23 School, they were on a financial Corrective Action  24 Plan. They had a qualified opinion in Fiscal Year  25 '23. And -- and they had the three findings. And</p>	<p style="text-align: right;">97</p> <p>1 months in this fiscal year.  2 So the findings, I'm not sure the exact  3 month that the findings were identified. But we had  4 a really healthy discussion to discuss what the  5 school could do to make improvements in how they're  6 documenting the meal counts for the audit.  7 So the CSD is recommending that you close  8 the Corrective Action Plan for Taos International.  9 And we can continue to private technical assistance  10 upon request, but we think that the CAP should be  11 dropped.  12 Thank you.  13 THE CHAIR: Thank you. Ms. Vigil, if you  14 want to introduce yourself first and --  15 MS. NADINE VIGIL: Good morning,  16 Madam Chair, members of the PEC. My name is Nadine  17 Vigil. N-a-d-i-n-e V-i-g-i-l. I am the head  18 administrator and director of Taos International  19 School.  20 First of all, I would like to say we have  21 great news. We had our evaluation from the IB B  22 people in February. They were here three days.  23 There was a team of four. There was two people from  24 Texas, one from Florida, and one from Turkey, mind  25 you. And we are reauthorized as an IB World School,</p>

<p style="text-align: right;">98</p> <p>1 K through 8th grade. And we are very happy with 2 that, very happy with that. That just happened now, 3 so we are ecstatic.</p> <p>4 With that, I will move on to our findings, 5 which was the food service program.</p> <p>6 It is really a catch-22 with the food 7 service program. We have implemented different 8 things. We have a daily student breakfast, lunch 9 count spreadsheet. We have the line clicker. We 10 have -- parents' menus go out to the parents, and 11 they sign up for the lunches their kids are going to 12 be eating, the breakfast. And then we've attended 13 the New Mexico PED school food program training. 14 We've done all that.</p> <p>15 And we are still finding ourselves in that 16 predicament. So what we have added is we have 17 implemented our breakfast daily counts and estimated 18 lunch counts and submit to the vendor the day before 19 we submit -- the day before we submit breakfast 20 counts, because it is difficult to know who is going 21 to be there the next day.</p> <p>22 Our lunch counts, we have gotten together 23 with our vendor, which is Farmhouse Cafe, and we 24 meet biweekly with her. We asked her, "Can we send 25 you the lunch count early the day of, early in the</p>	<p style="text-align: right;">100</p> <p>1 So -- but now we have this new system in 2 place. It's working. We're still doing the 3 clicker. My husband back there is Mr. Jesus. He 4 helps with the lunch program. He's doing clicker 5 while my other girls are serving the lunch. So 6 we're doing everything possible.</p> <p>7 We went as far as doing tallying, making 8 sure we had the correct numbers. But now, with us 9 being able to base it on our attendance, and our 10 vendor is saying yes, go ahead and send us those 11 meal counts early in the morning. "As long as 12 they're there by 9:00," she says, "we still have 13 time to cook enough for each one of your students." 14 So that's been a big plus. That's been 15 awesome. So that's where we're at.</p> <p>16 We have -- I feel we've cleaned it up. We 17 have a really good system going. We have our 18 spreadsheets. We worked closely, like I mentioned 19 again with Betty Seeley and Mr. Ken, and we provided 20 them with all the documentation that they were 21 asking.</p> <p>22 I've worked closely with Corina, "How are 23 we doing? Are we giving you what you guys need?" 24 She has assured me we are on track, and I feel 25 really good about how we're doing our lunch counts</p>
<p style="text-align: right;">99</p> <p>1 morning after we take attendance?"</p> <p>2 She agreed to it. She agreed, because -- 3 you know, we don't have a kitchen. We bring in the 4 food. We do contract with the Farmhouse Cafe.</p> <p>5 She agreed to it, and that is how our 6 numbers have been accurate. They have become 7 accurate.</p> <p>8 We worked also closely with Betty 9 Seeley -- thank you -- and Ken, and Corina here. 10 Their financial people came down November 21st, gave 11 us ideas. We talked about how we could better 12 ourselves in this piece.</p> <p>13 Currently, all students' meal counts are 14 accurate and recorded daily. And the U.S.D.A. agree 15 to the daily student meal counts that we have now.</p> <p>16 Because what was happening -- for example, 17 if we ordered 140 meals, and we had only 18 132 students, what happened to the other meals?</p> <p>19 What we were doing was offering it to the 20 students that were bringing in lunch.</p> <p>21 But according to our vendor, of course, if 22 we ordered the 140, she wanted to get paid 140. But 23 then it didn't match with our numbers of attendance 24 that were there. So we would offer those -- that 25 food and pay that food.</p>	<p style="text-align: right;">101</p> <p>1 now.</p> <p>2 THE CHAIR: Any questions?</p> <p>3 Commissioner Beck.</p> <p>4 COMMISSIONER BECK: No questions on the 5 meals. Congratulations on getting the IB. I taught 6 at an IB school, and I know what it's like to have 7 to go through that process of getting reauthorized. 8 That's no easy feat.</p> <p>9 MS. NADINE VIGIL: It's not.</p> <p>10 COMMISSIONER BECK: Congratulations.</p> <p>11 MS. NADINE VIGIL: Thank you so much.</p> <p>12 THE CHAIR: Thank you. This is exactly 13 how we like -- we cross our fingers and hope our 14 CAPs work, giving you some little extras and getting 15 people there to help you out. Always, the difficult 16 thing with audits is you still might get it this 17 year; right?</p> <p>18 Even if you didn't correct it at the 19 beginning of the year, we can still see a finding 20 for FY25, even though now you've corrected it.</p> <p>21 It's always tricky with audits, because 22 you don't get credit anytime soon for actually 23 having improved it. It takes a long time for us to 24 see that it's truly cleared off.</p> <p>25 But I would definitely support CSD's</p>

<p style="text-align: right;">102</p> <p>1 recommendation on this one to close out your CAP.  2 Now you can continue. Now you know the right people  3 who have helped you before. You have access to them  4 still. Just because you're not on a CAP doesn't  5 mean you can't reach out.  6 Congratulations on the IB.  7 Congratulations on making the improvements on your  8 school. I know this is one of a hundred thousand  9 things you're doing every day.  10 MS. NADINE VIGIL: I have a great team  11 working with me. My IT. And my community schools  12 coordinator also that is helping me to get it all  13 clear. Corina -- I've known Corina for a long time.  14 She knows my number when I call.  15 "Hi, Nadine."  16 And I'm, like, "Corina, I need help."  17 Thank you to Corina and to Betty and  18 Mr. Ken Norris. They were helping also. Our budget  19 people, they were supposed to be online. I don't  20 know if they're on. They, too. We all have an eye  21 on it, and we're all working together. Thank you.  22 THE CHAIR: Thank you to the team.  23 SECRETARY CARRILLO: Go ahead and make a  24 motion. First, congratulations on the IB. It's  25 huge, and I know how difficult it is. We had the IB</p>	<p style="text-align: right;">104</p> <p>1 Clahchischilliage.  2 COMMISSIONER CLAHCHISCHILLIAGE: Yes.  3 SECRETARY CARRILLO: Secretary votes yes.  4 Vice Chair Gipson.  5 VICE CHAIR GIPSON: Yes.  6 SECRETARY CARRILLO: Commissioner Brauer.  7 COMMISSIONER BRAUER: Yes.  8 SECRETARY CARRILLO: Commissioner Burt.  9 THE CHAIR: Yes.  10 SECRETARY CARRILLO: Commissioner Manis.  11 (No response.)  12 SECRETARY CARRILLO: Okay. So we have  13 seven-zero.  14 THE CHAIR: Thank you. Motion passes.  15 Thank you.  16 MS. BETTY SEELEY: Thank you so much.  17 Thank you.  18 SECRETARY CARRILLO: Thanks, Nadine, for  19 coming down.  20 THE CHAIR: That'll take us to Item No. 9,  21 Discussion and Possible Action on Red River Valley  22 Uncorrected Unsatisfactory Performance From the  23 Annual Report Notice, Including Possible Action  24 Under the Intervention Ladder.  25 Director Chavez? If you're -- are you</p>
<p style="text-align: right;">103</p> <p>1 up in the Santa Fe Public Schools, Mandala.  2 Thanks for turning this audit around.  3 Good job recognizing the challenge and just --  4 that's why I love working with charters. They  5 recognize the challenge, they step on it to get it  6 done. They pivot. Thanks.  7 So that having been said, I move that the  8 Corrective Action Plan for Taos International School  9 be considered complete, that the Chair send a letter  10 to the school indicating that the Notice of Concern  11 has been satisfied, and the school be returned to  12 good standing.  13 VICE CHAIR GIPSON: Second.  14 THE CHAIR: Thank you. There's a motion  15 by Commissioner Carrillo, a second by Commissioner  16 Gipson. Any discussion on the motion?  17 (No response.)  18 THE CHAIR: Seeing none, call roll,  19 Secretary Carrillo.  20 SECRETARY CARRILLO: Yes.  21 Commissioner Obenshain.  22 COMMISSIONER OBENSHAIN: Yes.  23 SECRETARY CARRILLO: Commissioner Beck.  24 COMMISSIONER BECK: Yes.  25 SECRETARY CARRILLO: Commissioner</p>	<p style="text-align: right;">105</p> <p>1 introducing this item?  2 DIRECTOR CORINA CHAVEZ: Commissioner,  3 this is the item that was due to an error of ours in  4 documenting where the school stood. So last month,  5 when you heard from most of the schools that were  6 here to discuss uncorrected unsatisfactory  7 performance, we had skipped over this school.  8 So Indicator 2.b., Accounting Principles,  9 identified in the '23-'24 Annual Report, needed to  10 be discussed. And Ms. Ritterhouse is here with Red  11 River Valley to discuss this with you.  12 MS. KIMBERLY RITTERHOUSE: Good morning,  13 Commissioners. I also have my business manager  14 online, Ms. Katie Rarick.  15 I wanted to start by saying it wasn't that  16 long ago I was in the classroom before I was the  17 executive director. And not having an exemplary  18 evaluation as a teacher is held personal in your  19 heart. And it bodes no less as an executive  20 director.  21 So we do want to address the findings.  22 And you have, on the screen and in your packet, a  23 bit of information. And I'll hand it over to Katie.  24 MS. KATIE RARICK: Good morning,  25 Commissioners. My name is Katie Rarick, K-a-t-i-e</p>

<p style="text-align: right;">106</p> <p>1 R-a-r-i-c-k. I'm the business manager for Red River 2 Valley Charter School. 3 This morning I wanted to talk to you about 4 a little about (incomprehensible) that is what is in 5 question. (Inaudible) My presentation is also in 6 your packet and also hear me. (Reporter having 7 difficulty hearing.) 8 MS. MELISSA BROWN: We can hear you and we 9 can see it. 10 MS. KATIE RARICK: Perfect. 11 Okay. The first thing I want to talk 12 about is this idea of recurring findings. I think 13 I've spoken about this before. Sometimes we get a 14 recurring finding. It's based on a category, not 15 the actual finding itself. So we did get one 16 reoccurring for FY24. I want to talk about that in 17 a second. 18 When we look at the actual things that 19 caused the findings in FY23, I did list those out in 20 the first slide, and they were all fixed. The 21 reason we got the category again were not for the 22 same issues. 23 The second -- I outlined the three 24 findings the school did get. The first one was a 25 material weakness; it was from 2022, not 2023.</p>	<p style="text-align: right;">108</p> <p>1 And then this was a mileage issue. And it 2 was for \$63.48. I know that Director Chavez alluded 3 to this earlier about travel findings. A lot of 4 schools got this finding this year because of the 5 fact that the mileage rate did change in a year. It 6 went up. 7 So most business managers assume that 8 meant that the reimbursements would go up. We were 9 then told by the auditor that is not what it meant. 10 We have to stick with the January amount, regardless 11 if it fluctuates throughout the year. 12 So going forward, that's what we will do. 13 And (inaudible) travel documents that the school 14 has, they do have the correct mileage on them. 15 So that's -- that's our presentation to 16 clearly identify what we're doing and how we feel 17 like this is being addressed and fixed. 18 Are there any additional questions? 19 THE CHAIR: Thank you. Commissioners, any 20 questions? 21 Commissioner Carrillo. 22 SECRETARY CARRILLO: So the mileage 23 reimbursement thing, does that mean starting this 24 next fiscal year? 25 MS. KIMBERLY RITTERHOUSE: We have to stay</p>
<p style="text-align: right;">107</p> <p>1 These items individually would be compliance issues. 2 But since they were all grouped together, they are 3 considered a material weakness. 4 And so in here, we do list our next steps, 5 what happened, specifically with the turnover in our 6 accounting department. Now we have two folks in the 7 accounting department. So that should help us with 8 a lot of these miscodes and bank reconciliations. 9 And we will be turning in all of our BARs early. 10 So this packet does walk through not only 11 the findings, the cause of it, but also the next 12 steps that we are taking. And at this time, we do 13 believe the issue is fixed for FY25. 14 Given that some of these were typos or 15 clerical errors, we do feel like they were easy 16 fixes, and they have been fixed, especially when I 17 did the review of the General Ledger for the March 18 meeting when we reviewed the February financials. 19 This is a journal entry issue. We have 20 now fixed the accounting software, so that it does 21 balance, not only by credits and debits, which is 22 what it was doing previously, and we had not 23 received a finding on. But now we have increased 24 the scrutiny of our journal entries and they now 25 balance by fund.</p>	<p style="text-align: right;">109</p> <p>1 with January 1. 2 SECRETARY CARRILLO: Nothing retroactive 3 for them, huh? Okay. 4 MS. KIMBERLY RITTERHOUSE: I would have 5 gladly paid the \$63 back. 6 THE CHAIR: Okay. All right. I think -- 7 I mean, we -- this is the kind of presentation we 8 are wanting to see from schools. So I am happy to 9 move -- I can make a motion that would allow the 10 school to just continue the process, no additional 11 action needed. And, hopefully, especially the FY26 12 audit, you'll get all the credit you deserve for 13 those fixes. 14 MS. KIMBERLY RITTERHOUSE: I would like to 15 mention something, though. Because the auditor -- 16 we are in a unique situation that we lease our 17 property. But whenever we make improvements -- it's 18 ours. The building is ours. 19 And so we have a finding where we did a 20 building improvement. But the auditor said it was a 21 leaseholder improvement instead of it being with the 22 building. 23 So I just -- I would caution if that were 24 to show up again, we do own the buildings. The 25 school district that we lease the land from doesn't.</p>

<p style="text-align: right;">110</p> <p>1 So that was it. That one was weird to me.</p> <p>2 THE CHAIR: Always fascinating. Okay.</p> <p>3 SECRETARY CARRILLO: Okay. It's not a</p> <p>4 lease purchase. You own the building; district owns</p> <p>5 the land. And you weren't credited correctly when</p> <p>6 you did an improvement on the building.</p> <p>7 MS. KIMBERLY RITTERHOUSE: Correct. The</p> <p>8 auditors put it as a leaseholder improvement instead</p> <p>9 of a building improvement.</p> <p>10 Now, if you read the lease -- now, if we</p> <p>11 were to vacate the land, we could take anything that</p> <p>12 we wanted to. But if the district were to finally</p> <p>13 decide to sell us the land, they couldn't charge us</p> <p>14 for the buildings that are on the land. So they're</p> <p>15 ours; so...</p> <p>16 SECRETARY CARRILLO: Is that something you</p> <p>17 want to do long-term is own the property?</p> <p>18 MS. KIMBERLY RITTERHOUSE: I would love</p> <p>19 to.</p> <p>20 THE CHAIR: Okay. I move that the</p> <p>21 Red River Valley Charter School continue to address</p> <p>22 the uncorrected unsatisfactory performance through</p> <p>23 the annual report review process and show</p> <p>24 improvement in the next annual report.</p> <p>25 VICE CHAIR GIPSON: Second.</p>	<p style="text-align: right;">112</p> <p>1 COMMISSIONER MANIS: Yes.</p> <p>2 SECRETARY CARRILLO: All right. So that</p> <p>3 is eight to zero.</p> <p>4 THE CHAIR: Thanks again for having a good</p> <p>5 quality presentation, being able to show us exactly</p> <p>6 what's going on. We really appreciate it.</p> <p>7 All right. The next item is Item 10,</p> <p>8 Discussion and Possible Action for Walatowa High</p> <p>9 Charter School, a Notice of Concern, Including</p> <p>10 Further Possible Action Under the Intervention</p> <p>11 Ladder.</p> <p>12 DIRECTOR CORINA CHAVEZ: Thank you,</p> <p>13 Commissioners. And, Ms. Brown, if you could promote</p> <p>14 Greg Butz, who is on our staff, will speak to this</p> <p>15 item in detail. I just wanted to introduce the team</p> <p>16 that's here from Walatowa. So you all know</p> <p>17 Mr. Arrow Wilkinson. And he brought a team of staff</p> <p>18 who he can call up and introduce.</p> <p>19 So -- and, Greg, I'm going to turn it over</p> <p>20 to you.</p> <p>21 MR. GREG BUTZ: All right. Thank you. Do</p> <p>22 you want me to do the analysis or the Corrective</p> <p>23 Action Plan that Mr. Arrow has submitted?</p> <p>24 DIRECTOR CORINA CHAVEZ: So what you would</p> <p>25 be doing is just an overview of the materials</p>
<p style="text-align: right;">111</p> <p>1 THE CHAIR: There's a motion and a second.</p> <p>2 Any discussion on the motion?</p> <p>3 (No response.)</p> <p>4 THE CHAIR: Seeing none, Commissioner</p> <p>5 Carrillo, if you could call roll.</p> <p>6 SECRETARY CARRILLO: Of course.</p> <p>7 Secretary votes yes.</p> <p>8 Commissioner Clahchischilliaage.</p> <p>9 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>10 SECRETARY CARRILLO: Commissioner Beck.</p> <p>11 COMMISSIONER BECK: Yes.</p> <p>12 SECRETARY CARRILLO: Commissioner</p> <p>13 Obenshain.</p> <p>14 COMMISSIONER OBENSHAIN: Yes.</p> <p>15 SECRETARY CARRILLO: Vice Chair Gipson.</p> <p>16 VICE CHAIR GIPSON: Yes.</p> <p>17 SECRETARY CARRILLO: Commissioner Brauer.</p> <p>18 COMMISSIONER BRAUER: Yes.</p> <p>19 SECRETARY CARRILLO: Chair Burt.</p> <p>20 THE CHAIR: Yes.</p> <p>21 SECRETARY CARRILLO: And are you back,</p> <p>22 K.T.?</p> <p>23 COMMISSIONER MANIS: Yes.</p> <p>24 SECRETARY CARRILLO: Oh, great.</p> <p>25 Commissioner Manis.</p>	<p style="text-align: right;">113</p> <p>1 that -- that we have that discusses the Corrective</p> <p>2 Action Plan. And, yes, if you'd just give the CSD</p> <p>3 report on it, overview. I can do it if you want. I</p> <p>4 know you know what's going on at the school.</p> <p>5 MR. GREG BUTZ: Good morning, Madam Chair.</p> <p>6 (Reporter requests volume increase.)</p> <p>7 MR. GREG BUTZ: Good morning, Madam Chair,</p> <p>8 esteemed Commissioners. I am Greg Butz, B-u-t-z,</p> <p>9 from the Charter Schools Division to present the</p> <p>10 analysis of Walatowa Charter High School's proposed</p> <p>11 Corrective Action Plans.</p> <p>12 I was there on a site visit and have</p> <p>13 worked closely with the school in trying to analyze</p> <p>14 and respond to their proposed Corrective Action</p> <p>15 Plans.</p> <p>16 The first, I'd like to start with their</p> <p>17 academic proposals meeting their mission-specific</p> <p>18 goals.</p> <p>19 While Walatowa has not yet submitted --</p> <p>20 resubmitted revision for the revised mission goal</p> <p>21 amendment, I share the same conclusion that Walatowa</p> <p>22 Charter has arrived at, had their charter</p> <p>23 mission-specific goals were to be combined, they</p> <p>24 would have met that goal, just for the information</p> <p>25 for this -- this condition.</p>

<p style="text-align: right;">114</p> <p>1            Their sampling size denominator was ten</p> <p>2 students. When that separated into two cohorts, you</p> <p>3 would have one cohort of six students, which meant</p> <p>4 there's not a lot of margin of error. One or two</p> <p>5 students would greatly skew those results.</p> <p>6            They will need to resubmit the amendment</p> <p>7 proposal of their mission-specific goals if they're</p> <p>8 (inaudible) the guidance instruction of Dr. Russell.</p> <p>9 But they also have submitted a Corrective Action</p> <p>10 Plan.</p> <p>11            When I was at their site visit, I saw the</p> <p>12 implementation of high-yield strategies. And it is</p> <p>13 of my opinion that they're owning and have</p> <p>14 substantive results.</p> <p>15            So from the (inaudible) standpoint, their</p> <p>16 Corrective Action Plan is -- I believe it meets</p> <p>17 (distorted audio).</p> <p>18            THE CHAIR: Sorry. I apologize, Greg.</p> <p>19 You're cutting out a little bit. Like, we're</p> <p>20 missing some words every once in a while. I hate to</p> <p>21 do that to you, because I know it's not --</p> <p>22            MS. MELISSA BROWN: It's because he's got</p> <p>23 other people in cubes near him talking. You can</p> <p>24 hear them.</p> <p>25            THE CHAIR: Go ahead and try again. We</p>	<p style="text-align: right;">116</p> <p>1            However, it is of my opinion that more</p> <p>2 specificity is required in specific types of</p> <p>3 training in addressing their material weakness for</p> <p>4 the closing and rolling over of funds.</p> <p>5            And that was just because it was a</p> <p>6 material weakness. And so they would just require,</p> <p>7 just, more specificity in order to reach the</p> <p>8 substantive results that we are looking for. And so</p> <p>9 that is my analysis of Corrective Action Plans.</p> <p>10            THE CHAIR: Thank you. Okay. Then I</p> <p>11 think I'm going to hand it over to you,</p> <p>12 Dr. Wilkinson.</p> <p>13            And if you don't mind, if you do want to</p> <p>14 introduce your team. Like, anyone you think might</p> <p>15 speak, if you want to introduce yourself to us as</p> <p>16 well.</p> <p>17            DR. ARROW WILKINSON: First, I'd like to</p> <p>18 say good morning to the Public Education</p> <p>19 Commissioners.</p> <p>20            THE CHAIR: Sorry. Make sure that light</p> <p>21 is green. You can push it until it --</p> <p>22            DIRECTOR CORINA CHAVEZ: It's a little</p> <p>23 stiff.</p> <p>24            DR. ARROW WILKINSON: Again, I'd like to</p> <p>25 say good morning to the Public Education</p>
<p style="text-align: right;">115</p> <p>1            did miss some words. I don't know where to have you</p> <p>2 restart, honestly.</p> <p>3            We heard you say that -- that you do --</p> <p>4 you did see the high-yield strategies in action.</p> <p>5            MR. GREG BUTZ: Yes.</p> <p>6            THE CHAIR: And you do agree with their</p> <p>7 same analysis of their academic plan.</p> <p>8            MR. GREG BUTZ: Right. I saw</p> <p>9 implementation of high-yield strategies that</p> <p>10 addressed their mission-specific goals while I was</p> <p>11 on their campus. And it is of my opinion that their</p> <p>12 plan can be carried out with fidelity and reach</p> <p>13 substantive results.</p> <p>14            THE CHAIR: Thank you. That came</p> <p>15 through -- that was much better. Thank you. Go</p> <p>16 ahead. Keep going. That was what we missed.</p> <p>17            MR. GREG BUTZ: Once I took the muffler</p> <p>18 off the microphone, that's when the results</p> <p>19 improved.</p> <p>20            Moving on to their financial corrective</p> <p>21 plan, I believe that the proposed controls for</p> <p>22 obtaining and maintaining a valid CPO license and</p> <p>23 the implementation segregation of duties for</p> <p>24 procurement is satisfactory.</p> <p>25            And that's Items 2 through 4.</p>	<p style="text-align: right;">117</p> <p>1            Commissioners. My name is Dr. Arrow Wilkinson. I'd</p> <p>2 like to introduce Ms. Valerie Shaw, our education</p> <p>3 coordinator. And I can give her 15 million</p> <p>4 different titles. This is also Aaron Cajero, our</p> <p>5 language culture instructor, also.</p> <p>6            When we go and look at our financial</p> <p>7 Corrective Action Plan and we see the material</p> <p>8 weakness, we did appeal that finding, because the</p> <p>9 first one was -- it was from 2018. It was a</p> <p>10 different fund -- same fund, but different amount.</p> <p>11 And that was an allocation from the state. And</p> <p>12 we're still pending that one.</p> <p>13            The other one was the capital assets. Our</p> <p>14 definition of capital asset was different from</p> <p>15 the -- the auditor. So we corrected that in our</p> <p>16 policy and procedures to fit the definition of the</p> <p>17 auditor.</p> <p>18            Ours was anything \$5,000 on down in a</p> <p>19 group. But there was -- their audit definition was</p> <p>20 individual were considered capital assets. So we</p> <p>21 fixed that piece there.</p> <p>22            When you move down, that would take us out</p> <p>23 of the -- the material weakness findings.</p> <p>24            But also, as a corrective action, hiring a</p> <p>25 desktop audit, we have a couple of retired auditors</p>

<p style="text-align: right;">118</p> <p>1 that will come in and just reassure that we don't  2 make this mistake again. And also collaborating  3 with CliftonLarsonAllen to overlook our books before  4 we go into the next audit cycle, just to reassure,  5 as a desktop audit, that these findings aren't  6 recurring.</p> <p>7 When we move down to the compensation,  8 additional compensation, when I did the Letter of  9 Intent to the employees, I included two governing  10 board members. I should have included the other  11 ones. But if one responds, it turns into a board  12 meeting.</p> <p>13 But as a -- as a corrective action, this  14 past board meeting did present the additional  15 compensation and the contracts to the governing  16 board before I sent out the Letter of Intent. And  17 then come May, when we do the contracts, the  18 additional compensations will be in the governing  19 board minutes for their notification.</p> <p>20 The third one was 2 out of 20 samples  21 tested, as far as approved purchase orders. One was  22 a reimbursement to a teacher for books. The other  23 one was started a coach -- I just didn't put the  24 start date on the contract. I take full  25 responsibility of that.</p>	<p style="text-align: right;">120</p> <p>1 does not perform well, for whatever reason, really  2 does impact us.</p> <p>3 And I say yet, because I believe that with  4 the new housing additions in Jemez Pueblo and in the  5 corridor, that our enrollment will go up and, we'll  6 restore the numbers that we have seen a decline  7 since the pandemic and moving on.</p> <p>8 But when a student enters our school,  9 regardless of where they come from, regardless of  10 their academic background, we do a series of  11 assessments just to get a baseline.</p> <p>12 And you can see that in our Corrective  13 Action Plan, and you can see that, even though it's  14 in the Corrective Action Plan format, this is just  15 what we have do.</p> <p>16 So I appreciate the guidance of the CSD in  17 making this more clear for the PEC and also more  18 clear for us, because even though we complain about  19 Corrective Action Plans, it really does allow us to  20 see where we need to be more clear, where we need to  21 improve.</p> <p>22 So this really did put things in a plan  23 for us as individuals, because we get so -- "We're  24 going to do this," and we just forget to document  25 sometimes.</p>
<p style="text-align: right;">119</p> <p>1 But as a corrective action, our internal  2 controls and policy is provided. If there's no PO,  3 there's no payment. So that's pretty cut and dry  4 there and for the future.</p> <p>5 The CPO, as far as my certification, I  6 talked to Ms. Francine Martinez with the GSD. It's  7 just been time to correct that. I have the  8 certification for -- they're going to update my  9 information on the GSD so I can register.</p> <p>10 I spoke to her last week. She just --  11 busy. So that has been corrected. I am certified  12 as the CPO.</p> <p>13 Any questions regarding our Corrective  14 Action Plan as far as our audit?</p> <p>15 (No response.)</p> <p>16 THE CHAIR: I see none, Dr. Wilkinson.</p> <p>17 DR. ARROW WILKINSON: And we'll move on to  18 the Corrective Action Plan, education Corrective  19 Action Plan. This is in regards to our  20 mission-specific goals 1 and 2. Although our  21 students did show extraordinary gain, and I was so  22 pleased, we still didn't meet the original  23 mission-specific goals.</p> <p>24 And as you can see, with our sample size,  25 they did great. But with -- with one student that</p>	<p style="text-align: right;">121</p> <p>1 But we were able to provide -- looking at  2 the scores, we were able to provide professional  3 development with -- in different areas to improve  4 the students that we have, different programs that  5 we're trying -- trying to maneuver.</p> <p>6 And that's the beauty of the Corrective  7 Action Plan and our plans, that they adjust to  8 whatever student has come in.</p> <p>9 I know that you had a chance to look at  10 our Corrective Action Plan and look at the  11 strategies and initiatives that we're trying. But I  12 can keep going down and dazzle you with all the  13 information, if you want.</p> <p>14 We have -- we have -- you know, the staff,  15 the -- I mean, everybody does a great job. The kids  16 really try. Being able to collaborate with Mr. Joe  17 Dan Lovato at Riverside, being able to provide math  18 instruction there to assist that school to be able  19 to bridge the gap.</p> <p>20 Even if a student does come to our school,  21 or doesn't, at least wherever they go they're going  22 to show improvement. And that's all we care about.</p> <p>23 I appreciate Mr. Joe Dan allowing us to  24 send a few teachers down to be able to bridge that  25 gap in that short time frame.</p>

<p style="text-align: right;">122</p> <p>1 But when we go down and you look at how we 2 have student academic counseling, we have the 3 implementation in our daily lesson plan assessments. 4 In the past -- I just heard IB -- talking 5 about IB training, we've had instructors go through 6 an IB lesson delivery. For example, in social 7 studies, you're not just talking about the history 8 dates or anything like that, you're bringing in what 9 was the music of the time, politics of the time, 10 poetry of the time, the art, everything to make the 11 lesson plan deeper. 12 We've shown great improvement when it 13 comes to assessment scores when they come look at a 14 text and go deeper in the text and not just 15 memorizing dates and times. We've had that. We're 16 always changing. And, again, that's the beauty of a 17 charter, that you move with the students. 18 So we were able to do those things, 19 provide, again, programs, maintain the programs that 20 have been working, the programs that didn't work. 21 It may work with another group that comes in, not 22 just scrap it completely. 23 But, again, I can go through everything if 24 you want, if you have any questions regarding our 25 plan.</p>	<p style="text-align: right;">124</p> <p>1 that made it -- not just your school, but it makes 2 it challenging for schools in New Mexico in general 3 when everyone hasn't been pulling all of their 4 weight up to that point. 5 So how is that going? 6 DR. ARROW WILKINSON: You know, maybe as 7 we get older, it's sometimes, like, the mountain 8 gets higher. 9 But, you know, I think that the kids show 10 improvement. That's the one thing -- it's -- the 11 great thing about coming in and discussing with the 12 PEC how we're doing, it keeps our instructors -- I 13 don't say on their toes. But we have to be 14 innovative of how we're approaching kids that come 15 in, kids that come in for all kinds of reasons, 16 regardless of the reason. 17 I think that for us and for many of the 18 charter schools, being able to create that safe 19 environment for that student to come in, that they 20 feel that they can achieve and fail, that they're in 21 that safe place, by creating that environment, they 22 start improving on their scores and improving in 23 their -- in their overall learning. 24 So I think it's going well. I think that 25 we're going to show improvement. I think that,</p>
<p style="text-align: right;">123</p> <p>1 THE CHAIR: Thank you, Dr. Wilkinson. 2 Any questions from Commissioners? 3 Commissioner Carrillo? 4 SECRETARY CARRILLO: Will you remind me 5 roughly -- thank you for being here today. I 6 appreciate it very much. 7 How many kids in the high school, grades 8 9-12? 9 DR. ARROW WILKINSON: 9-12? Right now, 10 34. 11 SECRETARY CARRILLO: 34. Okay. Because I 12 just remember -- gosh -- it was one of the first -- 13 VICE CHAIR GIPSON: Schools that you 14 renewed. 15 SECRETARY CARRILLO: That I renewed when I 16 was on the Commission. I remember the conversation 17 with you, where -- you'll probably remember it. If 18 I said, "If I looked only on paper." Do you 19 remember that conversation? 20 DR. ARROW WILKINSON: Yes, yes. 21 SECRETARY CARRILLO: It doesn't reflect 22 what the school is or what you're doing. 23 I know this is something Joe Dan is going 24 to work hard on. But the kids coming into ninth 25 grade had such deficiencies in different areas, and</p>	<p style="text-align: right;">125</p> <p>1 again, with the enrollment coming in, hopefully, it 2 goes up, because there's housing now in the rural 3 communities and parents, hopefully, will start 4 keeping their kids in the rural community. 5 But I really think that through our 6 programs and through the hard work of the teachers 7 and staff and the students, we see growth. It may 8 not be a lot as far as now. But it will be over the 9 next -- I'm speaking on the freshman group -- it 10 will be over the next few years, you know. You'll 11 see that gain. 12 And all of a sudden, they start having 13 that confidence coming into their sophomore year, 14 going into their junior year, that you see a huge 15 jump in their academics because they realize, "I can 16 do this," or, "I can show improvement," so to the 17 best of their ability. 18 And even though the assessments, you'll 19 see that 5 percent gain, 10 percent gain. Sometimes 20 a student goes backwards. And I can individually 21 tell you why -- because we're so small, I know 22 exactly why they're going backwards. 23 But we do see that growth. And that's 24 just -- it starts from kindergarten all the way up. 25 But we do see gain; we do see growth.</p>



<p style="text-align: right;">126</p> <p>1 SECRETARY CARRILLO: Okay. Good.  2 When do you get the numbers for your  3 fall 2024 SATs?  4 DR. ARROW WILKINSON: We get those -- now  5 that's it's on computer, they'll come -- supposed to  6 be April 15th for this -- this April, just -- yeah,  7 April 15th. Because we had the juniors take it last  8 week when the window opened.  9 SECRETARY CARRILLO: Looking at the  10 progress here. So looking forward to making more  11 progress.  12 DR. ARROW WILKINSON: Oh, yeah. We are,  13 too.  14 SECRETARY CARRILLO: Okay. Thank you very  15 much.  16 THE CHAIR: Thank you. I'm grateful for  17 this. I do think you hit the nail on the head when  18 you said it's actually helpful to have a CAP just to  19 outline it. Because I do think that's what was  20 happening last month is, like, this communication --  21 like, it just wasn't -- what was being said did not  22 match with what -- I think we all know, and what I  23 knew coming to visit your school, you know.  24 And so I am grateful that you took the  25 time to do this for us, because this is more clearly</p>	<p style="text-align: right;">128</p> <p>1 framework, because I do think there's a lot more  2 opportunity to show the results of your school in  3 ways that make sense for your school that you don't  4 really have the opportunity to do right now.  5 And that's not just the mission goal;  6 that's every part of, like, your -- what you're on  7 now. It's just not quite connecting with the work  8 that's actually happened, the goals you're seeing at  9 your school and not being able to translate that to  10 us.  11 So I am looking forward to that. I think  12 your school will very much benefit from moving to  13 the new performance framework. And I think we'll be  14 able to track and see all these things well into the  15 future.  16 DR. ARROW WILKINSON: Oh, yes. And you'll  17 be able to see improvement. And that's our main  18 goal.  19 I do want to thank the Commission for your  20 questions last meeting, because it did draw our  21 attention to things that we have to be better. So  22 even though sometimes we get defensive, believe me,  23 it's much needed, different eyes, seeing different  24 things. Very important.  25 So I do appreciate the time that you take</p>
<p style="text-align: right;">127</p> <p>1 what your school is doing than what was presented to  2 us last month.  3 DR. ARROW WILKINSON: Yes.  4 THE CHAIR: So I am grateful for this  5 work. And I'm also -- I think it was smart for you  6 to consider doing a mission goal amendment  7 request --  8 DR. ARROW WILKINSON: Yes.  9 THE CHAIR: -- because I think that that's  10 something that makes a lot of sense. And to already  11 see it in here, not that it's going to happen --  12 you're already ready to go, and it just needs to get  13 on our agenda now, I'm grateful for that, too.  14 So this is -- this is what I would have  15 loved last month.  16 DR. ARROW WILKINSON: Yes. Yes.  17 THE CHAIR: But it's here. And I'm  18 grateful. And I imagine -- I know you guys will  19 implement these things. And I know your students  20 will grow because of all these measures.  21 So I would expect it to almost  22 course-correct itself based off of all this that  23 you're working on and doing.  24 I'm even more so looking forward to your  25 next renewal, of you moving to the new performance</p>	<p style="text-align: right;">129</p> <p>1 out of your own personal lives to serve on this  2 panel.  3 THE CHAIR: We're grateful for the people  4 on the ground doing the work. It's a lot easier to  5 kind of look at it from the -- hindsight 20/20.  6 It's so much easier for us, for sure, to be able to  7 look at it.  8 But I do like -- I know your school is  9 super data-driven. So just being able to actually  10 use that, like being able to get access to that data  11 is going to be helpful to us now and in the future.  12 But I think the plan you have, I do hope  13 your enrollment increases. I hope more students do  14 end up coming to your school. I'm going to keep my  15 fingers crossed that that does happen, that you get  16 more kids in there.  17 And I'll be looking forward to seeing this  18 amendment next month. I don't know if we can  19 retroactively apply it to this school year or not.  20 It might be something to consider, because it really  21 does -- it doesn't make sense for you to have so  22 many breakups in your mission goal. So lesson  23 learned.  24 DR. ARROW WILKINSON: We do have the data  25 to show -- even if we change it, we do have the data</p>

<p style="text-align: right;">130</p> <p>1 to show that from 2022.</p> <p>2 THE CHAIR: I think it's aligning the</p> <p>3 mission goal to make sense. It doesn't make sense</p> <p>4 compared -- in theory, it makes sense. But when it</p> <p>5 gets down to how many kids you have, it doesn't make</p> <p>6 sense anymore.</p> <p>7 SECRETARY CARRILLO: Is this going to be</p> <p>8 one motion or two?</p> <p>9 THE CHAIR: I think we could do one.</p> <p>10 MS. JULIA BARNES: The only question I</p> <p>11 had, hearing what you were talking about, is having</p> <p>12 CSD report on the annual report. Do you want it</p> <p>13 different than that?</p> <p>14 THE CHAIR: We'll take one minute, and</p> <p>15 we'll look at the motion. Give us one second.</p> <p>16 (A discussion was held off the record.)</p> <p>17 SECRETARY CARRILLO: Okay. I move that</p> <p>18 PEC accept the Walatowa High School financial and</p> <p>19 academic Corrective Action Plans related to finance</p> <p>20 and mission goal performance, presented as document</p> <p>21 10.a.1. and 10.a.3., and that CSD report on the CAP</p> <p>22 in the annual report.</p> <p>23 VICE CHAIR GIPSON: Second.</p> <p>24 THE CHAIR: There's a motion and a second.</p> <p>25 Any discussion on the motion?</p>	<p style="text-align: right;">132</p> <p>1 want to publicly thank the Charter School Division</p> <p>2 for their assistance. They really did help us out a</p> <p>3 lot.</p> <p>4 THE CHAIR: Great. Thank you for that.</p> <p>5 Okay. Am I incorrect? Are the Dream Diné folks</p> <p>6 online?</p> <p>7 DIRECTOR CORINA CHAVEZ: Chair Burt, last</p> <p>8 I looked, I didn't see that Ms. Chatto is. I don't</p> <p>9 know if there's anyone else from the school.</p> <p>10 So I would say if someone is representing</p> <p>11 Dream Diné, they should raise their hand so</p> <p>12 Ms. Brown can identify and promote them to the</p> <p>13 panel.</p> <p>14 THE CHAIR: I guess -- the reason why I</p> <p>15 was asking, maybe we take a 45-minute break right</p> <p>16 now and get -- that way people can go get lunch</p> <p>17 before the 12:00 rush hits and everyone else is out</p> <p>18 there. My suggestion is that we come back at 12:30</p> <p>19 and hear this item -- 40 minutes, then.</p> <p>20 VICE CHAIR GIPSON: Walk faster.</p> <p>21 THE CHAIR: So we'll go ahead and break</p> <p>22 until 12:30.</p> <p>23 (A recess was taken at 11:51 a.m., and</p> <p>24 reconvened at 12:33 p.m., as follows:)</p> <p>25 THE CHAIR: All right. We're going to go</p>
<p style="text-align: right;">131</p> <p>1 (No response.)</p> <p>2 THE CHAIR: all right. Seeing none, if</p> <p>3 you could call roll, Commissioner Carrillo.</p> <p>4 SECRETARY CARRILLO: Commissioner</p> <p>5 Clahchischilliaage.</p> <p>6 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>7 SECRETARY CARRILLO: Commissioner Beck.</p> <p>8 COMMISSIONER BECK: Yes.</p> <p>9 SECRETARY CARRILLO: Commissioner</p> <p>10 Obenshain.</p> <p>11 COMMISSIONER OBENSHAIN: Yes.</p> <p>12 SECRETARY CARRILLO: And Commissioner</p> <p>13 Manis.</p> <p>14 COMMISSIONER MANIS: Yes.</p> <p>15 SECRETARY CARRILLO: Chair Burt.</p> <p>16 THE CHAIR: Yes.</p> <p>17 SECRETARY CARRILLO: Commissioner Brauer.</p> <p>18 COMMISSIONER BRAUER: Yes.</p> <p>19 SECRETARY CARRILLO: Vice Chair Gipson.</p> <p>20 VICE CHAIR GIPSON: Yes.</p> <p>21 SECRETARY CARRILLO: Secretary votes yes.</p> <p>22 That's eight to zero.</p> <p>23 THE CHAIR: Thank you, Dr. Wilkinson.</p> <p>24 Thank you to the team for coming in.</p> <p>25 DR. ARROW WILKINSON: Commission, I do</p>	<p style="text-align: right;">133</p> <p>1 ahead and get started.</p> <p>2 We are on Item 11, Discussion and Possible</p> <p>3 Action for Dream Diné Charter School on the</p> <p>4 Intervention Ladder, Notice of Concern.</p> <p>5 MS. MELISSA BROWN: Can you hold? We lost</p> <p>6 Zoom.</p> <p>7 (Brief recess taken to</p> <p>8 resolve technical issues.)</p> <p>9 THE CHAIR: All right. We're going to go</p> <p>10 ahead and get started.</p> <p>11 DIRECTOR CORINA CHAVEZ: All right?</p> <p>12 THE CHAIR: All right. We're going to go</p> <p>13 ahead and get started. Item 11. Director Chavez.</p> <p>14 DIRECTOR CORINA CHAVEZ: Yes, so this is</p> <p>15 Discussion and Possible Action for Dream Dine'</p> <p>16 Charter School Under the Intervention Ladder and</p> <p>17 Notice of Concern.</p> <p>18 Commissioners, you have a memo from me and</p> <p>19 an additional six documents, I believe, that are</p> <p>20 accompanying each of the items.</p> <p>21 So, basically, at last meeting, you wanted</p> <p>22 to make sure that your concerns were being addressed</p> <p>23 by Dream Diné to include actions to restore a</p> <p>24 five-member governing board.</p> <p>25 Dream Diné has met that item. They have</p>

<p style="text-align: right;">134</p> <p>1 five governing board members. For a short period of  2 time, they had six. But the one member whose  3 paperwork was incomplete was removed from the board.  4 So there is -- there's a total of five.  5 And some of the materials are the packets  6 that would have been in the consent agenda, but we  7 moved them to this item.  8 Item b. has been met. And that is that at  9 the special meeting that they held on March 7th --  10 or -- yes -- they -- they also voted again on the  11 Assurance for Compliance Indicator 3.c. And so  12 that's up in Epicenter now.  13 And then the third item was the governing  14 board action items that were made when the school  15 had less than five members. And so they made an  16 action to approve all those items. And the  17 governing board minutes are part of the materials  18 that you have loaded.  19 I did want to let you know that I heard  20 from Ms. Chatto today. She is unable to attend.  21 She had a family member pass.  22 THE CHAIR: Thank you, Director Chavez.  23 Commissioners, questions? Commissioner  24 Gipson?  25 VICE CHAIR GIPSON: No. I don't have any</p>	<p style="text-align: right;">136</p> <p>1 THE CHAIR: All right. Seeing none, if  2 you could call roll, Secretary Carrillo.  3 SECRETARY CARRILLO: Yes.  4 Commissioner Obenshain.  5 COMMISSIONER OBENSHAIN: Yes.  6 SECRETARY CARRILLO: Commissioner Manis.  7 COMMISSIONER MANIS: Yes.  8 SECRETARY CARRILLO: Commissioner Brauer.  9 COMMISSIONER BRAUER: Yes.  10 SECRETARY CARRILLO: Chair Burt.  11 THE CHAIR: Yes.  12 SECRETARY CARRILLO: Secretary votes yes.  13 Vice Chair Gipson.  14 VICE CHAIR GIPSON: Yes.  15 SECRETARY CARRILLO: Commissioner  16 Clahchischilliage.  17 COMMISSIONER CLAHCHISCHILLIAGE: Yes.  18 SECRETARY CARRILLO: And Commissioner  19 Beck.  20 COMMISSIONER BECK: Yes.  21 SECRETARY CARRILLO: All right. Eight to  22 zero.  23 THE CHAIR: Thank you. Motion passes.  24 That takes us to Item 12, Decision and  25 Possible Action on The GREAT Academy Annual Report</p>
<p style="text-align: right;">135</p> <p>1 questions.  2 I'm just -- I think they've satisfied -- I  3 think they've cured everything we asked them to do  4 at this point in time, so I think we just move on.  5 THE CHAIR: Commissioner Carrillo.  6 SECRETARY CARRILLO: I'm just curious that  7 they -- I understand that they've cured all these  8 things. But I'm just curious if they met the  9 timelines that we set out in our motions, or if they  10 just did it on their own timeline.  11 DIRECTOR CORINA CHAVEZ: Yes, Commissioner  12 Carrillo. They met the timelines that you set.  13 THE CHAIR: All right.  14 Commissioner Gipson, to make a motion?  15 VICE CHAIR GIPSON: Sure. I move -- I'm  16 sorry.  17 I move that the Chair send a letter to  18 Dream Diné Charter School indicating that the Notice  19 of Concern has been satisfied, and the school is  20 returned to good standing.  21 COMMISSIONER BRAUER: I second.  22 THE CHAIR: Thank you. There's a motion  23 by Commissioner Gipson and a second by Commissioner  24 Brauer. Any discussion on the motion?  25 (No response.)</p>	<p style="text-align: right;">137</p> <p>1 and Annual Report Notice, Including Possible Action  2 Under the Intervention Ladder.  3 Dr. Russell.  4 DR. BRIGETTE RUSSELL: Thank you,  5 Madam Chair and Commissioners.  6 The GREAT Academy -- okay. Let's start  7 the day off right.  8 So the Charter Schools Division has  9 submitted, at the PEC's request, an overview of the  10 entire renewal condition document.  11 Last month, we presented detail on the  12 academic condition around graduation outcomes.  13 Document 12.a. in the PEC's folder is CSD's memo  14 reviewing the entire condition.  15 So the -- the original condition has six  16 parts: academic improvement; personnel and payroll;  17 governing board training; governing board materials  18 posted online; foundation operations; and foundation  19 financial concerns.  20 The CSD memo reports that the school met  21 condition c. in the first year, and that was a  22 one-year-only. So that one is now crossed off, and  23 we're not reporting on that any longer.  24 Condition d., governing board materials  25 posted online, the CSD has reviewed the school's</p>

<p style="text-align: right;">138</p> <p>1 website and deemed that -- that condition is</p> <p>2 satisfied.</p> <p>3 Academic improvement. As reported last</p> <p>4 month, the school is meeting in three of the eight</p> <p>5 sub-bullets, the sub-metrics, and below in five.</p> <p>6 Their growth overall versus the state</p> <p>7 average in graduation is above. Their growth versus</p> <p>8 the comparison group is above. The four-year rate</p> <p>9 versus the comparison group is above. But they're</p> <p>10 below in the four-year rate compared to the entire</p> <p>11 state and the five-year and six-year rates compared</p> <p>12 to both the comparison group and the state.</p> <p>13 The other three conditions, personnel and</p> <p>14 payroll, foundation operations, and foundation</p> <p>15 financial conditions were satisfied by means of</p> <p>16 assurances from the school.</p> <p>17 The CSD has not gone in and reviewed</p> <p>18 documents to verify that those assurances are</p> <p>19 correct, but we are -- we are calling those</p> <p>20 conditions satisfied.</p> <p>21 THE CHAIR: Commissioner Gipson.</p> <p>22 VICE CHAIR GIPSON: So I understand the</p> <p>23 challenges with that five- and six-year graduation</p> <p>24 rate. And I do think that they're -- and correct me</p> <p>25 if I'm wrong -- that kind of the cohort that they're</p>	<p style="text-align: right;">140</p> <p>1 DR. BRIGETTE RUSSELL: Student growth,</p> <p>2 meaning growth toward proficiency in reading and</p> <p>3 math?</p> <p>4 VICE CHAIR GIPSON: Yeah.</p> <p>5 DR. BRIGETTE RUSSELL: But since that</p> <p>6 wasn't one of the conditions --</p> <p>7 VICE CHAIR GIPSON: I know. Yeah.</p> <p>8 DR. BRIGETTE RUSSELL: -- the school -- I</p> <p>9 know that they do administer interims. And if the</p> <p>10 school was agreeable to amending the contract, the</p> <p>11 Commission might want to consider revising the</p> <p>12 condition.</p> <p>13 THE CHAIR: I think --</p> <p>14 VICE CHAIR GIPSON: I don't want to revise</p> <p>15 the condition.</p> <p>16 THE CHAIR: Is the school available?</p> <p>17 Because this would be a -- are they online?</p> <p>18 MS. MELISSA BROWN: Yes, they are.</p> <p>19 COMMISSIONER BECK: Can we see them?</p> <p>20 MS. MELISSA BROWN: Lucy has promoted Sue</p> <p>21 Fox, and I'm promoting Jasper. Jasper Matthews is</p> <p>22 joining the panel.</p> <p>23 MS. JULIA BARNES: I thought Sue Fox was</p> <p>24 joining as well.</p> <p>25 MS. MELISSA BROWN: Sorry. Lucy and I</p>
<p style="text-align: right;">139</p> <p>1 put in is often a similar type of school.</p> <p>2 DR. BRIGETTE RUSSELL: And the school has</p> <p>3 made that objection. One of the schools in the</p> <p>4 cohort is a very, very large school.</p> <p>5 VICE CHAIR GIPSON: Right.</p> <p>6 DR. BRIGETTE RUSSELL: And The GREAT</p> <p>7 Academy has said that they don't think that that</p> <p>8 school particularly is a good comparison because of</p> <p>9 the school size.</p> <p>10 But what the condition called for was</p> <p>11 similarity in terms of enrollment percentages of the</p> <p>12 subgroups that were underperforming of the school.</p> <p>13 VICE CHAIR GIPSON: Right. So I guess</p> <p>14 my -- unless -- because I have challenges with that</p> <p>15 graduation rate thing; I do. I don't think it's</p> <p>16 calculated -- I'm not even sure how it's calculated.</p> <p>17 I'll just go there with it.</p> <p>18 But I do have concerns about student</p> <p>19 growth at the school. That's where I'm landing at</p> <p>20 this point in time, that I don't think that's --</p> <p>21 because that's not comparing with anyone else. It's</p> <p>22 just working with the kids that are at that school.</p> <p>23 So why isn't -- so that's my challenge at</p> <p>24 this point in time is the student growth with, you</p> <p>25 know, their current enrollment.</p>	<p style="text-align: right;">141</p> <p>1 were trying to do it at the same time.</p> <p>2 THE CHAIR: Hi. Good afternoon. I almost</p> <p>3 said "Good morning." It's "Good afternoon." And</p> <p>4 there's Ms. Fox.</p> <p>5 MS. SUSAN FOX: Good afternoon.</p> <p>6 THE CHAIR: Hi. So I will happily go</p> <p>7 ahead -- will -- I'll happily hand it over to you,</p> <p>8 Mr. Matthews, if you want to give an update from</p> <p>9 your side and talk to us a little bit more about the</p> <p>10 update. Unless you want us to just ask you</p> <p>11 questions.</p> <p>12 MR. JASPER MATTHEWS: Yeah. I'll -- since</p> <p>13 that's Keisha's area, I will let her take that one,</p> <p>14 and then, yes, we'll welcome any questions.</p> <p>15 MS. KEISHA MATTHEWS: Good afternoon,</p> <p>16 Commissioners. I would just like to speak to the</p> <p>17 concern that the Commissioner brought up as far as</p> <p>18 our growth.</p> <p>19 If you have a look at our math and reading</p> <p>20 growth, it's at the 63rd and 66th percentile. We</p> <p>21 are growing students. Proficiency is not where we</p> <p>22 want it to be. But we feel that that 63rd and 66th</p> <p>23 percentile means that we're growing them and that</p> <p>24 things are going in the right direction.</p> <p>25 I feel like the -- the growth in our -- in</p>

<p style="text-align: right;">142</p> <p>1 the area of graduation also speaks to the</p> <p>2 effectiveness of the strategies that we're using for</p> <p>3 students, not just those who are graduating, but</p> <p>4 those who are moving towards graduation and</p> <p>5 matriculating through the grade levels.</p> <p>6 VICE CHAIR GIPSON: So, Keisha, if I</p> <p>7 remember correctly, a couple of years ago, when we</p> <p>8 were first doing a Corrective Action Plan, you only</p> <p>9 had, like, five kids that were graduating.</p> <p>10 Is it still a significantly small number?</p> <p>11 Not that -- not that there was a lot not graduating.</p> <p>12 But your graduation cohort was very small. Is that</p> <p>13 still the case?</p> <p>14 MS. KEISHA MATTHEWS: Yes, ma'am. Our</p> <p>15 graduation cohorts tend to be small. For example,</p> <p>16 our four-year cohort this year is comprised of</p> <p>17 13 students. And we have a five-year cohort of just</p> <p>18 one student. Our four-year cohort last year, I</p> <p>19 believe, was 17 -- 16 or 17 students. So we are</p> <p>20 working with a small size.</p> <p>21 And, you know, when you're working with a</p> <p>22 small group of students, one or two can kind of</p> <p>23 throw those numbers way off.</p> <p>24 But I feel that the data we have and the</p> <p>25 growth that you see over the last number of years is</p>	<p style="text-align: right;">144</p> <p>1 with on a yearly basis is retention, because there</p> <p>2 are a number of charter offerings in Albuquerque and</p> <p>3 the surrounding areas. And because -- I don't think</p> <p>4 this is a new idea to the Commission or anyone</p> <p>5 listening -- students tend to charter-hop. It's a</p> <p>6 phenomenon that all charter schools deal with.</p> <p>7 We are a charter with, you know, limited</p> <p>8 space. We don't have a sports program. We have an</p> <p>9 academic and a career and college focus. And</p> <p>10 because we utilize Edgenuity for some of our core</p> <p>11 courses -- it's an online program -- we get students</p> <p>12 who come to us who have gotten behind in credit</p> <p>13 earning. They get caught up and get where they need</p> <p>14 to be. They enjoy our program, but they go back to</p> <p>15 either their neighborhood school or another charter</p> <p>16 school that offers, you know, programs that we do</p> <p>17 not offer.</p> <p>18 And so that is something that we are</p> <p>19 constantly trying to find ways to overcome. And,</p> <p>20 you know, our plan is -- one of the things that</p> <p>21 we've identified that we can do better is continue</p> <p>22 to educate and communicate with our parents that if</p> <p>23 a student wants to, say, play basketball at</p> <p>24 Del Norte, they can stay at The GREAT Academy and</p> <p>25 still participate in those things that are in place.</p>
<p style="text-align: right;">143</p> <p>1 drastic. And you can see that from our graduation</p> <p>2 rate for the '24 school year was 68 percent. And</p> <p>3 that was up from the previous year when it was in</p> <p>4 the 40s; 42, I believe.</p> <p>5 VICE CHAIR GIPSON: So do -- what's your</p> <p>6 student retention rate? So how many freshmen do you</p> <p>7 have, approximately?</p> <p>8 MS. MELISSA BROWN: I'm sorry. The</p> <p>9 Internet is really wiggling out. I'm trying my best.</p> <p>10 Keisha, we cannot hear you. We're having</p> <p>11 Internet problems. Just a second; okay? Sorry for</p> <p>12 the inconvenience. I'm trying to get it back online</p> <p>13 in the room. We keep disconnecting. I've got</p> <p>14 myself running off my hotspot.</p> <p>15 We're back.</p> <p>16 Hold on.</p> <p>17 Now we're back.</p> <p>18 MS. KEISHA MATTHEWS: Can you hear me?</p> <p>19 VICE CHAIR GIPSON: Yes.</p> <p>20 MS. MELISSA BROWN: Now we're back, and</p> <p>21 you can hear us.</p> <p>22 MS. KEISHA MATTHEWS: Yes. Yes. So I'll</p> <p>23 backtrack a little bit. You were asking about</p> <p>24 retention.</p> <p>25 And so one of the issues that we do deal</p>	<p style="text-align: right;">145</p> <p>1 It's an idea of making sure that our parents are</p> <p>2 educated on that opportunity.</p> <p>3 Oftentimes, you know, there are just a</p> <p>4 number of factors involved. And, like I said, the</p> <p>5 student charter-hopping in Albuquerque is an issue</p> <p>6 that we deal with.</p> <p>7 VICE CHAIR GIPSON: So just a rough</p> <p>8 statement, how many kids stay with you?</p> <p>9 MS. KEISHA MATTHEWS: So, on average, I</p> <p>10 would say we float between 80 and 85 percent.</p> <p>11 VICE CHAIR GIPSON: Okay.</p> <p>12 MS. KEISHA MATTHEWS: For example, last</p> <p>13 year, we had about 15 eighth-graders. And we had</p> <p>14 about half of them go to a different school because</p> <p>15 they wanted to do cheerleading, because they wanted</p> <p>16 to be in band, because they -- you know, we had a</p> <p>17 few students who went to boarding school -- I can't</p> <p>18 remember the name of it.</p> <p>19 And another issue that we deal with is</p> <p>20 transportation. Students who, you know, start the</p> <p>21 year in our immediate area, and then in the middle</p> <p>22 of the year, move farther, which makes</p> <p>23 transportation an issue. And then they end up</p> <p>24 needing to just go to a school that's easier for</p> <p>25 them to get to.</p>

<p style="text-align: right;">146</p> <p>1 VICE CHAIR GIPSON: Okay. Thanks.</p> <p>2 THE CHAIR: All right. I don't see any</p> <p>3 other questions right now. But I do have one</p> <p>4 question that I'd like to ask. Is there -- I don't</p> <p>5 know if the background noise might be coming --</p> <p>6 okay. Okay. So can they hear me?</p> <p>7 MS. MELISSA BROWN: I've asked Nicola</p> <p>8 Davis, one of our CSD staff, to please leave the</p> <p>9 Zoom, because I think that that's causing me issues.</p> <p>10 And she's not leaving it. So I'm doing this to us</p> <p>11 now at this point, because I -- she -- I'm the host.</p> <p>12 But somehow if I boot her out, it closes it out. So</p> <p>13 I apologize.</p> <p>14 I've spoken to her on the telephone. So</p> <p>15 at this point, yes, I'll -- I might need to send</p> <p>16 somebody up to talk to her.</p> <p>17 DIRECTOR CORINA CHAVEZ: I'm going to send</p> <p>18 a message to Consuelo.</p> <p>19 THE CHAIR: Okay. All right. So my</p> <p>20 question -- this is one thing that I feel like I ask</p> <p>21 you just about every year.</p> <p>22 I do think it helps me get a better</p> <p>23 understanding how you're graduating students, a</p> <p>24 little bit more than even the graduation. It's how</p> <p>25 many seniors do you have at the beginning of the</p>	<p style="text-align: right;">148</p> <p>1 THE CHAIR: 18. And how many of those --</p> <p>2 how many graduated in 2024?</p> <p>3 MS. KEISHA MATTHEWS: 18.</p> <p>4 THE CHAIR: Awesome. That's -- to me,</p> <p>5 that -- I do appreciate that information. That</p> <p>6 provides a lot more context, too. Because -- and I</p> <p>7 saw in your -- when you all gave your documentation,</p> <p>8 how you do get frustrated by the shared</p> <p>9 accountability system. And I understand why the</p> <p>10 state does that.</p> <p>11 Like, every kid -- everyone is responsible</p> <p>12 for every kid. But when it comes to the context of</p> <p>13 school and how you're serving your students, that's</p> <p>14 really good information for me to have. I feel like</p> <p>15 once you have that senior, and especially with your</p> <p>16 school model, having you all get them over the edge</p> <p>17 and get them graduated is -- is what your goal of</p> <p>18 your school is. And to know that you're doing that</p> <p>19 is helpful as well.</p> <p>20 So thank you for that. Because I know --</p> <p>21 I ask that every year. And you all are doing the</p> <p>22 right stuff every year for your kids, for those</p> <p>23 seniors, and getting them graduated so I do</p> <p>24 appreciate that.</p> <p>25 MS. KEISHA MATTHEWS: To that point, I</p>
<p style="text-align: right;">147</p> <p>1 year --</p> <p>2 (Background speaking on Zoom causing</p> <p>3 listening comprehension issues.)</p> <p>4 MS. KEISHA MATTHEWS: I'm sorry. Can you</p> <p>5 repeat the question? You blanked out.</p> <p>6 THE CHAIR: We're going to pause for a</p> <p>7 second and handle a technical issue.</p> <p>8 (Brief pause in proceedings.)</p> <p>9 THE CHAIR: We're going to go ahead and</p> <p>10 keep going. All right. So my question -- and I ask</p> <p>11 you this, I think, every year. How many seniors did</p> <p>12 you have come in and start with you, and how many do</p> <p>13 you have on track for graduation this year?</p> <p>14 MS. KEISHA MATTHEWS: Right. So we had 14</p> <p>15 seniors start this year, and 14 are on track to</p> <p>16 graduate.</p> <p>17 MR. JASPER MATTHEWS: We did have one</p> <p>18 additional student that started --</p> <p>19 MS. KEISHA MATTHEWS: That's all of them.</p> <p>20 Fourteen.</p> <p>21 MR. JASPER MATTHEWS: That's all 14?</p> <p>22 Okay.</p> <p>23 THE CHAIR: Last year, you had 17? 17</p> <p>24 seniors last year?</p> <p>25 MS. KEISHA MATTHEWS: 18.</p>	<p style="text-align: right;">149</p> <p>1 would like to add this school year, out of the</p> <p>2 14 seniors graduating, one was a new senior this</p> <p>3 year. But the other 13, we've had since sixth or</p> <p>4 seventh grade. That group of students has stuck</p> <p>5 with us and matriculated through.</p> <p>6 And a number of them have taken full</p> <p>7 advantage of the dual credit program and different</p> <p>8 offerings that CNM has when it comes to various</p> <p>9 certification programs, and even summer programs in</p> <p>10 the areas of computer sciences and health care and</p> <p>11 those types of things.</p> <p>12 And so, you know, it's just a testament to</p> <p>13 the fact that when we can keep students for multiple</p> <p>14 years, we're able to keep them on the right path</p> <p>15 with their credit earning, with -- another school</p> <p>16 was talking about getting students to have that</p> <p>17 academic confidence and helping them to grow, not</p> <p>18 just academically, but as young people.</p> <p>19 THE CHAIR: Great. Commissioners, any</p> <p>20 other questions?</p> <p>21 (No response.)</p> <p>22 THE CHAIR: Okay. If I could ask</p> <p>23 Ms. Barnes, can you kind of tell us, you know, our</p> <p>24 next -- our next steps after this update?</p> <p>25 What is it -- where are we at? What does</p>

<p style="text-align: right;">150</p> <p>1 it look like moving forward? What are our options 2 now? 3 MS. JULIA BARNES: There are two issues 4 that you're looking at The GREAT Academy. The first 5 is a review of a condition which is where you're at 6 now. And you had looked at it last month, and then 7 you asked CSD to update it. 8 I think you're in a position now, if you 9 have sufficient information, to -- you can deem it 10 complete. 11 You've done that for several schools. 12 You can continue it, find that they're 13 making satisfactory performance, but that it should 14 continue; you've also taken that type of action 15 often. 16 And if you find it insufficient, then I 17 think we need to indicate what it is that you find 18 insufficient. 19 Just to finish what you're going to do 20 with The GREAT Academy, the school is here ready as 21 well for the uncorrected unsatisfactory performance, 22 and you're going to hear from them as well and then 23 take that similar action that you did with Red 24 River. 25 So you're in two -- two different</p>	<p style="text-align: right;">152</p> <p>1 THE CHAIR: Second. 2 There's a motion and a second. 3 Any discussion on the motion? 4 (No response.) 5 THE CHAIR: All right. Seeing none, 6 Commissioner Carrillo, if you could call roll. 7 SECRETARY CARRILLO: Commissioner Beck. 8 COMMISSIONER BECK: Yes. 9 SECRETARY CARRILLO: Commissioner 10 Clahchischilliage. 11 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 12 SECRETARY CARRILLO: Secretary votes yes. 13 Commissioner Manis. 14 COMMISSIONER MANIS: Yes. 15 SECRETARY CARRILLO: Chair Burt. 16 THE CHAIR: Yes. 17 SECRETARY CARRILLO: Commissioner Brauer. 18 COMMISSIONER BRAUER: Yes. 19 SECRETARY CARRILLO: Vice Chair Gipson. 20 VICE CHAIR GIPSON: Yes. 21 SECRETARY CARRILLO: Commissioner 22 Obenshain. 23 (No response.) 24 THE CHAIR: We're off again. 25 SECRETARY CARRILLO: Just yell really</p>
<p style="text-align: right;">151</p> <p>1 component parts, but all within -- based on the 2 annual report. 3 THE CHAIR: Okay. So, Commissioners, I'd 4 be open to -- we can either get to the next section 5 where we're talking about the accounting principles 6 indicator. Or we can do whatever we need -- like, 7 kind of close out this condition section, and then 8 we'll move to the next section. 9 MS. JULIA BARNES: I think you should 10 close out. They're separate. So maybe close them 11 out. We're going to deal with them, but they're 12 separate. 13 THE CHAIR: Did you want to make a motion, 14 Pattie? 15 VICE CHAIR GIPSON: Sure. 16 Okay. I move that the PEC accept the 17 Condition Compliance Report from The GREAT Academy 18 and indicate to the school that the progress towards 19 the condition is -- oh, wait. I don't want 20 insufficient -- I'm sorry. I have to -- 21 I move that the Public Education 22 Commission accept the Condition Compliance Report 23 from The GREAT Academy and indicate to the school 24 that the PEC finds the condition is complete and no 25 further reports are required.</p>	<p style="text-align: right;">153</p> <p>1 loud. 2 MS. MELISSA BROWN: They can't hear, 3 because we've ended the meeting again. 4 (Brief pause in proceedings due to 5 technical issues.) 6 SECRETARY CARRILLO: Sam, do you want to 7 cast your vote on The GREAT Academy? 8 COMMISSIONER OBENSHAIN: Are you talking 9 to me? We lost you for about five seconds. 10 THE CHAIR: Did you hear the motion, 11 Commissioner Obenshain? 12 COMMISSIONER OBENSHAIN: I did. I'm 13 voting yes, if that's what -- if you're asking. 14 THE CHAIR: Yeah. We were at votes. And 15 then everyone here voted yes. I don't know at what 16 point we dropped off. 17 COMMISSIONER OBENSHAIN: Right after 18 Commissioner Manis voted, you dropped off. So we 19 didn't hear anything after that. 20 THE CHAIR: All right. Great. Thank you. 21 Do you have any other Commissioners? Or 22 is that everyone? 23 SECRETARY CARRILLO: That's everyone. 24 THE CHAIR: So eight-zero, motion passes. 25 MS. JULIA BARNES: And, then, Chair Burt,</p>

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1 I'd like to move a copy of the condition into this  
2 folder, so we know which condition was being deemed  
3 satisfied.

4 THE CHAIR: However you want to organize  
5 things is fine by me.

6 Okay. Now that takes us to Item b., which  
7 is the Action to Correct Unsatisfactory Performance  
8 on Indicator 5.b., Accounting Principles.

9 And I think I will just bring this  
10 separate over to Jasper and Keisha, if you-all want  
11 to talk about that indicator with us.

12 MR. JASPER MATTHEWS: Yes. Thank you,  
13 Chair Burt, and thank you, Commissioners, for giving  
14 us an opportunity to present today.

15 We provided CSD with the documentation  
16 showing that the school and the foundation entered  
17 into a lease purchase agreement this past year.

18 So the timeline. On June 10th, The GREAT  
19 Academy board of directors approved a lease purchase  
20 resolution that was drafted by the school's  
21 attorney.

22 And then on October the 4th of 2024, PED  
23 approved the lease purchase agreement.

24 And then the school and the foundation  
25 entered into that agreement on October 17th of 2024.

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1 So we do believe that, you know, as far as  
2 the prepaid rent finding that has been repeating for  
3 a number of years, that this new lease purchase  
4 agreement that the school and the foundation is  
5 currently in does satisfy that particular finding.

6 And it is really cool, because it's been  
7 going for -- this was the third attempt that the  
8 school has made to get this lease purchase in place.  
9 And I remember when we first got this finding way  
10 back in '17 or '18, one of the Commissioners was the  
11 CSD director at the time, and I believe him being at  
12 our exit conference. And that was one of the  
13 recommendations that the auditors and CSD made.

14 And it's just been a long, long journey.  
15 So it almost feels surreal that we actually got it  
16 done this time so that that -- that finding can be  
17 satisfied and then disappear from our audit.

18 THE CHAIR: Thank you.

19 VICE CHAIR GIPSON: Yeah. Thanks. So I  
20 just have a question, because my understanding from  
21 those previous audit findings was the prepaid lease  
22 payments, that was the concern.

23 So are those prepaid lease payments being  
24 credited to the lease purchase?

25 MR. JASPER MATTHEWS: Yes. So that's a

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1 very good question. So the way that the lease  
2 purchase arrangement is structured, the balance of  
3 the prepaid rent amount went towards the down  
4 payment.

5 So now there is no prepaid balance that's  
6 remaining on the -- on the books as a liability.

7 VICE CHAIR GIPSON: Okay. Thanks.

8 THE CHAIR: And was that the -- was that  
9 the primary -- the repeat finding that was keeping  
10 you in that unsatisfactory performance year over  
11 year?

12 MR. JASPER MATTHEWS: Yes. That was the  
13 only material weakness.

14 The other finding was, I think, a school  
15 closure, I think, a non-compliance. But the  
16 material weakness is the one that's been kind of  
17 following us around, the prepaid rent.

18 VICE CHAIR GIPSON: Can I just ask one  
19 more question?

20 THE CHAIR: Yes.

21 VICE CHAIR GIPSON: I don't remember what  
22 I was going to ask.

23 So did you have a discussion at the exit  
24 conference? Because you were in the process of  
25 doing that lease purchase when you -- when you had

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1 the exit interview with audit. Did the auditor in  
2 any way -- I know you said prior auditors have  
3 indicated that -- am I muted?

4 MS. MELISSA BROWN: I don't understand  
5 what is happening. It is --

6 MR. JASPER MATTHEWS: I hear you now.

7 VICE CHAIR GIPSON: I know you said prior  
8 auditors indicated that might cure the problem. And  
9 auditors -- I've been muted. I'm back again.

10 Auditors, you know, can be very different.

11 So did you have a conversation at this exit  
12 interview with the auditor as to whether they  
13 believed that lease purchase agreement would cure  
14 the finding?

15 MR. JASPER MATTHEWS: Yes. And, actually,  
16 just for a little background and context for the  
17 newer Commissioners, the audit firm initially  
18 started auditing back in 2017. The first year, it  
19 was an ongoing concern. The next audit year, it  
20 became a finding that was a material weakness. So  
21 it's been the same audit firm from 2017 to this past  
22 audit that we just completed.

23 And Commissioner Brauer was the CSD  
24 director at the time of the 2017 audit. And I  
25 remember him being in attendance for the exit



<p style="text-align: right;">158</p> <p>1 conference. And it was the auditor's recommendation  2 that if we entered into a prepaid -- a lease  3 purchase agreement, then it will satisfy this  4 finding.  5 So for the last seven years now, or so,  6 it's -- we've all kind of known that if we was able  7 to get a lease purchase agreement approved, that the  8 prepaid rent would disappear off the school's books  9 as a -- actually, as a -- not a line, a liability.  10 On the foundation side, it was a liability, but on  11 the school side, it was not.  12 But I think all of the conversations we've  13 had over the last six or seven years have always  14 been, "This is the route you need to take."  15 And so -- so, yes, I think this should  16 satisfy, even though it didn't get approved into the  17 next audit cycle. So the opinion on how it's  18 approached for the upcoming audit for the current  19 fiscal year that we're in, I'm hoping that since it  20 was done so early in the year, that it will not be a  21 repeat finding for -- for the current year that  22 we're in. Because last year, it did repeat for  23 Fiscal '24.  24 VICE CHAIR GIPSON: Okay. Thanks so much.  25 THE CHAIR: All right. I just want to say</p>	<p style="text-align: right;">160</p> <p>1 schools, we really appreciate the support from CSD,  2 from the Commission, from our hard-working team.  3 And we really -- I am really blessed to have an  4 opportunity to -- to show the growth and to show  5 that -- that we can make the proper changes that we  6 need to make to continue to make clean site visit  7 reports and clean audits.  8 So we really appreciate it. We've been  9 around long enough where many other Commissioners  10 kind of have been there for years and kind of  11 cycled. And so it's real refreshing that we're not  12 strangers on the block anymore. And so, yeah, I  13 feel like we've been knowing each other for a long  14 time now, especially Sam. I remember from the  15 Rio Grande cluster a lot of heated discussions back  16 in the day. So...  17 THE CHAIR: Gosh. Well, thank you for  18 putting up the numbers to help us -- you know, like  19 you all are putting up numbers. You're growing and  20 you're showing the data behind it. It's not just  21 talk and saying it. Like, you have a lot of data to  22 support the work that you've been doing. So thank  23 you.  24 If you all are ready for -- if there's no  25 one else asking questions -- okay.</p>
<p style="text-align: right;">159</p> <p>1 since -- you're one of the first schools that I was  2 most involved with -- right? -- coming on to the  3 Commission. And I just want to say thank you for  4 all the progress you've made over these years. And,  5 like, getting even to this point now, where you  6 could end up with clean audits, moving forward, and,  7 like, the way that you're serving your kids, the way  8 you're graduating your students, the intention you  9 have, it's -- I'm very grateful for all the work and  10 effort that you and -- I know you have a whole team  11 behind you helping.  12 So the work that The GREAT Academy is  13 doing, it's night and day for me, coming into now.  14 And having these conversations, it's -- I'm very  15 grateful for it. I'm grateful for you all and the  16 work that you're doing and all the million things  17 that we've put on your plate to fix and do better  18 and do different. And for you all to really go  19 through that and stay diligent and not stop, I just  20 want to let you know that I'm grateful and  21 appreciate that effort and the movement -- the  22 progress and the movement you've made forward for  23 your kids.  24 MR. JASPER MATTHEWS: Well, thank you very  25 much. And we definitely -- like many of the other</p>	<p style="text-align: right;">161</p> <p>1 So I'm going to make a motion to go ahead  2 and let the school continue under the annual review  3 and not do any additional at this time.  4 Okay. I move that The GREAT Academy  5 continue to address the uncorrected unsatisfactory  6 performance through the annual report review process  7 and show improvement in the next annual report.  8 VICE CHAIR GIPSON: Second.  9 THE CHAIR: There's a motion and a second.  10 Any comments on the motion?  11 (No response.)  12 THE CHAIR: All right. Commissioner  13 Carrillo, if you could take roll.  14 SECRETARY CARRILLO: Commissioner Manis.  15 COMMISSIONER MANIS: Yes.  16 SECRETARY CARRILLO: Chair Burt.  17 THE CHAIR: Yes.  18 SECRETARY CARRILLO: Commissioner Brauer.  19 COMMISSIONER BRAUER: Yes.  20 SECRETARY CARRILLO: Vice Chair Gipson.  21 VICE CHAIR GIPSON: Yes.  22 SECRETARY CARRILLO: Secretary votes yes.  23 Commissioner Clahchischilliaage.  24 COMMISSIONER CLAHCHISCHILLIAGE: Yes.  25 SECRETARY CARRILLO: Commissioner Beck.</p>

<p style="text-align: right;">162</p> <p>1 COMMISSIONER BECK: Yes.</p> <p>2 SECRETARY CARRILLO: And Commissioner</p> <p>3 Obenshain.</p> <p>4 COMMISSIONER OBENSHAIN: Yes.</p> <p>5 SECRETARY CARRILLO: Swell. Eight-zero.</p> <p>6 THE CHAIR: Great. Motion passes. Thank</p> <p>7 you.</p> <p>8 MR. JASPER MATTHEWS: Thank you, all.</p> <p>9 THE CHAIR: All right. That brings us to</p> <p>10 Item No. 13, Discussion and Possible Action</p> <p>11 Regarding San Diego Riverside Charter School Under</p> <p>12 the Intervention Ladder and the Updated Condition</p> <p>13 Compliance Form.</p> <p>14 And I see Mr. Lovato coming up.</p> <p>15 Dr. Russell, if you'll start us off.</p> <p>16 DR. BRIGETTE RUSSELL: Thank you,</p> <p>17 Madam Chair and Commissioners. San Diego Riverside</p> <p>18 Charter School has submitted a proposed revised</p> <p>19 condition of renewal to replace the condition that</p> <p>20 is currently in the contract.</p> <p>21 The proposal was reviewed by the Charter</p> <p>22 Schools Division and subsequently reviewed by the</p> <p>23 PEC subcommittee appointed for that purpose.</p> <p>24 Mr. Lovato has made edits since then. CSD</p> <p>25 has reviewed, and CSD approves, and so did the</p>	<p style="text-align: right;">164</p> <p>1 And I'd also like to thank all the PEC for</p> <p>2 the special project grant that was afforded to us,</p> <p>3 because this has been quite impactful to our school.</p> <p>4 Very important. I can touch on that at some point.</p> <p>5 I believe you have the conditions</p> <p>6 compliance document that we sent in -- put into the</p> <p>7 drive. This is going to touch on our target goals,</p> <p>8 mission, and strategic planning, comprehensive</p> <p>9 teacher training programming and opportunities,</p> <p>10 meaningful high-quality PD, individualized learning</p> <p>11 plans, high-impact tutoring opportunities for</p> <p>12 students, special projects -- that came through the</p> <p>13 special projects grant -- support with identifying</p> <p>14 our ELs, a summer reading program that we're going</p> <p>15 to be highlighting at our school, reestablishing our</p> <p>16 all-staff PD/PLCs, comprehensive teacher evaluation</p> <p>17 process, and also consultation with the Jemez Pueblo</p> <p>18 Department of Education, local groups like the</p> <p>19 library, senior citizens group, and the tribal</p> <p>20 governor's office.</p> <p>21 I don't know if you'd like me to go</p> <p>22 through each one of these items.</p> <p>23 THE CHAIR: I think so. So, for</p> <p>24 Commissioners, there was a condition document that</p> <p>25 was made with the prior administration at San Diego</p>
<p style="text-align: right;">163</p> <p>1 subcommittee, pending revisions.</p> <p>2 MR. JOE DAN LOVATO: All right. Good</p> <p>3 afternoon. I was going to say "Good morning." Good</p> <p>4 afternoon, Chairwoman Burt and Commissioners.</p> <p>5 Appreciate you being here with me today. My</p> <p>6 apologies. I'm getting over a sinus infection, a</p> <p>7 cold, and everything else under the sun that seems</p> <p>8 to be impacting our household a little harder this</p> <p>9 season.</p> <p>10 Again, I'm happy to be here. I want to</p> <p>11 thank a few folks due to this process.</p> <p>12 I want to thank Dr. Wilkinson and all the</p> <p>13 Walatowa Charter High School team. They've been</p> <p>14 very supportive through this process, and looking</p> <p>15 forward to the opportunity to collaborate with them</p> <p>16 as we move forward.</p> <p>17 I want to thank the PEC special committee;</p> <p>18 so Commissioner Beck, Commissioner -- and Chair</p> <p>19 Burt, and Commissioner Gipson for taking the time to</p> <p>20 have some oversight and some feedback on this</p> <p>21 document.</p> <p>22 I'd also like to thank the CSD,</p> <p>23 Dr. Russell and Ms. Corina Chavez, for allowing me</p> <p>24 to bend their ear and bother them from time to time</p> <p>25 to get this stuff done in the right way.</p>	<p style="text-align: right;">165</p> <p>1 Riverside. These conditions are still based off the</p> <p>2 original vote that the Commission took when the</p> <p>3 school was renewed.</p> <p>4 This is going to completely replace the</p> <p>5 condition plan that was currently in. So I do think</p> <p>6 it was important. That was something that was</p> <p>7 approved by the Commission at the last point. So I</p> <p>8 think kind of walking through this would be</p> <p>9 important so the Commissioners can make a decision.</p> <p>10 SECRETARY CARRILLO: I thought we could do</p> <p>11 section by section.</p> <p>12 MR. JOE DAN LOVATO: Absolutely,</p> <p>13 Commissioner Carrillo. I'd be happy to do that.</p> <p>14 Looking at our target goals, (inaudible) our</p> <p>15 proposed conditions and our expected timeline within</p> <p>16 this, our target goals in both reading and math,</p> <p>17 we're looking at 40 percent for the '24-'25</p> <p>18 middle-of-the-year, end-of-the-year, subsequent</p> <p>19 years; 70 percent in both content areas for</p> <p>20 beginning- and end-of-year.</p> <p>21 Again, keep in mind when I joined the</p> <p>22 school, they did not uphold their portion to the end</p> <p>23 of NWEA testing, so we do not have</p> <p>24 beginning-of-the-year data. I wish I could present</p> <p>25 better data, but we do not have the accurate</p>

<p style="text-align: right;">166</p> <p>1 baseline.</p> <p>2 I ran a couple of different models of</p> <p>3 numbers within this, and they just had some severe</p> <p>4 discrepancies. And it just wasn't accurate. And so</p> <p>5 we're going to just go ahead and go off our</p> <p>6 middle-of-the-year and see where we are at the end</p> <p>7 of the year and go forward as best we can.</p> <p>8 Mission and strategic planning.</p> <p>9 THE CHAIR: Hold on. Each -- we'll just</p> <p>10 pause -- if any Commissioner -- and then we'll --</p> <p>11 any questions on that section?</p> <p>12 Commissioner Carrillo?</p> <p>13 SECRETARY CARRILLO: So I'm assuming, when</p> <p>14 you say 40 percent, you're saying proficiency there?</p> <p>15 MR. JOE DAN LOVATO: Growth, yes.</p> <p>16 THE CHAIR: Growth. Meeting their growth</p> <p>17 target. So they're --</p> <p>18 VICE CHAIR GIPSON: 70 percent growth</p> <p>19 target.</p> <p>20 MS. JULIA BARNES: I would suggest a</p> <p>21 clarification. Is there a way to clarify that</p> <p>22 language?</p> <p>23 THE CHAIR: Just make sure if you can add</p> <p>24 the word growth in there for the final document,</p> <p>25 that it's specific -- and maybe the 40 percent</p>	<p style="text-align: right;">168</p> <p>1 brain. And I may be wrong, because I might have</p> <p>2 this somewhere else. I thought we talked about your</p> <p>3 mission goals not being great at all.</p> <p>4 MR. JOE DAN LOVATO: Yes.</p> <p>5 THE CHAIR: The mission goals that were</p> <p>6 negotiated were not actually -- couldn't even be</p> <p>7 attained?</p> <p>8 MR. JOE DAN LOVATO: Chair Burt, where</p> <p>9 we're at with this -- and when I joined the school,</p> <p>10 my whole concept was just to kind of jump in and</p> <p>11 attend to compliancy issues. And I remember -- I</p> <p>12 believe it was Commissioner Carrillo who said, you</p> <p>13 know, "When you're working through this document</p> <p>14 over the break, you're going to take some</p> <p>15 consideration and be able to have some time to look</p> <p>16 over this."</p> <p>17 When we returned back to school in</p> <p>18 January, one of the things that I started looking at</p> <p>19 really closely was our performance framework and our</p> <p>20 mission-specific goal. And it came about at the</p> <p>21 right time that I don't believe our mission-specific</p> <p>22 goal is very equitable for the students that we</p> <p>23 serve.</p> <p>24 Traditionally, the school has served, in</p> <p>25 some cases, and in some school years, almost</p>
<p style="text-align: right;">167</p> <p>1 growth of individual -- of students meeting their</p> <p>2 individual growth targets.</p> <p>3 MS. JULIA BARNES: Also, you were saying</p> <p>4 meeting individual growth targets, because,</p> <p>5 otherwise, I think there's a question as to how much</p> <p>6 growth.</p> <p>7 SECRETARY CARRILLO: We're going to have</p> <p>8 that language? Individual growth targets?</p> <p>9 VICE CHAIR GIPSON: This is robust. I</p> <p>10 mean, it is. And we talked as a subcommittee about</p> <p>11 this, you know. But he's committed to this, so</p> <p>12 congratulations.</p> <p>13 SECRETARY CARRILLO: Oh.</p> <p>14 THE CHAIR: Okay. We'll go ahead and go</p> <p>15 to Section 2.</p> <p>16 MR. JOE DAN LOVATO: The next section is</p> <p>17 mission and strategic planning.</p> <p>18 The school will continue working with</p> <p>19 vendors from PCSNM for the administration and</p> <p>20 governing board to assist in the creation of</p> <p>21 strategic vision and plan for the school to achieve</p> <p>22 the growth goals for the students and ensure that</p> <p>23 the governing board is providing effective adequate</p> <p>24 oversight.</p> <p>25 THE CHAIR: I -- there's something in my</p>	<p style="text-align: right;">169</p> <p>1 100 percent of students that were from the pueblo.</p> <p>2 Well, that's not the case for this school year. We</p> <p>3 have five students that do not come from the pueblo.</p> <p>4 Our mission-specific goal currently is</p> <p>5 around the Towa language, which is beautiful and</p> <p>6 unique, and we want to preserve that. But it's not</p> <p>7 equitable for the students that are not Towa</p> <p>8 speakers or not from the pueblo, because the --</p> <p>9 because the -- I want to say the language is sacred</p> <p>10 to the people of the pueblo. And it's not adequate</p> <p>11 or respectful for those students to learn that</p> <p>12 language.</p> <p>13 THE CHAIR: So I vaguely remember, having</p> <p>14 discussed in the subcommittee, that you were going</p> <p>15 to do an amendment. So is that not something -- I</p> <p>16 thought that was going to be in here.</p> <p>17 Go ahead, Dr. Russell.</p> <p>18 DR. BRIGETTE RUSSELL: Thank you, Chair</p> <p>19 Burt and Commissioners. I have discussed the</p> <p>20 proposed change with Mr. Lovato. And I've seen a</p> <p>21 draft of it. And CSD has given feedback. And</p> <p>22 they're still working on it.</p> <p>23 The governing board was to have met prior</p> <p>24 to this meeting, but did not. And notice is being</p> <p>25 posted for the governing council to meet -- I'm not</p>

<p style="text-align: right;">170</p> <p>1 sure what date.</p> <p>2 MR. JOE DAN LOVATO: We finally have our</p> <p>3 third date in place, which is supposed to be the</p> <p>4 25th, which is Tuesday.</p> <p>5 DR. BRIGETTE RUSSELL: So the school plans</p> <p>6 to submit the proposed mission goal amendment for</p> <p>7 the April PEC meeting, and CSD will analyze at that</p> <p>8 time.</p> <p>9 THE CHAIR: Okay. I'm not as worried</p> <p>10 about the timing, just that it's -- that it's part</p> <p>11 of the plan.</p> <p>12 DR. BRIGETTE RUSSELL: It is part of the</p> <p>13 plan, and it is in the works, yes.</p> <p>14 THE CHAIR: It doesn't have to be in here.</p> <p>15 Just wanted to make sure.</p> <p>16 Commissioner Carrillo.</p> <p>17 SECRETARY CARRILLO: So as part of the</p> <p>18 board meeting coming up on the 25th adopting this,</p> <p>19 how is that being handled by the board? Adopting</p> <p>20 and taking ownership of this.</p> <p>21 MR. JOE DAN LOVATO: Sure. Commissioner</p> <p>22 Carrillo, part of what we're trying to do is make</p> <p>23 sure that the board is adequately informed. They</p> <p>24 understand what we're trying to do.</p> <p>25 I've had conversations with all board</p>	<p style="text-align: right;">172</p> <p>1 making regalia or jewelry or anything, canvas, and</p> <p>2 incorporating the language program into these</p> <p>3 programs, as well as having the language program</p> <p>4 that we still have at the school and offering other</p> <p>5 programs outside of the school, we feel like this</p> <p>6 will create a more robust and equitable opportunity</p> <p>7 for all students to be able to participate.</p> <p>8 THE CHAIR: Commissioner Brauer.</p> <p>9 COMMISSIONER BRAUER: Thank you,</p> <p>10 Madam Chair. Thank you very much for hopping into</p> <p>11 this and coming prepared to give us a really good</p> <p>12 update today. Really appreciate that.</p> <p>13 I take -- this is not -- it's your</p> <p>14 prerogative to make amendments to your goals, and</p> <p>15 our prerogative to, like, entertain it and accept it</p> <p>16 and approve it.</p> <p>17 I take pause in moving from, honestly, a</p> <p>18 core aspect of the school, which is Towa language.</p> <p>19 I know -- I heard what you said. "We're not getting</p> <p>20 rid of Towa language." You wouldn't have a job if</p> <p>21 you did that.</p> <p>22 But I do take a little bit of pause of</p> <p>23 that is, like, a core aspect. That has been a core</p> <p>24 aspect of the school for 25 years.</p> <p>25 I -- again, I'm -- a little bit of my --</p>
<p style="text-align: right;">171</p> <p>1 members outside of just a generalized meeting</p> <p>2 letting them know what the intent is.</p> <p>3 They seem very, very supportive of this</p> <p>4 and understanding. And they agree that the current</p> <p>5 mission-specific goal isn't equitable for all of our</p> <p>6 students that we serve as a public charter school.</p> <p>7 And so what I'm looking to do is propose</p> <p>8 the draft. I feel that we have a good generalized</p> <p>9 idea, which I'm more than happy to share.</p> <p>10 It's going to be focused on cultural arts.</p> <p>11 And, again, I've shared this with most of</p> <p>12 the board members, and they seem very excited. I</p> <p>13 also met with the pueblo governors yesterday. I</p> <p>14 presented this to them as well. They also seem very</p> <p>15 excited and very supportive of this initiative.</p> <p>16 Part of the concern is that we were going</p> <p>17 to do away with the language component. That is</p> <p>18 not -- that is not so. If anything, our goal is to</p> <p>19 create a better program for that.</p> <p>20 But through a cultural arts perspective,</p> <p>21 we want to make sure that our students not just</p> <p>22 understand their culture, but embrace their culture.</p> <p>23 And teaching them the language isn't the full</p> <p>24 embrace. So allowing them opportunities to explore</p> <p>25 things through cultural arts, like making pottery or</p>	<p style="text-align: right;">173</p> <p>1 I'm giving a suggestion. I don't know, Chair, if</p> <p>2 it's okay. I don't know if there's an opportunity</p> <p>3 to think about an alternative demonstration of</p> <p>4 learning for those five kids.</p> <p>5 I know you mentioned equity. Equity, I</p> <p>6 don't think, in the way that I think about it, is to</p> <p>7 get rid of a goal that might not be fitting all of</p> <p>8 the students. And I really appreciate the thought</p> <p>9 around the sacredness of the Towa language, and that</p> <p>10 only people from Walatowa should be able to learn</p> <p>11 that language. Absolutely.</p> <p>12 I wonder if there's a way to hold that</p> <p>13 goal, still, as, like, securely as a major part of</p> <p>14 what your school's intention was when it was founded</p> <p>15 and come up with an alternative demonstration of</p> <p>16 learning for kids that are not Towa speakers.</p> <p>17 Food for thought. Not to have you -- I</p> <p>18 would have a harder time agreeing to, like, you're</p> <p>19 not an arts school. I understand what you're saying</p> <p>20 about, like, showing cultural competence through</p> <p>21 different ways.</p> <p>22 But I think the biggest thing about Jemez</p> <p>23 and Walatowa is that they want to save the language.</p> <p>24 And that school is set up that way. So I take a</p> <p>25 little bit of pause with what you shared.</p>

<p style="text-align: right;">174</p> <p>1 MR. JOE DAN LOVATO: Thank you, 2 Commissioner. 3 THE CHAIR: Commissioner Beck. 4 COMMISSIONER BECK: Good seeing you again. 5 Real quick, when you say the school will continue 6 working with mentors from PCSNM, with the 7 administration, governing board to participate in a 8 strategic vision and plan, a lot of the other issues 9 that you have here have timetables. Do you have a 10 timetable for that, to create the strategic vision 11 and plan? 12 Because, usually, those have a timetable. 13 We did that ourselves here a year ago. Do you have 14 a timetable? 15 MR. JOE DAN LOVATO: Yeah, Commissioner 16 Beck. I feel like the work that we've laid down 17 over the last few months, since me being there, 18 we've kind of unintentionally started this plan. I 19 would say the timeline for me would be soon within 20 the May and June -- June kind of perspective. 21 The reason why I put that timeline out is 22 because we want to make sure that this is something 23 that we follow for the next few years up until our 24 next renewal. 25 COMMISSIONER BECK: And you've got to get</p>	<p style="text-align: right;">176</p> <p>1 We have the Agile Mind in math PD. That 2 was our first -- the first PD was completed back in 3 November. 4 We have three more that we're trying to 5 get through before the end of the year. 6 And we're also going to have our 7 educational assistants that are supplied and support 8 within that class also attend these PDs, because we 9 feel like it's important for those support folks to 10 have that as well. 11 We have the winter Special Education 12 Academy that I was fortunate to attend one day on, 13 but our special ed director attended as well. And I 14 know we have our charter school testing services -- 15 I'm sorry -- our SpEd Spring Academy coming up 16 April 28th and 30th. So we're looking forward to 17 sending our special education director and hopefully 18 myself, if I can build some time into that to attend 19 as well. 20 We are in the negotiations with the 21 charter school testing services to help us 22 understand our data and to have our data-driven 23 classrooms in full swing, not just next year, but as 24 we start to round out the rest of this school year. 25 Again, I know we're on a short timeline</p>
<p style="text-align: right;">175</p> <p>1 buy-in from the staff; you've got to get -- I know 2 what the buy-in is. It takes time. But you do have 3 a timetable in mind, which is good. 4 MR. JOE DAN LOVATO: Yeah. That's -- 5 COMMISSIONER BECK: Okay. Thanks. 6 MR. JOE DAN LOVATO: Thank you, 7 Commissioner. 8 THE CHAIR: Okay. Let's move to the next 9 section. 10 MR. JOE DAN LOVATO: The next portion of 11 this is comprehensive teaching/training, 12 programming, and opportunities for teachers to 13 attend meaningful, high-quality PD. 14 We have some teachers currently going to 15 the LETRS training, which we've seen other schools 16 have great success with. 17 We had some of our teachers attend the 18 Cultural and Linguistic Responsive Deep Dive 19 Institute, which was exciting to see, because some 20 of our teachers have not attended workshops in quite 21 a while, or at all, in one of our teachers' case, as 22 they're there as a new educator. 23 It was something they were excited to come 24 in and start utilizing new methods and new pedagogy 25 practices within their class.</p>	<p style="text-align: right;">177</p> <p>1 with school ending in about eight weeks or so, but 2 we want to make sure that we get a better start for 3 next school year, and everything we do right now 4 matters. 5 And then we are doing observations within 6 April and May at high-performing charter schools 7 through the state. We've identified Solare 8 Collegiate Charter School, I have a deep connection 9 with. They've opened their doors to do 10 observations. And I'm talking to other schools now. 11 This is not just for teachers. We also want to send 12 our support staff as well. 13 THE CHAIR: All right. Commissioner? 14 SECRETARY CARRILLO: So I'm thinking -- 15 kind of addressing what Commissioner Beck -- on the 16 previous block, can you scroll -- I guess that would 17 be up just a little bit, Missy -- just what he was 18 saying in terms of, like, actionables and dates, 19 stuff like that. 20 So observations identified for 21 high-performing schools. For instance, if I were 22 doing a strategic plan or something, I would say -- 23 do what you want to do, it's your school -- 24 completed eight observations -- completed eight 25 separate observations at high-performing charter</p>

<p style="text-align: right;">178</p> <p>1 schools. Completed -- I mean, so you don't -- so 2 it's not nebulous.</p> <p>3 So, I mean, I know you're going to take 4 away a lot from Rachael and Solare, unquestionably. 5 But really pinpointing what it is you're going to 6 get from what schools completed by May 30th.</p> <p>7 And did I hear you say the next four PDs 8 are to be scheduled out and completed by the end of 9 this fiscal year? Is that it?</p> <p>10 MR. JOE DAN LOVATO: That's correct. I 11 wasn't aware -- sorry, Commissioner Carrillo. I 12 wasn't aware we actually had four opportunities that 13 the school had actually purchased until February. 14 So after going through some receipts, I found that 15 we put some money into places we did not utilize. 16 So I'm looking forward to making sure we utilize 17 those in the right space.</p> <p>18 SECRETARY CARRILLO: That's good news. On 19 the Agile Mind math, since that was completed in 20 November, what have you -- when did you join? It 21 was the end of the year -- right? -- did you join 22 the school?</p> <p>23 MR. JOE DAN LOVATO: I joined the school 24 on November 18th. If I remember right, I was in 25 front of this Commission my second week in</p>	<p style="text-align: right;">180</p> <p>1 MR. JOE DAN LOVATO: Chair Burt, yeah. 2 Absolutely. 3 (Simultaneous speaking.) 4 THE CHAIR: So now for this one, Column 3, 5 these, once again, should be done by June 30; right? 6 This -- like, this training plan really is -- all of 7 it is going to be done by June 30th, again.</p> <p>8 MR. JOE DAN LOVATO: That's correct. 9 SECRETARY CARRILLO: And I assume LETRS -- 10 I don't know the acronym. 11 THE CHAIR: Ongoing. We can keep ongoing. 12 SECRETARY CARRILLO: I assume it has to do 13 with English language training or whatever. What is 14 LETRS?</p> <p>15 MR. JOE DAN LOVATO: The way it's been 16 presented is that early intervention and early 17 identification for students who are struggling with 18 reading and vocabulary. And so this helps us to 19 pinpoint the specific -- you know, how would I 20 say -- deficiencies that our students have and how 21 to support them.</p> <p>22 SECRETARY CARRILLO: Early reading 23 intervention. 24 MR. JOE DAN LOVATO: I'd leave it to 25 Dr. Russell.</p>
<p style="text-align: right;">179</p> <p>1 employment, where I had not gone through any record 2 and not learned much of any --</p> <p>3 SECRETARY CARRILLO: It's a whirlwind. It 4 goes really fast. Have you or teaching staff 5 noticed an uptick because of Agile Mind?</p> <p>6 THE CHAIR: Stay more structured. This is 7 just a plan. We're not going into the outcomes yet. 8 This is just a plan. That's all we're looking at 9 today.</p> <p>10 SECRETARY CARRILLO: Okay. Then I want to 11 see this in the future.</p> <p>12 THE CHAIR: Well, you will. That's what 13 this is for. We're setting -- but I think if I can 14 continue what you all are saying, I do think there's 15 a third column that we need, if you can make sure 16 and add it, where it's expected target goal, Item 1, 17 it needs to be at the end of the school year.</p> <p>18 Like, No. 2 should probably be like 19 ongoing -- or ongoing, you know, just the -- the 20 mentoring and the training that you're doing with 21 PCSNM.</p> <p>22 But then the strategic plan, can we say by 23 the end of FY -- June 30th, by the end of this 24 school year? Would you have that strategic plan in 25 place?</p>	<p style="text-align: right;">181</p> <p>1 DR. BRIGETTE RUSSELL: Thank you, Chair 2 Burt. Commissioner Carrillo, LETRS training is 3 offered by the PED Literacy Bureau. Over the course 4 of our site visits to charters over the last year, 5 we have heard more positive feedback at the LETRS 6 training from charter leaders and educators than I 7 think I've heard from any other PED program. We've 8 been told by teachers and administrators, "This one 9 works."</p> <p>10 SECRETARY CARRILLO: Good news. Thank 11 you.</p> <p>12 MR. JOE DAN LOVATO: Yeah. And, 13 Commissioner Carrillo, the reason why I'm still 14 learning about this is I spent the majority of my 15 career with middle school and high school. And now 16 working with an elementary, this is exclusive to 17 elementary support.</p> <p>18 But, again, this is something that I can 19 attest to and as Dr. Russell has presented, the 20 teachers that are doing this training seem to really 21 like it and seem to have a positive outlook on the 22 impact as we get in their classroom.</p> <p>23 SECRETARY CARRILLO: Okay. Thank you. 24 THE CHAIR: Okay. Go ahead and keep 25 going.</p>

<p style="text-align: right;">182</p> <p>1 MR. JOE DAN LOVATO: Let's see here.</p> <p>2 So we ended -- so the charter school</p> <p>3 testing services. Again, we want to make sure that</p> <p>4 our teachers understand how to utilize data, how to</p> <p>5 collect data. And we want to have a data-driven</p> <p>6 classroom. We want to make sure that every</p> <p>7 teachable moment is intentional and targeted.</p> <p>8 So the way to do that is to make sure our</p> <p>9 teachers understand that data and how to utilize it</p> <p>10 in our everyday setting.</p> <p>11 The last one is observations that identify</p> <p>12 high-performing charter schools.</p> <p>13 Our timeline for that is April 7th to</p> <p>14 May 30th. The reason why we generalize it is we are</p> <p>15 so far into the school year, and a lot of our time</p> <p>16 in April and May is testing. So my intention moving</p> <p>17 into the next school year and the following year is</p> <p>18 to start these earlier and not just have everything</p> <p>19 backlogged towards the end of the school year. We</p> <p>20 want to make sure that teachers are not just able to</p> <p>21 see, as you pointed out, Solare.</p> <p>22 We want to go to Albuquerque Collegiate.</p> <p>23 We want to go to J. Paul Taylor. We want to travel</p> <p>24 the state, and we want to see all the best practices</p> <p>25 that the charter schools are utilizing, as well as</p>	<p style="text-align: right;">184</p> <p>1 support their child.</p> <p>2 THE CHAIR: All right. Go ahead and keep</p> <p>3 going.</p> <p>4 MR. JOE DAN LOVATO: The next condition --</p> <p>5 proposed condition, that I have here is high-impact</p> <p>6 tutoring opportunities for students through PEC.</p> <p>7 Once again, very grateful that we had the PEC's</p> <p>8 special project grant afforded to us. That allowed</p> <p>9 us to purchase something called Tutorfly.</p> <p>10 I was familiar with them from my time at</p> <p>11 Turquoise Trail Charter School. I really</p> <p>12 appreciated their platform, which was accessible. I</p> <p>13 wanted individual tutors at our school.</p> <p>14 I wanted those one-on-one tutors. But I</p> <p>15 realized the only folks capable of doing that are</p> <p>16 our teachers. And our teachers right now are really</p> <p>17 extended, they're stretched right now.</p> <p>18 And so Tutorfly, what we're able to do is</p> <p>19 get them set up in a one-to-four online ratio with a</p> <p>20 real tutor.</p> <p>21 So there's kind of a twofold with this;</p> <p>22 okay? In class -- and we were going to do this</p> <p>23 outside of class. And then we realized we are not</p> <p>24 going to get every single student participating. We</p> <p>25 have to understand what we have control over as a</p>
<p style="text-align: right;">183</p> <p>1 public school settings.</p> <p>2 I'm going to go ahead and move on to our</p> <p>3 next portion here, which is the ILPs, Individualized</p> <p>4 Learning Plans. These are going to be initiated no</p> <p>5 later than today. That was our timeline. Had I</p> <p>6 caught this earlier, I would have initiated this</p> <p>7 earlier.</p> <p>8 We are in the process of doing our final</p> <p>9 parent-teacher conferencing. Just being upfront, I</p> <p>10 don't believe this to be the biggest impact, doing</p> <p>11 it so late. These are things that needed to be</p> <p>12 initiated at the beginning of the school year so we</p> <p>13 can monitor goals, so we can monitor data.</p> <p>14 But these ILPs will identify their test</p> <p>15 scores. They'll identify goals that they want to</p> <p>16 accomplish -- the student will accomplish three</p> <p>17 goals that the parents would like to see them</p> <p>18 accomplish.</p> <p>19 Then they're also going to have a specific</p> <p>20 form, where if they need specific supports in any</p> <p>21 given core class, we kind of outline what those</p> <p>22 supports are going to look like.</p> <p>23 And it's important that we get parents</p> <p>24 involved in this process as well. So we're going to</p> <p>25 give recommendations to parents on how they can best</p>	<p style="text-align: right;">185</p> <p>1 school. And just giving the opportunity doesn't</p> <p>2 mean that those students are going to show up 30</p> <p>3 minutes before school or 30 minutes after school.</p> <p>4 And so we made the decision at the last</p> <p>5 second to make that time into our school -- into our</p> <p>6 schedule. We do have a block for intervention, and</p> <p>7 we want to utilize that block for intervention</p> <p>8 wisely. So we are doing the one-to-four ratio</p> <p>9 tutorings.</p> <p>10 We're going to be able to consider it</p> <p>11 high-impact, because we're also asking our teachers</p> <p>12 to do an extra 30 minutes through the week.</p> <p>13 So, currently, the way that it's</p> <p>14 structured is they receive 30 minutes of instruction</p> <p>15 on Tuesdays and 30 minutes of instruction on</p> <p>16 Thursdays. I know it's not a whole lot. But that's</p> <p>17 one full hour through the week.</p> <p>18 Then we're asking teachers to go back and</p> <p>19 at least do a minimum of an extra 30 minutes</p> <p>20 wherever they can find time through the day. We're</p> <p>21 leaving that to their discretion.</p> <p>22 Then the extra part of that is we are one</p> <p>23 of the only schools right now that's able to pilot a</p> <p>24 one-to-one artificial intelligence tutor for our</p> <p>25 students outside of school.</p>

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1 So many of our students are able to go  
2 home, log in for 30 to 45. Some of these students  
3 have even said that they've locked in for an hour.

4 I was really concerned about this setting.  
5 And I know it can be a little bit tricky. But one  
6 of my students came in and said -- I know this  
7 sounds a little interesting -- they said, "It's  
8 really nice to connect with somebody outside of  
9 school, and not somebody outside of my room, even  
10 though artificial intelligence."

11 So I got to see some of the lessons. We  
12 started this about a week ago. It was really  
13 interesting to see -- middle-schoolers were going to  
14 have a little easier time, because they're a little  
15 bit more tech-savvy and understand the technology  
16 and the formats of this.

17 But our kindergarten and first grade are  
18 having a ball with this in their small ratios in  
19 their classes. So I'm excited to see what the  
20 results are going to yield from this opportunity.

21 THE CHAIR: All right. Go ahead.

22 MR. JOE DAN LOVATO: All right. The next  
23 item here is the support with identifying and  
24 progressing ELLs, our English Language Learners.

25 We were fortunate to attend -- I was

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1 fortunate to just stumble upon the PD that the PED  
2 was hosting with Dr. Ayanna Cooper. I was able to  
3 get an invite out for her to come out to the school.

4 So she came out and observed our school.  
5 And I've got to say she's one of the utmost  
6 professionals I've ever had the pleasure of meeting.

7 She's a best-selling author. She's a  
8 world-renowned educator. And it was great, because  
9 she came in. We met with her.

10 The next thing she said, after we talked  
11 for about 45 minutes, was, "Can you show me these  
12 students' files? I want to help support your  
13 school."

14 And then went straight to, you know, "This  
15 one right here, this is what we're going to do with  
16 this one."

17 I mean, I was not intending on that  
18 happening. But she had a plan in her mind. And we  
19 just got so excited, we said, "We really need your  
20 support here."

21 So Dr. Cooper is going to be offering a  
22 data-before-differentiation approach to leadership  
23 support, by first learning about San Diego  
24 Riverside's English Learner population by asking and  
25 answering eight questions that are aligned to the

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1 civil rights obligations.

2 And the school leadership team will  
3 prioritize areas of need of support, learn and  
4 understand English Language Proficiency data points,  
5 assist with teacher and student-led language goal  
6 setting, foster a shared sense of responsibility for  
7 English Learners, observe, collect, and disseminate  
8 data related to classroom instruction, and recommend  
9 improvements that support content and language  
10 development.

11 And all of this -- all of the above and  
12 more are going to be through in-person support and  
13 virtual meetings. So we're looking forward to  
14 initiating that, even before next school year  
15 starts. We're looking to meet with her next week  
16 and get this ball rolling as far as possible.

17 THE CHAIR: So my question for that will  
18 be, if we put a date as the target date, what would  
19 be that -- what would be reasonable for it to  
20 initiate? And then is this something that you can  
21 commit to as being ongoing for the next two school  
22 years?

23 MR. JOE DAN LOVATO: Yes, that's  
24 definitely going to be ongoing. I don't know  
25 exactly when the start date -- I wanted to start the

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1 day she was there.

2 THE CHAIR: For accountability purposes,  
3 would June 30th be a good -- that you would have  
4 something in place by June 30th, the end of the  
5 fiscal year?

6 MR. JOE DAN LOVATO: Definitely, I'm  
7 hoping we can initiate a contract with her next week  
8 when we meet. Her schedule just got really busy.  
9 But I've been bugging and bugging, and making sure  
10 she knows.

11 THE CHAIR: I looked her up online after  
12 you told us about her. Looks like a great resource.  
13 I don't know how you found her. I don't know if  
14 she's doing a ton of New Mexico work, and you're  
15 going to be bringing her in. Might be someone that  
16 ends up getting used other places.

17 She looks very -- she looks like a good  
18 asset that could be used at your school, for sure.

19 MR. JOE DAN LOVATO: Chair Burt, thank you  
20 very much. I was excited to meet her. I didn't  
21 know what we were getting ourselves into. It was a  
22 happy accident at the time.

23 THE CHAIR: So that, we would expect to  
24 see that initiated by June 30, somewhere around  
25 then, and then ongoing. Okay. Great.



<p style="text-align: right;">190</p> <p>1           Okay. Go ahead.</p> <p>2           MR. JOE DAN LOVATO: The next item here is</p> <p>3 our summer reading program. As you all know, the</p> <p>4 New Mexico Public Education Department is going to</p> <p>5 be doing their second annual summer reading program.</p> <p>6 And we were fortunate enough to be the placement and</p> <p>7 the setting for this year.</p> <p>8           We are hoping to get 40 students. It's</p> <p>9 quite ambitious. We're trying to utilize this to</p> <p>10 not just give our students the head start and</p> <p>11 support for reading; but we also want to see if we</p> <p>12 can utilize this as a recruitment tool to increase</p> <p>13 our enrollment in our school, which is so</p> <p>14 desperately needed right now.</p> <p>15           Again, we're going to be doing this the</p> <p>16 entire month of June. I've already reached out to</p> <p>17 the folks that are running this program, and they've</p> <p>18 assured me if they have extra money, we'll be able</p> <p>19 to extend this program between one and two extra</p> <p>20 weeks in July.</p> <p>21           And I'm hoping to do that, because I think</p> <p>22 any hope is going to put our students in the best</p> <p>23 position for the next school year.</p> <p>24           THE CHAIR: Commissioner Beck.</p> <p>25           COMMISSIONER BECK: Just a real quick one.</p>	<p style="text-align: right;">192</p> <p>1           was just a quick check-in and, "Everybody have a</p> <p>2 great extra long weekend."</p> <p>3           That time is valuable. Much like we tell</p> <p>4 our students class time is sacred time, that time</p> <p>5 for staff is very valuable. And so we've -- we've</p> <p>6 probably met about 97 percent of the time.</p> <p>7           Today, we're not meeting only because I've</p> <p>8 asked our staff to work on some other things. We do</p> <p>9 have basketball games today, and the majority of our</p> <p>10 staff is going to be supporting that.</p> <p>11           So I allowed them to take this day and do</p> <p>12 what they needed to do. But we have met regularly</p> <p>13 since I started at San Diego Riverside. We've had</p> <p>14 professional development. We've met with</p> <p>15 individuals. We've made sure that folks understand</p> <p>16 the importance of what we're trying to accomplish</p> <p>17 through the rest of this year.</p> <p>18           We've even started the Restorative Process</p> <p>19 Circle for our staff, because one thing I did</p> <p>20 notice -- and I just want to make sure I share this</p> <p>21 with you all in transparency -- is there's a lot of</p> <p>22 trauma in this community and a lot of trauma in our</p> <p>23 school.</p> <p>24           Some of our teachers have been there for</p> <p>25 many years, and they've seen a lot of turnover.</p>
<p style="text-align: right;">191</p> <p>1           And this is probably not the time to do it, but I'm</p> <p>2 just going to say it.</p> <p>3           I know you've got a ton of things, and</p> <p>4 you've got eight weeks left. But for next year,</p> <p>5 maybe you might want to look at a summer program for</p> <p>6 math next year. Kids lose that pretty quickly. Not</p> <p>7 for this year, but for next year.</p> <p>8           MR. JOE DAN LOVATO: Commissioner Beck,</p> <p>9 not to sound like Turquoise Trail but we're in a</p> <p>10 math crisis. I think our language scores are great.</p> <p>11 We wanted to keep it.</p> <p>12           Math opportunities in the summer, they're</p> <p>13 not there. So I would really encourage anybody</p> <p>14 who's listening from the Public Education</p> <p>15 Department, if there's any opportunities we can</p> <p>16 offer our schools, you can guarantee San Diego</p> <p>17 Riverside will be the first ones to sign up.</p> <p>18           THE CHAIR: All right. Go ahead and keep</p> <p>19 going.</p> <p>20           MR. JOE DAN LOVATO: The next item I have</p> <p>21 here is reestablishment of our Fridays and all staff</p> <p>22 meetings, PDs and PLCs.</p> <p>23           When I arrived, there seemed to be this</p> <p>24 superficial, "We meet from time to time," and</p> <p>25 sometimes it was important items, and sometimes it</p>	<p style="text-align: right;">193</p> <p>1           They've gone through personal things; they've gone</p> <p>2 through things at the school that are unimaginable.</p> <p>3           But what I wanted to do was get a support</p> <p>4 circle or support team, where we lean on each other.</p> <p>5 And we understand that as professionals, if we're</p> <p>6 strong, our students are strong.</p> <p>7           So we've realigned our PLCs and our PDs to</p> <p>8 be meaningful. And, again, next week, we're going</p> <p>9 to be doing our active shooter training during this</p> <p>10 time, building in a little bit of time to make sure</p> <p>11 our staff discusses the items after the training is</p> <p>12 done, so that we are effective moving forward and we</p> <p>13 know exactly what to do.</p> <p>14           But I think this has been a great</p> <p>15 realignment. And I would say -- I would defer to my</p> <p>16 staff, If at any point you get a chance to talk to</p> <p>17 them, I think they would tell you it's meaningful</p> <p>18 and it's not a waste of time.</p> <p>19           THE CHAIR: All right. Go ahead and keep</p> <p>20 going.</p> <p>21           MR. JOE DAN LOVATO: The next component</p> <p>22 here is our comprehensive teacher evaluation process</p> <p>23 as established by Elevate NM.</p> <p>24           Again, when I arrived, I was surprised. I</p> <p>25 didn't find that out probably until the last week</p>

<p style="text-align: right;">194</p> <p>1 before we went on winter vacation that our teacher  2 evaluations were non-existent. They -- none of our  3 teachers had a PEP completed. None of our teachers  4 had a beginning-of-the-year goal.  5 And we were already midyear, and they  6 didn't do anything with their middle-of-the-year.  7 But I'm happy to report that even though  8 this is ongoing, all of our teachers have completed  9 their PEPs. They've got their beginning-of-the-year  10 goals completed; they've got their  11 middle-of-the-year goals completed.  12 They've all caught up, and now we're going  13 to be finishing the end of the year with the  14 teachers' evaluation. And I'm sure Ms. Monica  15 Nunez, over at the department that deals with our  16 teacher evaluations, is probably sick and tired of  17 seeing me and hearing from me, because I wanted to  18 ensure we're doing this the right way and that it's  19 meaningful for teachers.  20 THE CHAIR: Keep it going.  21 MR. JOE DAN LOVATO: All right. And the  22 final component to this is tribal consultation.  23 This is the collaboration with the Jemez  24 Pueblo Department of education, library citizen  25 group, tribal governor's office. All this is in</p>	<p style="text-align: right;">196</p> <p>1 But the meeting was extremely well -- it  2 was welcoming, for one thing. But our time was put  3 to really good use. We were only scheduled for  4 30 minutes. We went an hour and a half. We had  5 some great discussions about how to support San  6 Diego Riverside students and how we can help each  7 other.  8 So I'm looking forward to our next  9 meeting. And I'm hoping to meet with him sometime  10 between now and the end of April. I've requested  11 that. But, again, everything is to the discretion  12 of what their availability is.  13 I have talked to him once or twice on the  14 phone, but it's been very quick. "Hey, I've got a  15 meeting. Sorry. I've got to go."  16 Then the last portion of this is meeting  17 with the tribal governors. We did finally meet.  18 They had to push our meeting a couple of different  19 times. Again, their time is very valuable. But  20 meeting with the tribal governors yesterday,  21 introducing myself was great. Again, it was  22 scheduled to 30 minutes. Our 30 minutes turned into  23 two hours. They're fantastic, wonderful people who  24 care greatly about their community and the pueblo  25 and the folks outside of the pueblo.</p>
<p style="text-align: right;">195</p> <p>1 compliance with the requirements for NMSA, 22-23A-9  2 and 6.35.2.12 NMAC.  3 Biweekly visits with the pueblo library.  4 Not just with me, but we are actually sending our  5 students up to the library. I know when we had our  6 annual site visit, my concern was, "Where are all  7 the books?" That was one of my questions.  8 We have a small library that is in our  9 school. We don't have a whole lot of space.  10 Mr. Greg Butz gave us some great recommendations to  11 make sure we're incorporating more of the cultural  12 components for reading. But, really, the big asset  13 for us is the pueblo library that's just up the  14 road.  15 We take students at least biweekly, K  16 through 5 currently, right now, to do programming  17 they might offer, or just to simply sit and read,  18 which is really important. So we have that as an  19 opportunity. That's going to be continuing and  20 ongoing.  21 We've already had a meeting with the  22 Pueblo of Jemez Department of Education with  23 Mr. Kevin Shendo. We met on February 4th. He's  24 tough to get a meeting with, I've learned really  25 quickly.</p>	<p style="text-align: right;">197</p> <p>1 And we talked about everything we're  2 talking about here today and what we hope to  3 accomplish in the next few years. And they were  4 very supportive of the ideas and the direction that  5 we want to take our school.  6 They're seeing it as kind of a rebranding,  7 which maybe we're just in the need of right now.  8 But we need to generate some buzz in the community.  9 And we're really going to rely on not just the  10 tribal governors, but other folks I did not list  11 here, but I will list.  12 But law enforcement, EMS. We've had a  13 great presence with our law enforcement. They  14 brought water bottles to our students last week,  15 coming in and just checking, and having -- just  16 being there is all the difference.  17 And then something I'm really new to, the  18 viscales [ph], which are leaders in the community  19 that have a certain authority to help support  20 families, to hold people accountable. We've invited  21 the viscales, which has happened in the school  22 before. They're going to be coming in and providing  23 that support to our school and our community as  24 well. So anything from behavioral issues to  25 personal issues, you name it. You go -- they're</p>

<p style="text-align: right;">198</p> <p>1 going to step in and they're going to start helping 2 us with those endeavors. So, again, we're really 3 excited to work with those individuals. 4 THE CHAIR: Commissioner Beck, and then 5 Carrillo. 6 COMMISSIONER BECK: I just want to say 7 that I feel very comfortable and confident that 8 things are going to be great there. You're doing a 9 yeoman's job. You've done a yeoman's job in the 10 last 90 days since you've been there. So 11 congratulations. 12 MR. JOE DAN LOVATO: Thank you, 13 Commissioner Beck. Appreciate it. 14 SECRETARY CARRILLO: I would echo what 15 Commissioner Beck said. Viscale. V-i-s-c-a-l-e? 16 MR. JOE DAN LOVATO: Commissioner 17 Carrillo, I have seen different spellings. I have 18 tried to find it. That's what they're -- 19 SECRETARY CARRILLO: Viscale. 20 MR. JOE DAN LOVATO: Viscale. Folks have 21 referred to them as, like, priests within the 22 community. Some of them are seen as more of an 23 authoritative figure. But there's a group of these 24 individuals who are appointed, and they do 25 everything from home visits to just wellness checks.</p>	<p style="text-align: right;">200</p> <p>1 I don't know if we need action today. But 2 I do think that seems like -- if you can follow 3 through on all these things, and your teachers are 4 participating with all these things, I imagine your 5 school growing. 6 So I don't -- I can't think of anything 7 else. 8 Okay. So I don't think we're going to 9 take any action on anything today. But thank you 10 for being here and presenting this and the work on 11 it. And we won't do anything else till we get back 12 next month. 13 MR. JOE DAN LOVATO: Madam Chair, 14 Commissioners, thank you very much. Have a good 15 rest of your day. 16 THE CHAIR: Thank you so much. 17 All right. That brings us to No. 14, 18 Discussion and Possible Action Under the 19 Intervention Ladder, Including Review of the 20 Corrective Action Plan for Alma d'Arte. 21 Again, doing this in sections, the 22 Corrective Action Plan as Item a. You'll see 23 Item b. is going to be specific to the annual 24 report. 25 So we are going to start with the</p>
<p style="text-align: right;">199</p> <p>1 They came by the school the other day and 2 said hey, we found out one of the doors in the back 3 was unlocked after school time. I said, "Oh, my 4 gosh." Like -- this -- so having that type of a 5 presence there, I'm not used to that. I'm very 6 grateful to have those folks there. 7 SECRETARY CARRILLO: Neat. Thank you. 8 THE CHAIR: Okay. Thank you for this. It 9 does -- I appreciate the work on this to align it 10 with you staying for the next five to ten years and 11 being able to follow through on all these things. 12 But I will say, I think because we need 13 that third column on here, with, like, the -- the 14 deadline to kind of initiate, get it going, and that 15 it's ongoing to the next couple of years of your 16 contract, I think if we can -- you can work with 17 Dr. Russell and kind of fix those things, take the 18 feedback from this today, add that. 19 I would say this could get submitted back 20 to us next month is when we could then take a look 21 and vote on it and approve it. 22 Also, get your governing board, finish it 23 up, have your governing board vote and approve on it 24 before it comes back to us would make it better for 25 us, too.</p>	<p style="text-align: right;">201</p> <p>1 condition -- or the Corrective Action Plan. We'll 2 go through that. And then -- then we'll focus on 3 just last year's annual report after. 4 Dr. Russell, will you start us off? 5 DR. BRIGETTE RUSSELL: Yes, Madam Chair 6 and Commissioners. The -- Alma's Corrective Action 7 Plan is in three sections: academic, organizational, 8 and financial. 9 I can review them section by section, and 10 then take Commissioner questions before moving on to 11 the next one, if -- 12 THE CHAIR: Yeah. I think if you could 13 make it pretty quick. But we can read through it. 14 So you don't have to go 1 through 4. You don't have 15 to go through everything. But -- 16 DR. BRIGETTE RUSSELL: In terms of 17 academics, all of the special education items have 18 been resolved. And they were resolved as of last 19 October. 20 And the only remaining -- the only 21 remaining academic item is showing adequate academic 22 proficiency and growth. 23 I've rated that one "Pending," because the 24 Illuminate interim assessments from BOY to MOY shows 25 that 58 percent of the students met the target of</p>

<p style="text-align: right;">202</p> <p>1 5 percent growth in reading and 41 percent in math, 2 which I think is acceptable progress toward end of 3 year. Final rating on that would not be until the 4 end of year. 5 But because Alma already has a condition 6 of renewal for specifically this item, we can 7 monitor that under the condition and then close out 8 the academic CAP, if the PEC would like. 9 The same with organizational. The only 10 item that is still pending is the Department of 11 Justice training for OMA. But that's not actually 12 part of the CAP as voted. So CSD can also monitor 13 that until the annual monitoring process. 14 For the financial CAP, there are six audit 15 findings. Two of them were resolved, and so those 16 are marked Meets and closed. And four of them were 17 repeated. Of those four, CSD has rated two of them 18 Does Not Meet because they were repeated. But we've 19 rated two of them Working to Meet, because CSD did 20 see progress on those two findings. 21 The audit repeated the findings, but over 22 the course of the fiscal year, the school did make 23 progress. 24 There were also two new findings. 25 THE CHAIR: Okay. Dr. Amador, if you</p>	<p style="text-align: right;">204</p> <p>1 heard from our students, they've been bullied by the 2 adults who were given favor by this same body over 3 and over again. 4 It hurts. And we lost enrollment because 5 of that, because I couldn't protect my children at 6 meetings, and they were being granted a space here 7 with no facts. 8 I requested many times to come in front of 9 this body to address all these issues and was not 10 given an audience. We were not given a Letter of 11 Notice. We were put on Breach of Contract 12 immediately. We were put on the Ladder immediately. 13 And it's disheartening, it's a disservice 14 to my community. It's a disservice to leaders of 15 color. This is really the treatment that we get; 16 it's documented very well. 17 And -- and so I -- you know, I sit up here 18 and saw leader after leader come up thanking this 19 body, which told me you guys don't offer guidance or 20 support. This body also told me the charter school 21 doesn't do that, either. (Verbatim.) 22 I heard five other leaders come up to 23 thank this body for all the assistance. But you 24 know what? I think the thing I'm most proudest 25 about is we came up to the challenge. We rose to</p>
<p style="text-align: right;">203</p> <p>1 would introduce yourself, introduce your team, 2 anyone else that you think would like to speak. 3 We'd love to hear from you before we do questions. 4 DR. ADAM AMADOR: Dr. Adam Amador. I'm 5 the chief academic officer at Alma d'Arte. Sitting 6 next to me is our counsel, Dr. Vanessa DeLeon. 7 DR. VANESSA DeLEON: Good afternoon. Good 8 to be here. Yes, Dr. Vanessa DeLeon. 9 V-a-n-e-s-s-a. Last name, D-e space L-e-o-n, 10 attorney for Alma d'Arte Charter School. 11 DR. ADAM AMADOR: Chris Masters, our chief 12 financial officer; Richelle Peugh-Swafford, our 13 board chair; Sherri Hursey, one of our board 14 members. And we have two board members up online, 15 Kimberly Skaggs and Alan Ramirez. 16 THE CHAIR: If there's anything you want 17 to talk to us about? 18 DR. ADAM AMADOR: Absolutely. This was 19 not easy to go through in a year, to turn the school 20 around. We were not given the same liberties as 21 we've heard from the other charter schools. 22 We've been berated here several times over 23 whether we're here or not here. And that bothers me 24 a lot. 25 These jobs are not easy to do. As we've</p>	<p style="text-align: right;">205</p> <p>1 the occasion on our own. 2 And I brought in my own team. And what 3 you guys said was almost basically an impossible 4 task, we were able to do it and turn the school 5 around. And the students are winning. 6 It's not easy to come up here and sit here 7 for five hours to wait to be heard, when people from 8 Albuquerque and 10 miles away are online. But that 9 shows the respect that I have for this body and the 10 respect for what I do and what I represent. 11 You guys didn't give me that chance. And 12 I'm really emotional right now, because I've been 13 smeared publicly, in the newspapers, that you guys 14 were using for data. If I remember correctly, 15 that's what you were using to gauge Alma. 16 When I sent invitation after invitation to 17 this body, "Come down to the school and talk to the 18 kids," who actually are thriving there, nobody 19 showed up. Nobody has shown up. 20 But I know that the team that I brought 21 on -- not even from New Mexico. The team that I 22 brought on helped us turn the school around, and the 23 kids are thriving. 24 I have a student with an internship with 25 an executive marketer in Manhattan right now. Our</p>

<p style="text-align: right;">206</p> <p>1 students are winning competition after competition.  2 We have hundreds of people showing up to our A Taste  3 of Alma events. Unheard of.  4 We have no resources. Huge embezzlement  5 at the school, misspending, misfeasance and  6 malfeasance; nobody batted an eye.  7 But, like I told you guys, the buck stops  8 with me, and it stopped with me. But I do have to  9 call this out. It has been unfair to me and my  10 board. And, remember, the boards of education,  11 they're lay people. They don't get paid for this.  12 The training is inadequate. It's evident; it's  13 inadequate. And nobody wants to step up to the  14 plate and say, "You know what? We'll get it done  15 right."  16 Nobody does. I did. I educated my board.  17 And we got scolded for that. I got scolded for  18 educating my board. I got scolded for being  19 transparent with them, in this meeting, in this  20 space.  21 I was rebuked. My board was rebuked. And  22 like Ms. Hursey said, why do this? No one asked us.  23 No one gave me the opportunity to say, "Hey, can  24 you..." -- but I did ask for help. The e-mails are  25 there.</p>	<p style="text-align: right;">208</p> <p>1 we're going to get this done and we're going to show  2 them that we know what we're doing," in spite of  3 lack of support.  4 I really don't know -- my students have  5 come on. Do they have to come on? No. Because I'm  6 hearing that you guys go to other schools. No  7 problem doing it. But you can't get down to  8 Las Cruces for some reason. I have a problem with  9 that.  10 I hope it changes, because what we're  11 hearing, and what I'm hearing, is my kids are less  12 than the other kids because they don't live here in  13 Albuquerque. That's the message that's being sent.  14 My kids are less.  15 And my school is less, and this is less.  16 And yet we brought in another school. We saved  17 another school, actually. We saved another school.  18 No thank you from anybody except -- I just -- I hope  19 this never happens to another leader.  20 It really -- I have way more words I could  21 use, but I'm just not. This has been an unreal  22 experience. But I will tell you. And I'm going to  23 stop at this, and we need to move forward.  24 I interviewed in 2019 at the University of  25 North Carolina as one of the top scholars in the</p>
<p style="text-align: right;">207</p> <p>1 This was not easy. It was not fun. It  2 was probably borderline harassment most of the time.  3 And we're all professionals. And the  4 kids -- the kids -- finally, they decided a couple  5 of weeks ago, "Dr. A., you don't deserve this.  6 We've got to -- we have have to speak up. We have  7 to speak -- you do not deserve this. These people  8 don't know who you are, and also they don't want to  9 know who you are."  10 In spite of the SEL training we have to go  11 through the equity training, and so on and so forth.  12 Nonexistent here. Nonexistent in my experience.  13 I'm almost -- I was envious of hearing  14 every other leader be able to thank this body and  15 the CSD. I can't. One, because I can't. And, two,  16 because of the State taxpayer money that we had to  17 pay a team of thirteen to come in and do strategic  18 planning.  19 You guys gave us monthly deadlines --  20 monthly deadlines. Unreal. You were making  21 personal fun of me, of my CFO, telling him he didn't  22 know what to do, because -- even though he's doing,  23 I think, what was asked. And yet I stood by him.  24 He even told me, "Adam, fire me."  25 I said, "Absolutely not. We're a team and</p>	<p style="text-align: right;">209</p> <p>1 country, published in top-tier journals. I went  2 through the whole process, the whole 8:00 to 5:00  3 interview, being berated. I had faculty walk out on  4 me. And I got in the finals and never heard back.  5 A year later, my committee chair met me in  6 Houston and he gave me a hug and he started crying.  7 He said, "Adam, I'm going to tell you what. The  8 chancellors for the University of North Carolina  9 system came to Charlotte and said, 'You will not  10 hire this Mexican man.'"  11 That's what this feels like being here  12 today. To be humiliated and berated has been  13 unreal. And being called a bully on this side to  14 you guys? Unreal. I wanted to be treated just like  15 everybody else, and I was not. And neither was my  16 school or my board.  17 So that's all I have to say. But the  18 results, the data is -- it's in the pudding. The  19 kids are winning. It's not been easy. We lost  20 enrollment because of this nonsense with these  21 parents. And you hear it.  22 But you know what? The kids are winning,  23 and they have a safe space. And we're protecting  24 our immigrant students. No one is asking about  25 those kids. They're doing raids right here at the</p>

<p style="text-align: right;">210</p> <p>1 school. No one is asking about them, because we get 2 to be up here in Santa Fe. You don't have to worry 3 about the "Frontera." 4 There's a border consciousness we have to 5 worry about down there. 6 Why is your enrollment low? Kids are 7 afraid to come to school. My trans kids, the kids 8 say, "We're glad you're here, because you're going 9 to be at the front door if anything happens." 10 That's what's being said about me from my 11 students and my parents. 12 I'm going to leave it at that. And I want 13 to thank Dr. Russell for calming me down and really 14 bringing the academican and scholar out of me, as 15 opposed to what you're getting right now. Because 16 this has been such a humiliating endeavor that I 17 don't wish it on anybody. And I can't tell you how 18 many times I thought, you know what? It's time to 19 walk away. It is time to walk away. This is 20 ridiculous. 21 You're blaming us for kids not coming to 22 school. That's a nationwide issue. It's not just 23 Alma. It's nationwide. Parents don't want to be 24 engaged because of educational trauma they face. 25 Kids have trauma. So do the parents. They've been</p>	<p style="text-align: right;">212</p> <p>1 a logical, you know, reason: How come that 2 happened? 3 And I think there's more looking for 4 assurances that it's not going to continue to be 5 ongoing. 6 MR. CHRIS MASTERS: Understood. Chris 7 Masters, C-h-r-i-s M-a-s-t-e-r-s, business manager 8 for Alma d'Arte High School. 9 So in the -- in the upload that you have 10 for the Corrective Action Plan for finance, there is 11 about a page preface on there. 12 And not to -- as Dr. Amador said, I own 13 this. You know, this is my -- this is cards that 14 were put on my table, but they're mine now. 15 We had several things going against us, 16 which we still do. One of the biggest things that 17 we have had that has changed as of July 1st, 2024, 18 is we were able to go into an upgraded software. 19 The software that was in, part of it was the 20 software itself. Part of it was how position data 21 was set up, initially. 22 And I went back five years, and I could 23 see errors from five years and then even before. 24 But I stopped there, RFRs that were not submitted 25 whenever -- you know. They were just not submitted,</p>
<p style="text-align: right;">211</p> <p>1 treated like crap in schools. 2 I know my story, my population, because my 3 father was. My father was beaten for speaking 4 Spanish. And before he passed away, he said, "I 5 hope that one day you can get legislation to protect 6 your kids." It happened yesterday. 7 So to say that I'm not an advocate for 8 kids and that I need to apologize for parents who 9 are bullying my kids, it's not going to happen. I 10 just hope, Madam Chair, that this doesn't happen to 11 another leader again. Thank you. 12 THE CHAIR: Thank you, Dr. Amador. 13 Commissioners, questions about the 14 academic, organizational, financial, anything about 15 the CAP or anything to that? 16 VICE CHAIR GIPSON: So I think my only 17 ongoing concern is the financial. 18 DR. ADAM AMADOR: Yeah. 19 VICE CHAIR GIPSON: You know, that I think 20 we've satisfied everything else. But it is an 21 ongoing concern that there's still the -- so I don't 22 know if Chris wants to talk to -- because I know 23 sometimes you hear from the business managers, and 24 there seems to be a -- we're just looking at 25 something in black and white. And sometimes there's</p>	<p style="text-align: right;">213</p> <p>1 and that those funding streams sunset. 2 It put us in a hole. And we won't even 3 get into some of the other things that Dr. A. has 4 brought up. But just in a super hole. 5 Before I go on, before I forget, anytime 6 that we meet with the finance community, anytime 7 that a counsel looks at information, especially in 8 the audit, it's not only the audit findings that you 9 need to look at, but it's the net fund change. That 10 is critical, critical, critical. 11 And if you look at our net fund change 12 over the past seven years, I see the huge decreases, 13 decreases, decreases. And then, finally, they've 14 leveled off, which means that overexpenditures will 15 cause you to -- whatever savings you have, will 16 cause you to be in a hole, which we are, which is an 17 ongoing concern from the auditors. 18 One of the things we've done to address 19 that is we have developed -- and you can ask our 20 governing council members. The most critical thing 21 is stopping that hole, that over-expenditure of 22 funds. We've stopped it. 23 Now we have to get back. Our governing 24 council have informed them from the first time I met 25 with them, "We're low on cash. We have to have</p>

<p style="text-align: right;">214</p> <p>1 higher enrollment. We have to have other revenue 2 streams -- fund streams." 3 We've started multiple ways of raising 4 funds. Some of it will be for the operational 5 funds. Now, Dr. A. did say that we saved a school. 6 We did not save it for the money, but we will 7 financially gain from that, because we are sharing 8 utility costs and we are getting a rental stream 9 from that. That is not the reason we did but it is 10 one funding stream -- I say, "Hey. Sometimes 11 good -- good actions come with good results, too." 12 We have -- the lady that is in Manhattan 13 that Dr. A. mentioned a while ago who has worked 14 with Fortune 500 companies, who has been editor of 15 top publications, is now working for us on 16 fundraising. We have set up fundraising events 17 within the school, and then also from out-of-state 18 providers, which she is doing right now. 19 Inside the school, we have both the -- you 20 know, the core middle school which that building is, 21 and we have one of the founders, Alma, a celebration 22 from her. And then we also have some of the -- the 23 brick sales that's going to provide to different 24 avenue streams -- funding avenue streams. 25 And, finally, we have a young gentleman</p>	<p style="text-align: right;">216</p> <p>1 self-assessment program, which means that we're 2 getting certain members from a local district in the 3 area that will come in and give us a self-assessment 4 prior to the closing of the year, prior to the first 5 requests of -- of documents by our officers. 6 We'll also be attending -- and we spoke to 7 Sheila, one of the auditors. And she's told us 8 about the training events coming up. And then 9 Sheila said that CLA themselves would be willing to 10 provide a quick look-over of things before we submit 11 to them. 12 They cannot evaluate; they cannot make 13 recommendations. What they can do is look at the 14 organization we have put in place and the changes 15 we've made with those team members from the local 16 district to make sure that our audit will look good. 17 VICE CHAIR GIPSON: Okay. 18 THE CHAIR: Any other financial questions 19 while we're here? 20 VICE CHAIR GIPSON: Let me just -- yeah. 21 So I guess a concern of mine is that my 22 understanding is that the shared space sunsets, 23 doesn't it, at the end of this year? 20- -- 24 DR. ADAM AMADOR: '26. 25 VICE CHAIR GIPSON: '26? Okay. Okay.</p>
<p style="text-align: right;">215</p> <p>1 that is working with restaurants for our hospitality 2 and tourism management program and working with 3 specific restaurants in town, you know, to get 4 donations from them. 5 If we can achieve all this, which we're 6 achieving now, we will have made up the holes that, 7 you know, have been created by others, you know, 8 kind of get us back to the level where we need to 9 be. 10 Now, some of the findings, that's no 11 problem. However, the biggest issue is the finance. 12 Not the accounting. It's the finance. And 13 that's -- that's by far the most important thing. 14 On some of the findings, specifically, 15 yeah, we can debate -- we can go over those. But, 16 like I say, those are my thoughts on them. 17 We have our new software for our internal 18 measure of what we have is -- with the new software, 19 we actually have a support team that provides us 20 training. Myself, I've gone through about 110 hours 21 of training since July, not counting prior to July, 22 on the software, on reporting, things like that. 23 But also our other businessperson, our 24 CPO, has also gone through about 40 hours so far. 25 For self-assessment, we're implementing a</p>	<p style="text-align: right;">217</p> <p>1 MR. CHRIS MASTERS: Yeah. On that piece 2 right there, I say the financial gain that we get in 3 that isn't as much. But it does -- it helps with 4 the utilities. But what we're seeing -- and 5 Dr. Amador can speak more to that -- is that their 6 location from where it was to where it is now has 7 behooved them very much. 8 VICE CHAIR GIPSON: Oh, sure. 9 MR. CHRIS MASTERS: Definitely. And we're 10 looking for any partnerships that we can with them. 11 Because if we can pull in their eighth-graders, it 12 can be beneficial to us. 13 We're also looking for any other 14 potential -- you know, basically, efficiencies. And 15 by getting with a school that has actually been 16 willing to play with us, if you'll forgive the term, 17 we've seen many benefits, you know, not for just the 18 kids, but the parents, with the staff. 19 VICE CHAIR GIPSON: Okay. 20 THE CHAIR: Commissioner Carrillo. 21 SECRETARY CARRILLO: So thank you. Thank 22 you for your patience. 23 I think sometimes we put issues toward -- 24 later on the agenda that we think may take a lot 25 more time. But for people coming very far away -- I</p>

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1 don't know if you stayed the night or drove up this  
2 morning. But that's something that we can do better  
3 so that you're not here so long and perhaps can get  
4 done the same day.

5 Dolores Huerta. They sunset at the end of  
6 the next fiscal year. Is there a plan to stay?  
7 Have they given you an idea of what they want to do  
8 in that space?

9 THE CHAIR: That's not what we're talking  
10 about today.

11 SECRETARY CARRILLO: You won't let me ask  
12 questions about anything.

13 In terms of budget and what you were  
14 talking about. I know when I was with Santa Fe  
15 Public Schools, we like to have 3 percent in cash  
16 available from our overall budget.

17 Do you have a percentage that you earmark,  
18 and what do you have in cash, and what do you want  
19 in terms of reserves?

20 MR. CHRIS MASTERS: What I'd like to have  
21 in cash is 15. Because we're such a small school  
22 that we need to have 15 in cash.

23 We are not there. Right now, we have  
24 finally gotten our -- our liability -- excuse me --  
25 to about -- to average 30 days. So that was a huge

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1 step for us. Took a long time to get there, but  
2 we're right there.

3 Right now, we're more in, like, the 1 and  
4 2 percent. And that's -- that's not good.

5 Whatever -- if we think about it, our --  
6 our annual budget this year is going end up at about  
7 \$1.7 million. If we take 1 percent of that,  
8 that's -- doesn't even run a payroll. We have to be  
9 at 15 percent, because we're a small school.

10 And I understand that, you know, charters  
11 have been, you know, really defunded over the last  
12 six years because of the school size adjustment. I  
13 understand that. That's the world we live in.

14 However, it's -- it's taken its toll on  
15 not just us, but several charter schools. And, like  
16 I say, you know, we've informed our board that we  
17 need to be getting other revenue streams from day  
18 one.

19 We are getting those in. We are  
20 continuing to do this. And we're looking at this as  
21 not just a short-term strategy to, you know, get  
22 back to level. We have to continue this. We cannot  
23 expect that the State will stop coming after charter  
24 schools, you know, financially. We do not expect  
25 that. We need to be able to find other revenue

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1 streams and continue those for good.

2 SECRETARY CARRILLO: And so the most  
3 obvious revenue stream is more kids; right?

4 MR. CHRIS MASTERS: Most definitely.

5 SECRETARY CARRILLO: Right now, your  
6 enrollment is at 150 right now.

7 MR. CHRIS MASTERS: No. Right now, we  
8 would love to be at 150. However, a lot of this  
9 stuff came up with the -- well, yeah. That helps  
10 shoot our enrollment down from about 130 to about  
11 65. Yeah. And, see how that helps our budget? It  
12 makes my life very, very unhappy.

13 And, you know, Dr. A., he's actually  
14 pretty calm. I get a lot madder than he does, but I  
15 do it in the office. We lost a lot of money for  
16 lies. Budgets. You know, audits.

17 Last thing. If I had that \$800,000 right  
18 now, we would not have an audit finding.

19 VICE CHAIR GIPSON: Can I just ask? That  
20 \$800,000, that was a loss from --

21 MR. CHRIS MASTERS: If we are looking at  
22 an enrollment of 130 and then going down to about  
23 65 -- you know. And 800-, you can -- \$765,000 --  
24 sorry. I rounded up.

25 VICE CHAIR GIPSON: Yeah. But it's 10, 12

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1 more than you had last year; correct? Yeah.

2 SECRETARY CARRILLO: And, optimally, what  
3 would you want? I don't know. Talking about your  
4 school or where it was five years ago, you had 250  
5 kids then. Optimally, in the best of all worlds,  
6 recruiting starts to really build up again, there  
7 are school fairs and things happening to recruit  
8 kids to Alma...

9 MR. CHRIS MASTERS: To be honest with you,  
10 this is actually one of the conversations that  
11 Dr. Amador and I have had. Even though I'm a  
12 finance guy and even though those guys always want  
13 more money and stuff, what I told him is what we  
14 have agreed on -- excuse me -- is that we have to  
15 regain students at a smooth and steady pace.

16 Why? Because we'll be bringing on  
17 additional staff. It's the culture of the staff,  
18 the culture of the school that we have to preserve.

19 Whenever Dr. Amador came on, it was very  
20 over-staffed. The staff were being paid with  
21 temporary funds that should not have been used for  
22 that. We all know that.

23 But one of the things he was able to do is  
24 he was able to, you know, identify the core staff  
25 that believed in the mission, you know, set a



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1 culture, you know. You get the kids going; you get  
2 the staff going.

3 And the ones that -- that -- the staff  
4 that don't like it, they'll find other places to go.  
5 And that's fine.

6 But as we grow, we need to grow slowly and  
7 steadily.

8 I think where our sweet spot is is going  
9 to be about 170. But it's going to take us about  
10 three years to get there. And so what that ends up  
11 being is a growth of about 25 a year.

12 SECRETARY CARRILLO: Okay.

13 MR. CHRIS MASTERS: And, yes, I would love  
14 to say, you know, 175 today. That would make some  
15 of our worry --

16 SECRETARY CARRILLO: You don't have the  
17 staff or the structure.

18 MR. CHRIS MASTERS: But you can't  
19 sacrifice the culture and sacrifice that environment  
20 for the dollar. You can't. These are kids' lives  
21 we're talking about. You can't do that.

22 SECRETARY CARRILLO: Thank you.

23 MS. MELISSA BROWN: Chair, one of the  
24 board members has raised her hand to speak.

25 THE CHAIR: Okay.

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1 MS. KIMBERLY SKAGGS: Chair Burt,  
2 panelists, Commissioners. Thank you so much for  
3 allowing me to speak. I just want to make it very  
4 clear that when we brought in Dr. Amador as our  
5 administrator -- do I have feedback?

6 THE CHAIR: We can hear you.

7 SECRETARY CARRILLO: We can hear you.

8 MS. KIMBERLY SKAGGS: When we brought in  
9 Dr. Amador as administrator, we all knew, as a  
10 board -- and Dr. Amador knew -- that this was going  
11 to be a rough journey. And I'm not really sure how  
12 else to say that.

13 He has made a point to enforce every  
14 policy, follow every statute, whether it be state or  
15 federal -- because we've crossed lines,  
16 state/federal -- and clean up a school that has been  
17 run in dis-accord for not a year, not three years,  
18 five years. Decades.

19 This has not been an easy journey for him.

20 Chris Masters came in -- I'm sorry -- I  
21 know that Chris Masters is on right now in front of  
22 the Commission. Chris Masters has walked us, us  
23 being the board, and administration through every  
24 single little tiny step that has needed to happen to  
25 bring this school into compliance.

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1 The other thing I want to say is that  
2 Dr. Amador has been solid, steady, calm, and kind  
3 with all of the students, all of the parents.  
4 Richelle Peugh-Swafford is now our president. She  
5 has been the same; calm, steady, consistent, and  
6 kind.

7 As we bring this school into what it was  
8 always meant to be: We prepare artist scholars ready  
9 to succeed. And that is all I wanted to say. Thank  
10 you so much. I'm the vice president, Kimberly  
11 Skaggs. K-i-m-b-e-r-l-y S-k-a-g-g-s.  
12 vice president of the governing board.

13 THE CHAIR: Thank you, Ms. Skaggs.

14 Okay.

15 Commissioner Brauer.

16 COMMISSIONER BRAUER: Yeah, a thought.

17 I -- this is a little ancillary, but not  
18 as much as what Commissioner Carrillo does every  
19 time.

20 In terms of enrollment and your -- and the  
21 school's plan now, Dr. Amador, or whoever from your  
22 team, how is recruitment going so far this year  
23 for --

24 THE CHAIR: Sorry. It's not on the  
25 agenda. We have nothing with enrollment. We have

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1 nothing with --

2 COMMISSIONER BRAUER: I think the way this  
3 is a little bit different, Chair. We heard for  
4 about ten minutes the need to grow over time from  
5 wherever they are now to 75 students. A lot of  
6 these aspects of the financial CAP are really  
7 related. They even characterize it that way, that  
8 it's related to increasing student enrollment.

9 That's one of the things. So I don't  
10 think it's outside. I'll follow your lead, but I  
11 don't think it's outside.

12 THE CHAIR: If it's something -- we're  
13 reviewing the CAP. So if it's something that you  
14 can point specifically to that's in the CAP that  
15 we're asking them -- but I don't want to add more  
16 stuff, like, talk about enrollment now. Like, to  
17 me, I'm worried about going too far again. Let's do  
18 some extra stuff now.

19 COMMISSIONER BRAUER: But they were --  
20 Masters just shared a couple of minutes ago that one  
21 of the biggest things for them to basically be  
22 released from some of these aspects was to increase  
23 opportunities to increase revenue.

24 And so there is a direct link to that.

25 And so I just want to say on the record, Chair --

<p style="text-align: right;">226</p> <p>1 not outside what we're talking about -- I'm not  2 asking to see another thing. Like, let me see your  3 plan. I'm just curious if you guys are feeling good  4 right now based on what you shared and characterized  5 to us.</p> <p>6 THE CHAIR: You brought it up.</p> <p>7 MR. CHRIS MASTERS: No problem. Actually,  8 we have a couple of really, really positive things  9 going our way.</p> <p>10 First of all, the -- call it the marriage  11 with Dolores Huerta. That's the middle school.  12 We're looking at about 60, 70 percent right now of  13 their eighth-graders looking to come into Alma.</p> <p>14 The other thing, some of the other  15 commercial things we've done, Dr. Amador mentioned A  16 Taste of Alma happens quarterly. We've gotten tons  17 of positive feedback on that. A lot of people are  18 participating. And at our last discussion, I  19 believe we had 40 applications sent out.</p> <p>20 We don't know if all of those will come  21 back yet. But 40 applicants -- applications -- were  22 requested. So we are feeling very, very, very  23 positive. And, Dr. Amador, I'll let you answer or  24 add on to --</p> <p>25 DR. ADAM AMADOR: Madam Chair, members of</p>	<p style="text-align: right;">228</p> <p>1 established a relationship with Hot 103. The DJs  2 come to school. The kids are getting on the radio  3 for the first time. And who doesn't want to be a  4 part of that? So you're hearing our kids on the  5 radio in the morning. They're becoming little  6 celebrities of their own; right? And these are the  7 most marginalized people in Las Cruces -- right? --  8 period.</p> <p>9 And so when other parents are seeing that  10 the discussions that we're having with parents is,  11 "We didn't even know this is going on."</p> <p>12 Let us give you the opportunity to show  13 what's happening. That's why I created A Taste of  14 Alma.</p> <p>15 The second point to what you're talking  16 about here. Enrollment. We did the half-day  17 Wednesdays. Dr. Russell and her team got to witness  18 that. So our students are telling us, like, we have  19 two Fridays a week, and we have a lot of students  20 with a lot of trauma, a lot of anxiety, a lot of  21 just exceptionalities that they just can't be where  22 there's a lot of noise, physical, mental, or actual;  23 right?</p> <p>24 And so these Wednesdays give them the  25 opportunity to go specifically to do art for three</p>
<p style="text-align: right;">227</p> <p>1 the Commission -- thank you, Mr. Masters. Yes. So  2 we know, ultimately, enrollment is key; right? So  3 we're aligning -- we're paving the pathways to NMSU  4 to whatever we need to do. Our kids are getting  5 fantastic opportunities. And people are seeing  6 that.</p> <p>7 Like, who doesn't want to work with  8 somebody from New York City?</p> <p>9 We have our music students working  10 directly with Dr. Romero.</p> <p>11 We hosted Mesilla Valley Jazz and Blues.  12 We started a mariachi group at the school, so we're  13 having fiestas in Las Cruces May 2, 3, and 4, and  14 the Spanish Markets May 2, 3, and 4.</p> <p>15 So we have students who are interested in  16 cultural anthropology. Dr. Galindo (ph) is giving  17 those talks. So the number of opportunities these  18 students are getting, it's unreal. That word is  19 getting around.</p> <p>20 We have a positive relationship with the  21 newspaper, where, in the last year we didn't because  22 people are kind of really -- when you bash a school  23 publicly, no one wants to come, and people take  24 their kids out; right?</p> <p>25 Now that things are coming around, we've</p>	<p style="text-align: right;">229</p> <p>1 hours; dance, culinary, music, and visual. And  2 they're in peace.</p> <p>3 As Dr. Russell and her team noticed, that  4 the decibels at the school are very low. It's a  5 very, very quiet environment. So parents are really  6 liking that a lot.</p> <p>7 So when we're giving tours to kids, you've  8 got 200 kids on the campus, and you can't hear a  9 peep.</p> <p>10 That's with La Academia transitioning like  11 they do. Our kids are quiet. They have their  12 headphones on or whatever. It's speaking to what  13 Mr. Masters said or what Commissioner Brauer is  14 asking.</p> <p>15 Enrollment is key. And we know and  16 understand that. So Alma provides that opportunity  17 for our students.</p> <p>18 And we know -- we're not a student-seeking  19 school. We're an opportunity-providing school. I  20 want to make that clear.</p> <p>21 We're not just accepting students in so we  22 can get numbers. Some of the ones, we bring in,  23 "Oh, my goodness." It is what it is.</p> <p>24 But even the kids were bringing in,  25 they're successful at our school. So to put a cap</p>

<p style="text-align: right;">230</p> <p>1 on it, we're making sure we provide an exceptional 2 space for exceptional students. And at the same 3 time, we do know that we need to be fiscally 4 responsive and responsible for our students. 5 So what we did is we have an academic 6 return on investment. Here's the amount of money we 7 have, and how does it equal student success, you're 8 seeing that. Data is there. 9 When a little school like ours is getting 10 200 to 300 to show up to A Taste, an event that 11 doesn't really -- but the community is buying into 12 it. So now with the marketing and the opportunities 13 that are coming, it's attracting interest, and now 14 it will attract students, which equals state 15 dollars. 16 I'll finish with this. I sat down with my 17 staff three weeks ago. And I said, "Some of you 18 guys are making \$80,000, 50-, whatever. This is how 19 many students you have every day. And if you're 20 making \$2,800 per student, are they getting \$2,800 21 out of you every day? 22 We need to answer those questions, 23 academic return on investment. That's also part of 24 this financial thing that we speak to. Not a lot of 25 people know and understand how to do that. But</p>	<p style="text-align: right;">232</p> <p>1 board to continue moving, because, I mean -- and 2 I've told you -- I've said it publicly before. 3 If it wasn't for this change, I would not 4 be voting to renew this school, this -- you saved 5 Alma. Like, for me, like, when I voted for Alma to 6 get renewed last time, they were saved by COVID and 7 by the lack of information that we had. 8 And because there was COVID, we couldn't 9 pinpoint exactly what went wrong; right? 10 But I knew. And that's the only time -- 11 I've told Commissioner Gipson this; I've told Julia 12 this -- it was the only vote I've made in my career 13 that I could not sleep at night was voting Alma to 14 continue. 15 There was no learning. There was no 16 progress. There was no effort, there was no -- and 17 the people that were there at that time also had no 18 vision, no plan. Nothing was going to change. And 19 I knew that day, leaving, nothing is going to 20 change. 21 It was the only school during that time 22 that I have -- that was willing and open to say, "We 23 haven't tested a single student at all in three 24 years now, not a final exam, much less NWEA or an 25 interim assessment, not even a final exam in years."</p>
<p style="text-align: right;">231</p> <p>1 we've integrated that into our strategic plan, the 2 academic return on investment. 3 I decided not to leave Alma; right? We 4 decided to stay. Now we know the retention is good, 5 we have to focus on the recruitment. We're going to 6 be doing an excellent job. 7 Last week, Olivia was there, and she made 8 30 copies of applications. So I know that's 9 happening. And we're seeing on our lottery, 10 interest come in. 11 So, obviously, when -- we've been on two 12 weeks' spring break. When we get back, we will be 13 able to respond to these inquiries. Most likely 14 getting some of their students to come is going to 15 really be a huge benefit to what we do. Thank you. 16 COMMISSIONER BRAUER: Thank you. 17 THE CHAIR: No. Sorry. I haven't -- 18 actually, go ahead. 19 Okay. I just want to say I agree with 20 you, 100 percent. I agree with you in what you've 21 gone through. 22 I know I've had conversations with you 23 about the work I saw that was happening and the 24 difficulty that was being experienced, and, like, 25 crossing my fingers and encouraging you and your</p>	<p style="text-align: right;">233</p> <p>1 So people who want to save Alma, this was 2 the way to do it. This is what's going to save 3 Alma. 4 And you -- it's been -- I can't even 5 fathom your drives home. I can't. Like, it's -- 6 and your monthly board meetings. I can't -- like, 7 trying to be empathetic and putting myself in your 8 shoes, it's overwhelming. It's tough. And it is 9 sad. 10 And, you know, I know this Commission has 11 talked about, "We need adults to work. We need 12 adults to work together." 13 I've worked in other positions where there 14 are people who do not want to work together. They 15 don't. And until the school fails, they do not 16 want -- they do not want the school to succeed. 17 And bad systems do serve certain people, 18 you know. There were people being served by the way 19 Alma was operating, people who did not want to be 20 held accountable for their kids going to school, 21 people who wanted their kids to graduate from high 22 school without learning a single thing. 23 Those -- that -- there's people who were 24 being served by a bad system. 25 It wasn't going to last much longer,</p>

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1 because once we actually started getting details,  
2 once we started getting information, it's very clear  
3 to say there was nothing going on at Alma.

4 So there has been tremendous, insane  
5 progress made very quickly, always -- I do think --  
6 it's hard from, like -- I'm such a third party on  
7 the outside looking in; right? I talked to you  
8 about this, too. Transformational leaders who come  
9 in. You have to come in. "We've got to make these  
10 changes and make them quickly."

11 This is crazy. "We can't just live.  
12 We've got to make these changes."

13 I've worked with some of these  
14 transformational leaders. And people don't like  
15 them. People do not like them.

16 I've worked with them. People don't like  
17 them. It's difficult.

18 And so the strength that you have had and  
19 the board has had to power through that, to me, that  
20 is the most kid-focused thing I've ever seen; right?  
21 Because if you weren't doing it for the kids, why  
22 would any of you be doing it? Why would any of you?

23 So I agree with you. I absolutely agree.

24 And I do want to say, when I think of how  
25 processes work with the PEC, I think often of how

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1 speaking up. Appreciate it. You should. And,  
2 yeah, I mean, the fact that we can go through this  
3 today -- and, I mean, we've had other schools  
4 receive similar kind of -- like, "This is it," and  
5 not work out. And it didn't work out.

6 And for you to come here and be -- we're  
7 not even a year into it -- and to be able to go from  
8 super concerned to, you know, last month, the reason  
9 Alma wasn't on the agenda was because CSD says, "We  
10 need more time, we need more data to make sure we  
11 have it all. And Alma is doing a good job right  
12 now. They are not in crisis mode. We are not  
13 concerned about that. We don't need to do something  
14 immediate right now, because they're doing okay."

15 So I'm definitely happy and supportive to  
16 take a lot of CSD's recommendations and starting to  
17 move away from, like, let's -- all these things that  
18 you Meet, let's go ahead and clear them off. Let's  
19 go ahead and move on, get hyper-focused on the  
20 couple of things that are left, which seems to be,  
21 predominantly, the financial parts, which, again,  
22 that is one of those things that you can do really  
23 great work and you're not going to see the results  
24 of it for a little bit.

25 And I think from me on my side, from the

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1 this process has gone with Alma. And previous  
2 schools, too. And how we can do different things  
3 better and differently.

4 And, once again, I know I said thank you  
5 to the schools who weren't getting paid for doing  
6 the monthly financial CAPs, even more so in all the  
7 things you've experienced as well. I do think there  
8 are things -- there are processes we can do better.

9 I think we actually have already started  
10 doing that, because of the experience we've had with  
11 your school and because of this process.

12 We're already taking a look at like, that  
13 didn't work. How can we do this better? I want you  
14 to know it's not been for nothing from our side as  
15 well.

16 I do. I apologize. It was -- it was not  
17 an experience that should have happened, not in the  
18 way it did.

19 And I think that could be -- like, going  
20 backwards, I think there's a lot of things where you  
21 do the right thing the wrong way. And that's when  
22 we're humans. And sometimes that happens. But it's  
23 tough when it impacts more than just a professional  
24 environment; right? Like, it's a lot.

25 So I just want to say thank you for

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1 accountability side, until we see -- I genuinely do  
2 believe you're looking at every little thing, and  
3 you're going to fix every little thing. I believe  
4 it.

5 But also, as data-oriented people, we want  
6 to see the data. Yes, it's -- like, "We're in the  
7 clear now."

8 So that's the only reason why I'm going to  
9 support continuing to have that kind of oversight.  
10 But I'm happy to, once again, take CSD's  
11 recommendation moving things to quarterly, kind of  
12 moving that more intensive oversight, letting you  
13 have space to really implement these things that you  
14 all have created and create good buzz around your  
15 school, get the bad, you know, juju out and start  
16 welcoming in the arts and welcoming in -- because  
17 the arts are -- well, actually, I mean -- sometimes  
18 arts are really depressing, in all honesty. But  
19 it's an expression of the human.

20 No matter what, it is an expression of  
21 human experience. And for you to be able to welcome  
22 that into your school and focus on that and raising  
23 your kids up academically, I think the kids coming  
24 into your school are going to come in believing  
25 they're going to get numeracy, literacy, and they're

<p style="text-align: right;">238</p> <p>1 going to get the arts.</p> <p>2 I appreciate what you've been through. I</p> <p>3 apologize for what you all have been through,</p> <p>4 because no matter what, we can go backwards. No</p> <p>5 matter what, none of this, nothing happened that was</p> <p>6 worth this, like what's been going on. Like, it</p> <p>7 just isn't.</p> <p>8 So I do think there's -- I think it's</p> <p>9 basically, yeah, that we kind of take a look at this</p> <p>10 in the same level at which we just did other schools</p> <p>11 who have prior years' financial concerns, continue</p> <p>12 monitoring in the same way we just did.</p> <p>13 I think if we can do, like, an updated, I</p> <p>14 would be open to doing an updated CAP. Let them</p> <p>15 work with CSD and kind of update the CAP and get rid</p> <p>16 of everything we need to get rid of, and propose an</p> <p>17 updated CAP that's like super focused and just that</p> <p>18 has the things we need and move on from all the</p> <p>19 other stuff.</p> <p>20 DR. ADAM AMADOR: Madam Chair, if you</p> <p>21 will, we presented Dr. Russell -- we already -- from</p> <p>22 the moment this came out, like, last year, we</p> <p>23 started putting things in place just to be</p> <p>24 proactive. We did submit to her.</p> <p>25 I do have colleagues who are CFOs and CPAs</p>	<p style="text-align: right;">240</p> <p>1 had in students who are very highly successful. My</p> <p>2 students know they're going to end up where she's at</p> <p>3 if they just follow this path, which at Alma is</p> <p>4 unheard of, that that access, engagement, and</p> <p>5 opportunity is unheard of.</p> <p>6 So with that being said, now we can focus</p> <p>7 on the financial part; right?</p> <p>8 THE CHAIR: I want to say, I know --</p> <p>9 New Mexico is known as a very -- like, the whole</p> <p>10 state is a very artsy community. And I think</p> <p>11 Las Cruces has -- actually, I don't think; I know.</p> <p>12 Las Cruces has a very unrecognized art community</p> <p>13 that doesn't get the same level of respect that</p> <p>14 Santa Fe artists or even Albuquerque artists get.</p> <p>15 And there are some incredible, fantastic artists in</p> <p>16 the state as well.</p> <p>17 Actually, I think -- I understand the</p> <p>18 purpose of Alma being there. I understand it</p> <p>19 needing to be. But, once again, I think -- I</p> <p>20 understand.</p> <p>21 Like I said, I actually think this was the</p> <p>22 right -- I -- I've talked to you many times. It's</p> <p>23 the right thing. It's hard. It's hard. And it's</p> <p>24 hard to be a transformational change. It is</p> <p>25 difficult, so difficult. And sometimes we do the</p>
<p style="text-align: right;">239</p> <p>1 who have volunteered to come on, for free, which is</p> <p>2 really nice, to come and audit the school and really</p> <p>3 help us out. And, like I said, we own it now. We</p> <p>4 get it. But we have to focus -- like I said, when</p> <p>5 all this started, we have to pick one thing. And</p> <p>6 that one thing was the academics. We had to pick</p> <p>7 one thing.</p> <p>8 We know that we have to be good at</p> <p>9 everything all the time. But that academics is --</p> <p>10 parents want to know their kids are going to a good</p> <p>11 school. That's it. And they don't care if there's</p> <p>12 money or not. They want to know, "Is my kid going</p> <p>13 to succeed and go to college?"</p> <p>14 And the last thing I'll say on this, when</p> <p>15 Deanna Barnwall [ph] came 15 years ago, my student</p> <p>16 at Albuquerque High, when she came on and said,</p> <p>17 "Dr. A., I want to help you." My kids were, like,</p> <p>18 who is this?</p> <p>19 And they looked her up. She had her own</p> <p>20 show on CBS, her own show on E, her own deal in</p> <p>21 Cosmo (inaudible). "I want to be her." All of a</p> <p>22 sudden we had eight kids not coming to school and</p> <p>23 not coming to class, all of a sudden, "I want to be</p> <p>24 her."</p> <p>25 It's that 25-year investment that we've</p>	<p style="text-align: right;">241</p> <p>1 right thing the wrong way.</p> <p>2 But it's -- I am -- I am always encouraged</p> <p>3 to hear that the people who are at this school today</p> <p>4 are happy with the school. The people that we hear</p> <p>5 are not happy are people who are not at the school.</p> <p>6 So keep focusing on the people you have at your</p> <p>7 school. Keep focusing on your kids who are at the</p> <p>8 school.</p> <p>9 Other people -- I mean, sure, you're a</p> <p>10 public school. So is every school. It's</p> <p>11 inappropriate to treat other humans in that way.</p> <p>12 So I would just continue -- like, please</p> <p>13 keep powering through. Like, this was a lot to go</p> <p>14 through. But I'm ready to -- let's move on. Yeah.</p> <p>15 And I think we're at a place where now Alma is,</p> <p>16 like, yeah, we'll do the financials. Let's get you</p> <p>17 through it.</p> <p>18 But you're to a place where we can start</p> <p>19 letting you have that autonomy back that you deserve</p> <p>20 and need.</p> <p>21 Commissioner Carrillo.</p> <p>22 SECRETARY CARRILLO: Yes to everything you</p> <p>23 said.</p> <p>24 The -- on the financial side, keeping</p> <p>25 things -- however you guys you want to do it with</p>

<p style="text-align: right;">242</p> <p>1 Dr. Russell and the CSD on the financial stuff, I 2 have every confidence in Mr. Masters and you slowly 3 growing your kids. 4 I -- I appreciate very much, Dr. Amador, 5 your candor, your honesty, and letting us know how 6 all of this -- how you felt through all of this and 7 how it affected all of you. 8 And I'll own my part of being on -- not 9 the bandwagon, because I don't join bandwagons -- 10 being super concerned, super quick, not having all 11 the information. Based on the information that I 12 did have, you know, I was gravely concerned about 13 your little school. 14 But then there's no question. I said this 15 to you when you came in, unfortunately, so many 16 hours ago, the way you all turned things around. 17 It's super impressive, and I'm sorry you had to go 18 through hell to get here. 19 Sometimes that's what has to happen. We 20 had other schools that did all that and didn't turn 21 the corner. Purgatory -- anyway, I want to thank 22 you. I own my part of jumping -- listening to some 23 of the voices that later, we learned -- it's, like, 24 these are not people that we should be listening to. 25 They have might be the loudest. They might come</p>	<p style="text-align: right;">244</p> <p>1 way -- especially for Cindy, who's not listening to 2 us figure it out on the fly. Five minutes? We'll 3 work this out and then come back. 4 (Brief recess held.) 5 THE CHAIR: Commissioner Gipson. 6 VICE CHAIR GIPSON: Yes. So I move that 7 the PEC find that the Corrective Action Plan for 8 Alma d'Arte Charter High School is deemed complete 9 and shall be closed out. 10 The academic and organizational provisions 11 shall continue to be monitored under the condition 12 of renewal, the performance framework, and the CSD 13 annual report. 14 I move that the Chair issue a Notice of 15 Concern to Alma d'Arte Charter High School regarding 16 the audit findings in the FY 2024 charter school 17 audit. By April 14th, the school should provide an 18 updated Corrective Action Plan to correct the two 19 years of audit findings for consideration and 20 approval by the PEC at the April meeting. 21 COMMISSIONER BRAUER: I second. 22 THE CHAIR: Thank you. There's a motion 23 and a second. Any discussion on the motion? 24 (No response.) 25 THE CHAIR: All right. Seeing none,</p>
<p style="text-align: right;">243</p> <p>1 every week for two years. But these are clearly not 2 the people we should pay attention to. 3 I clearly applaud your getting -- how many 4 others, students -- especially students and alumni 5 letting us know their experience and how they feel 6 about you and about the school and about the board. 7 So thank you. 8 Academics. That's what I want to see. 9 Show me academics later. Finance, I'm not worried 10 about. I'm worried about academics. 11 VICE CHAIR GIPSON: Do we need to massage 12 this language? I want to close all this out. If 13 there's a financial thing, make that separate. And 14 there's no way that it's in any way conflated with 15 anything that was prior. I don't want that to come 16 up in any conversation. 17 So we're going to massage the motion 18 language so that it's clear that we're closing all 19 of this out, and then just have a CAP for the 20 financial. 21 And I -- and the only thing I'm going to 22 say with that is I just want to make sure there's 23 not a thousand check-ins. 24 THE CHAIR: We're going to take, like, a 25 five-minute break so we can organize this in a</p>	<p style="text-align: right;">245</p> <p>1 Secretary Carrillo, if you could call roll. 2 SECRETARY CARRILLO: Commissioner 3 Obenshain. 4 COMMISSIONER OBENSHAIN: Yes. 5 SECRETARY CARRILLO: Commissioner Beck. 6 COMMISSIONER BECK: Yes. 7 SECRETARY CARRILLO: Commissioner 8 Clahchischilliage. 9 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 10 SECRETARY CARRILLO: Secretary votes yes. 11 Vice Chair Gipson. 12 VICE CHAIR GIPSON: Yes. 13 SECRETARY CARRILLO: Commissioner Brauer. 14 COMMISSIONER BRAUER: Yes. 15 SECRETARY CARRILLO: Chair Burt. 16 THE CHAIR: Yes. 17 SECRETARY CARRILLO: Commissioner Manis. 18 Commissioner Manis? 19 (No response.) 20 SECRETARY CARRILLO: Okay. That means 21 we're seven-zero. 22 VICE CHAIR GIPSON: Can I just say two 23 things before the school leaves? 24 Number one, they're on spring break this 25 week. So I don't know if we asked other schools to</p>

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1 come up during their spring break. But just  
2 acknowledging the fact that they are on spring  
3 break.

4 But, most importantly, I don't know if  
5 that many people know they're sending troops down to  
6 our border. So it's a whole different world down  
7 there.

8 THE CHAIR: All right.

9 Thank you, Dr. Amador. Thank you, team.

10 SECRETARY CARRILLO: Thank you very much.

11 THE CHAIR: Okay. That brings us to  
12 Item 15, Discussion and Possible Action to Approve  
13 Contract and Associated Documents for the 2025-2030  
14 Contract Term.

15 And we're starting out with a., the  
16 Albuquerque School of Excellence.

17 Ms. Barnes, do you want to walk us  
18 through? I don't think we need to go through all of  
19 them. Everybody should look. But if anybody has  
20 questions.

21 MS. JULIA BARNES: Okay. So I'll show you  
22 the document that we'll be utilizing over the next  
23 couple of meetings to get all of these done.

24 It's Document 15. The ones that we're  
25 approving at the top are 1 through 6.

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1 You have an opportunity -- and have had an  
2 opportunity -- to look at the link. And then we've  
3 also identified the mission goal or a key point.

4 The one thing that I would like to point  
5 out with The Montessori Academy is that this also  
6 included the requested changes that are identified  
7 in there. And then below that are the contracts  
8 that are pending.

9 However, we are able to look at all NWEA  
10 schools next month, so that will be a whole other  
11 group of them, because the template is finished.

12 So today, we're voting on the top six, and  
13 there needs to be just a vote per school.

14 THE CHAIR: Just for brevity and for time,  
15 is this motion very long? Do we need to have all  
16 that, "I further..." -- that's just internal  
17 process?

18 MS. JULIA BARNES: I couldn't quite  
19 decide.

20 THE CHAIR: I don't think we need to say  
21 that every time.

22 MS. JULIA BARNES: No. We're going to  
23 make sure that it happens, but I'm not sure that you  
24 have to require it.

25 THE CHAIR: All right.

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1 MS. JULIA BARNES: Do you want take that  
2 out of each one? I can do it.

3 THE CHAIR: I'll do the first one.

4 MS. JULIA BARNES: I'll do the rest of  
5 them while you're -- I'm sorry.

6 The very last thing is we are waiting for  
7 templates to be finished before we finish the  
8 contracts. But as I said, the NWEA template is  
9 done. That's going to allow a whole bunch of the  
10 schools to be approved next month.

11 THE CHAIR: Okay. If you all -- if  
12 anybody has a -- if you want to make a motion  
13 yourself, let me know. Otherwise, I'm going to kind  
14 of just go through these.

15 All right. Item a.

16 I move that the Public Education  
17 Commission approve the charter contract and  
18 exhibits, including the performance framework, for  
19 the Albuquerque School of Excellence, identified in  
20 Item -- in Agenda Item 15 for the 2025-to-2030  
21 contract term.

22 COMMISSIONER BECK: Second.

23 THE CHAIR: Motion and a second. Any  
24 discussion?

25 (No response.)

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1 THE CHAIR: Seeing none, Commissioner  
2 Carrillo, could you take roll?

3 SECRETARY CARRILLO: Sure. If the motion  
4 is the same for all the schools, why don't we --  
5 okay. All-righty.

6 MS. JULIA BARNES: Because we attach it to  
7 the contract. That's why we need a separate motion.

8 SECRETARY CARRILLO: Commissioner  
9 Obenshain.

10 COMMISSIONER OBENSHAIN: Yes.

11 SECRETARY CARRILLO: Beck.

12 COMMISSIONER BECK: Yes.

13 SECRETARY CARRILLO: Clahchischilliage.

14 COMMISSIONER CLAHCHISCHILLIAGE: Yes.

15 SECRETARY CARRILLO: Carrillo.

16 (Indicates.)

17 Gipson.

18 VICE CHAIR GIPSON: Yes.

19 SECRETARY CARRILLO: Brauer.

20 COMMISSIONER BRAUER: Yes.

21 SECRETARY CARRILLO: Burt.

22 THE CHAIR: Yes.

23 SECRETARY CARRILLO: Manis.

24 He's gone.

25 All-righty. Seven-zero.

<p style="text-align: right;">250</p> <p>1 THE CHAIR: Great.</p> <p>2 Item b., Aldo Leopold Charter School.</p> <p>3 I move that the Public Education</p> <p>4 Commission approve the charter contract and</p> <p>5 exhibits, including the performance framework, for</p> <p>6 Aldo Leopold Charter School, identified in Agenda</p> <p>7 Item 15, for the 2025-2030 charter term.</p> <p>8 VICE CHAIR GIPSON: Second.</p> <p>9 THE CHAIR: There's a motion and second.</p> <p>10 Any discussion on the motion?</p> <p>11 (No response.)</p> <p>12 THE CHAIR: Seeing none, Secretary</p> <p>13 Carrillo.</p> <p>14 SECRETARY CARRILLO: Obenshain.</p> <p>15 COMMISSIONER OBENSHAIN: Yes.</p> <p>16 SECRETARY CARRILLO: Beck.</p> <p>17 COMMISSIONER BECK: Yes.</p> <p>18 SECRETARY CARRILLO: Clahchischilliage.</p> <p>19 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>20 SECRETARY CARRILLO: Carrillo, yes.</p> <p>21 Gipson.</p> <p>22 VICE CHAIR GIPSON: Yes.</p> <p>23 SECRETARY CARRILLO: Brauer.</p> <p>24 COMMISSIONER BRAUER: Yes.</p> <p>25 SECRETARY CARRILLO: Burt.</p>	<p style="text-align: right;">252</p> <p>1 Discussion?</p> <p>2 (No response.)</p> <p>3 THE CHAIR: Seeing none.</p> <p>4 SECRETARY CARRILLO: Obenshain.</p> <p>5 COMMISSIONER OBENSHAIN: Yes.</p> <p>6 SECRETARY CARRILLO: Beck.</p> <p>7 COMMISSIONER BECK: Yes.</p> <p>8 SECRETARY CARRILLO: Clahchischilliage.</p> <p>9 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>10 SECRETARY CARRILLO: Carrillo, yes.</p> <p>11 Gipson.</p> <p>12 VICE CHAIR GIPSON: Yes.</p> <p>13 SECRETARY CARRILLO: Brauer.</p> <p>14 COMMISSIONER BRAUER: Yes.</p> <p>15 SECRETARY CARRILLO: Burt.</p> <p>16 THE CHAIR: Yes.</p> <p>17 SECRETARY CARRILLO: Manis, gone.</p> <p>18 Seven-zero.</p> <p>19 THE CHAIR: All right. Motion passes.</p> <p>20 The Montessori Elementary and Middle</p> <p>21 School, known now as The Montessori Academy.</p> <p>22 I move that the Public Education</p> <p>23 Commission approve the charter contract and</p> <p>24 exhibits, including the performance framework, for</p> <p>25 The Montessori Academy, identified in Agenda</p>
<p style="text-align: right;">251</p> <p>1 THE CHAIR: Yes.</p> <p>2 SECRETARY CARRILLO: Manis</p> <p>3 (No response.)</p> <p>4 SECRETARY CARRILLO: Seven-zero.</p> <p>5 THE CHAIR: Thank you.</p> <p>6 And, Ms. Barnes, while I'm doing this next</p> <p>7 one, I do think for the Montessori School, I feel</p> <p>8 comfortable saying that we're going to approve those</p> <p>9 amendments as well in here.</p> <p>10 MS. JULIA BARNES: I thought about it.</p> <p>11 Thank you. The reason I think we don't need it is</p> <p>12 the contract is explicit about that that was done,</p> <p>13 and it's not technically an amendment, as you</p> <p>14 remember.</p> <p>15 So I think it needs to be said, but needs</p> <p>16 to be said in the contract.</p> <p>17 THE CHAIR: All right. Great. All right.</p> <p>18 Item c., Amy Biehl High School.</p> <p>19 I move that the Public Education</p> <p>20 Commission approve the charter contract and</p> <p>21 exhibits, including the performance framework, for</p> <p>22 Amy Biehl High School, identified in Agenda Item 15,</p> <p>23 for the 2025-2030 charter term.</p> <p>24 COMMISSIONER BRAUER: Second.</p> <p>25 THE CHAIR: Motion and a second.</p>	<p style="text-align: right;">253</p> <p>1 Item 15, for the 2025-2030 charter term.</p> <p>2 (Vice Chair Gipson and Commissioner Brauer</p> <p>3 second the motion simultaneously.)</p> <p>4 VICE CHAIR GIPSON: Second.</p> <p>5 COMMISSIONER BRAUER: Second.</p> <p>6 THE CHAIR: Thank you. There's a motion</p> <p>7 and a second. Any discussion?</p> <p>8 (No response.)</p> <p>9 THE CHAIR: Seeing none, roll.</p> <p>10 SECRETARY CARRILLO: Obenshain.</p> <p>11 COMMISSIONER OBENSHAIN: Yes.</p> <p>12 SECRETARY CARRILLO: Beck.</p> <p>13 COMMISSIONER BECK: Yes.</p> <p>14 SECRETARY CARRILLO: Clahchischilliage.</p> <p>15 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>16 SECRETARY CARRILLO: Carrillo, yes.</p> <p>17 Gipson.</p> <p>18 VICE CHAIR GIPSON: Yes.</p> <p>19 SECRETARY CARRILLO: Brauer.</p> <p>20 COMMISSIONER BRAUER: Yes.</p> <p>21 SECRETARY CARRILLO: Burt.</p> <p>22 THE CHAIR: Yes.</p> <p>23 SECRETARY CARRILLO: Manis is out.</p> <p>24 Seven-zero.</p> <p>25 THE CHAIR: Item e., South Valley</p>



<p style="text-align: right;">254</p> <p>1 Preparatory School.  2 I move that the Public Education  3 Commission approve the charter contract and  4 exhibits, including the performance framework, for  5 the South Valley Preparatory School, identified in  6 Agenda Item 15, for the 2025-2030 charter term.  7 COMMISSIONER BRAUER: Second.  8 THE CHAIR: Thank you. There's a motion  9 and a second.  10 Any discussion?  11 (No response.)  12 THE CHAIR: Seeing none.  13 SECRETARY CARRILLO: Obenshain.  14 COMMISSIONER OBENSHAIN: Yes.  15 SECRETARY CARRILLO: Beck.  16 COMMISSIONER BECK: Yes.  17 SECRETARY CARRILLO: Chahchischilliaage.  18 COMMISSIONER CLAHCHISCHILLIAGE: Yes.  19 SECRETARY CARRILLO: Carrillo. Yes.  20 Gipson.  21 VICE CHAIR GIPSON: Yes.  22 SECRETARY CARRILLO: Brauer.  23 COMMISSIONER BRAUER: Yes.  24 SECRETARY CARRILLO: Burt.  25 THE CHAIR: Yes.</p>	<p style="text-align: right;">256</p> <p>1 THE CHAIR: Yes.  2 SECRETARY CARRILLO: Manis is gone.  3 Great. Seven-zero.  4 THE CHAIR: Seven-zero. Motion passes.  5 Thank you.  6 And thank you, once again, to Vice Chair  7 Gipson, to the contract negotiation team, Julia,  8 Dr. Russell, the whole CSD team that helped with all  9 of them.  10 You'll hear it for the next several months  11 every time, because that was a lot and impressive  12 and thank you.  13 Okay. Item 16 is Discussion of Personnel  14 Form Change in the first reading. I'm going to go  15 ahead and pass that on to you, Ms. Barnes.  16 MS. JULIA BARNES: One second.  17 THE CHAIR: No problem.  18 MS. JULIA BARNES: Okay. So this is from  19 the Policy Committee. There -- I'm not quite sure  20 the general situation of it, maybe from one of  21 the --  22 VICE CHAIR GIPSON: It was from me.  23 MS. JULIA BARNES: It was from Vice Chair  24 Gipson.  25 Just looking at the personnel change</p>
<p style="text-align: right;">255</p> <p>1 SECRETARY CARRILLO: Seven-zero.  2 THE CHAIR: Passes. All right.  3 Item f.  4 I move that the Public Education  5 Commission approve the charter contract and  6 exhibits, including the performance framework, for  7 Taos Integrated School for the Arts, identified as  8 Agenda Item 15 for the 2025-to-2030 charter term.  9 VICE CHAIR GIPSON: Second.  10 THE CHAIR: Thank you. There's a motion  11 and a second. Discussion?  12 (No response.)  13 THE CHAIR: Seeing none. Secretary --  14 SECRETARY CARRILLO: Obenshain.  15 COMMISSIONER OBENSHAIN: Oh, yes.  16 SECRETARY CARRILLO: Beck.  17 COMMISSIONER BECK: Yes.  18 SECRETARY CARRILLO: Clahchischilliaage.  19 COMMISSIONER CLAHCHISCHILLIAGE: Yes.  20 SECRETARY CARRILLO: Carrillo is yes.  21 Gipson.  22 VICE CHAIR GIPSON: Yes.  23 SECRETARY CARRILLO: Brauer.  24 COMMISSIONER BRAUER: Yes.  25 SECRETARY CARRILLO: Burt.</p>	<p style="text-align: right;">257</p> <p>1 notification, and, in particular, whether there was  2 any requirements for the -- their board to have  3 approved the business manager change. And then  4 looking at the requirements, there's not a  5 requirement for the board of finance that that  6 happen.  7 And the concern, I think, was -- although  8 Commissioner Gipson can speak for herself -- that  9 the board doesn't hire the business manager, that  10 that really comes from the head administrator. So  11 maybe we can kind of conflate a couple of issues.  12 It's a very simple change if you choose to do that.  13 Document 16.a. is the changes, and  14 Document 16.b. is just the backup for looking at the  15 board of finance.  16 THE CHAIR: Thank you, Ms. Barnes. And  17 then, Director Chavez, we'd like to hear your  18 recommendation on this.  19 DIRECTOR CORINA CHAVEZ: Thank you, Chair  20 Gipson.  21 Julia, I agree with all of that. One  22 suggestion that the Charter School Division has for  23 that is that right now, the form is personnel  24 changes. And we would ask the PEC to consider  25 separating out notification for the different</p>

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1 individuals so that they're separate policies,  
2 separate forms. That's how Epicenter would manage  
3 them best. And it would just be helpful for  
4 everybody, I think, to have them separate.

5 THE CHAIR: Great. So this is the first  
6 reading of this. So this will go back to the  
7 subcommittee to discuss, especially with, you know,  
8 Director Chavez's recommendation. And we can take a  
9 look at that and propose some revisions for next  
10 month.

11 **A. If there's any other comments from**  
12 **Commissioners at this time that you would like to**  
13 **give for the subcommittee to consider, now is a**  
14 **great time to do it.**

15 **(No response.)**

16 THE CHAIR: All right. Great. And glad  
17 you stayed right there. Because now we're on to  
18 Item 17, Report from Charter School Division and  
19 Discussion.

20 DIRECTOR CORINA CHAVEZ: All right. Thank  
21 you, Chair Burt.

22 In terms of Item a., Update on CSD Staff  
23 Positions, I have no updates from last month. We  
24 are staying stable and working hard and doing a  
25 great job. So many kudos to the team, who all

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1 contribute to what you all experience at your  
2 monthly meetings.

3 If it's okay with you, I'd like to move to  
4 Item C. and come to B. after.

5 So this is something new, Commissioners,  
6 that the Executive Committee on the Public Education  
7 Commission asked that I do. And that is to bring to  
8 you any sort of notifications about schools that may  
9 have been brought to my attention, that there is  
10 some concern.

11 It doesn't raise to the level of an  
12 action, obviously, because it's part of my report.  
13 But this is sort of a heads-up.

14 So the schools that you should know  
15 about -- there's two schools that are on SpEd CAPs,  
16 The MASTERS Program and Montessori Academy.

17 And they're both given specific action  
18 steps that they need to take. And they are both on  
19 track.

20 In fact, we thought that maybe this week  
21 that The Montessori Academy would be complete with  
22 their CAP. I think that next week, we'll probably  
23 get that notification. They have complied with  
24 several of the steps in that CAP.

25 The other school that is on a special ed

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1 Corrective Action Plan is The MASTERS Program. And  
2 that school had seven steps that they needed to take  
3 to be in compliance with special ed. And they are  
4 also on track for meeting that.

5 Every week I get an update on schools that  
6 have received a formal special ed complaint. And  
7 they have -- they do a little investigation before  
8 they decided that -- before they decide to put the  
9 school on a special ed Corrective Action Plan, and  
10 then I get updates on progress towards meeting the  
11 conditions of the special ed CAP.

12 So that will be something that I will just  
13 share very high-level information. There's more  
14 detail that can be shared about what are the  
15 specific steps, and, you know, when did they submit  
16 paperwork or take whatever action that -- should the  
17 Commission want to learn more about it.

18 But we aren't sharing the personally  
19 identifying information on any of the students.  
20 We're just letting you know that that's -- that  
21 that's in place.

22 As for Hózhó, who is also listed on here,  
23 I received a letter from School Budget about  
24 concerns that after the review of Quarter One,  
25 Hózhó's ending cash was negative. It's a little bit

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1 of borrowing from the SEG to pay other things and  
2 needing to submit requests for reimbursement to not  
3 be borrowing from the SEG.

4 I did hear from the school's business  
5 manager, who wanted to share some context related to  
6 that. Because Hózhó was one of the schools that was  
7 recommended to come before you for a financial  
8 Corrective Action Plan, I'm sure you'll be able to  
9 hear a lot more about that. But just so you know,  
10 School Budget did raise that concern.

11 And the final school that's on this list  
12 here is ACES Technical. And you should be aware  
13 that on December 9th, there was a letter from Deputy  
14 Secretary Amanda DeBell and Dr. Cage, who overlooks  
15 special ed regarding the school's data reporting and  
16 validation.

17 Since then, there's been multiple e-mails  
18 that I've received about the school having not  
19 validated their 80th day special ed data and not  
20 submitting it correctly or on time. So it's not  
21 validated.

22 I'm not sure what the next steps are in  
23 terms of PED's action. There continues to be  
24 concern around it submitting reports, submitting  
25 them on time, validating the data, and following

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1 through with some of the PED requirements.

2 I did hear from the head administrator of  
3 the school when I let him know that he would be on  
4 the PEC's agenda. And so I think some PEC members  
5 might have seen that correspondence, too.

6 I think -- I don't have much more to say,  
7 except there was a little bit of back-and-forth  
8 exchange.

9 Any questions on that before I move to my  
10 favorite topic of all?

11 THE CHAIR: Was that a euphemism, a  
12 "back-and-forth exchange"?

13 DIRECTOR CORINA CHAVEZ: No, No. I'm  
14 really -- I'm going to talk about the conference  
15 next and that it's my favorite topic of all.

16 It's coming along beautifully. We've got  
17 a schedule that we're following. Again, I'll just  
18 shout out Bianca, who is the manager of the  
19 conference on our team who does a tremendous job,  
20 she works really closely with Terrance from SWREC to  
21 get things going.

22 So we are refining the details. We are  
23 going to have the conference this year at Embassy  
24 Suites in Albuquerque. So parking will be ample and  
25 easy.

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1 Registration for the conference and  
2 booking of the hotel accommodations begins  
3 March 31st; although, the PEC has already been  
4 invited to register, and three members have  
5 registered as of today.

6 So those three PEC members who are  
7 registered are Carrillo -- shout-out to Carrillo --  
8 Gipson, who is always on time, and Ingham. The  
9 other Commissioners who have not yet registered,  
10 this is a strong encouragement to register; or, if  
11 you need assistance, let me or Consuelo know. We  
12 are happy to help you. We want for you all to get  
13 registered before it gets open to everybody else.

14 We want you to get rooms booked. If  
15 you're taking a room at the conference this year  
16 before that opens -- well, that's actually opened up  
17 already. So let's get on it. And let us know how  
18 we can help you.

19 Charter schools, business managers, all  
20 governing board members will receive e-mails about  
21 the registration soon. We have a spot on your  
22 website where we're putting updates about the  
23 conference so they can find the information.

24 We've been promoting it with the schools.  
25 We have a schedule that allows for students'

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1 performances.

2 I want to talk to you about the PEC awards  
3 time. And we think that it'll be great.

4 We have fewer breakout sessions this year.  
5 There's going to be 30, but something for everybody.

6 Governing board members can get training  
7 credit for both the '24-'25 school year and '25-'26,  
8 per Commissioner Brauer's suggestion. So we're  
9 going to do that again this year.

10 We have a couple of panels, because we  
11 think that it's really interesting to hear from  
12 schools and maybe a school leader doesn't want to be  
13 the only one speaking. And you all have raised some  
14 items that you would really like to hear.

15 So we have a panel that is going to talk  
16 about food services; a panel that's going to talk  
17 about CTE; a math panel; and possibly a facilities  
18 panel.

19 We're also inviting Epicenter to come to  
20 provide office hours. And they might facilitate a  
21 session on the next iteration of what we're doing in  
22 Epicenter.

23 We also have PED office hours. Twenty  
24 bureaus across the PED are going to attend and offer  
25 some office hours; maybe not both days, but between

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1 the two days. They'll have a table where they can  
2 meet.

3 I'd love to finalize whether you all want  
4 to have office hours or not so that we'll know what  
5 kind of space to reserve for you.

6 Also the evening of June 10th is the  
7 social. And we've recruited some sponsors to the  
8 tune of \$30,000. So that should be a lot of fun.  
9 There will be a photo booth. And, yeah, I stand for  
10 any questions related to that and would really like  
11 your input. I don't read lips very well.

12 COMMISSIONER BECK: Register me.

13 DIRECTOR CORINA CHAVEZ: Okay,  
14 Commissioner Beck. We'll register you.

15 COMMISSIONER BECK: I'm not in Cancun.  
16 (A discussion was held off the record.)

17 THE CHAIR: I don't see any other -- I  
18 don't see any other questions. You can move on.

19 DIRECTOR CORINA CHAVEZ: That was my  
20 presentation. I would like to nail down exactly  
21 when you all would like to give the PEC awards. Is  
22 it okay if you do it on --

23 THE CHAIR: We want to do it on that first  
24 lunch.

25 DIRECTOR CORINA CHAVEZ: -- the 10th? For

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1 lunch. Got it. Office hours, yay or nay?  
 2 SECRETARY CARRILLO: We're going to have a  
 3 band also, so it should be about an hour.  
 4 DIRECTOR CORINA CHAVEZ: Office hours, yay  
 5 or nay? PEC office hours, yay or nay.  
 6 VICE CHAIR GIPSON: So, for me, I think if  
 7 we can be somewhere that's very accessible and be  
 8 there for -- you know, not have anything -- not have  
 9 an agenda, but just to be there to answer questions  
 10 that schools have. If they're coming for renewal,  
 11 they have might have some questions about that. But  
 12 that there's just -- there's just an ability for  
 13 schools to, you know, talk to Commissioners.  
 14 DIRECTOR CORINA CHAVEZ: Do you want to  
 15 pick a day and a time? Like, you know -- I imagine  
 16 you might want to go to some of the sessions, too.  
 17 But should I talk to the EC about when that is?  
 18 THE CHAIR: Commissioner Carrillo.  
 19 SECRETARY CARRILLO: Okay. So I have an  
 20 idea. And one of the schools can probably make a  
 21 little booth, like Lucy has for, Psychiatrist, Five  
 22 Cents."  
 23 And one of the schools can physically make  
 24 a little booth that says, "PEC here." And we will  
 25 have somebody behind the little booth counter.

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1 THE CHAIR: That still doesn't answer the  
 2 question of when.  
 3 SECRETARY CARRILLO: That's just there.  
 4 VICE CHAIR GIPSON: We'd have to man it.  
 5 THE CHAIR: So we can either do it to  
 6 where it's like we do have like a bigger span of  
 7 hours. Then we have sign-ups to where we kind of go  
 8 in and out. That way there is always a Commissioner  
 9 there. And that way, people, no matter when they  
 10 need to talk to someone, they can find us.  
 11 So we could do something like that, if you  
 12 give us a space, and we'll organize ourselves to  
 13 have at least one Commissioner there throughout the  
 14 conference, something like that.  
 15 DIRECTOR CORINA CHAVEZ: Okay. All right.  
 16 Those were the decisions I needed from you all.  
 17 I forgot to mention one school issue that  
 18 was on Item c., No. 2, and that is AIMS. We  
 19 received notifications that AIMS is still pending  
 20 their Safe Schools Plan, which was originally due  
 21 December 2023. They did turn in a Safe Schools  
 22 Plan, but they got feedback, and, to my knowledge,  
 23 that has not yet been finalized.  
 24 VICE CHAIR GIPSON: Thanks for that.  
 25 DIRECTOR CORINA CHAVEZ: And that's it.

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1 They are till June 30th.  
 2 THE CHAIR: Next item, Report from Chair.  
 3 New or Updated PEC School Issues.  
 4 Don't have any that just came direct to  
 5 me.  
 6 Next is Report from PCSNM.  
 7 MR. WAYNE SHERWOOD: All right. Thank  
 8 you, Madam Chair and Commissioners. I want to first  
 9 just say, you know, going through all these schools  
 10 and looking at these Corrective Action Plans and  
 11 looking at the consistency that I saw today is what  
 12 PCSNM has been -- one of their goals for a long time  
 13 is to see that when schools come to you, regardless  
 14 of how many students they have in the school, what  
 15 has been happening in that school in the past,  
 16 you're looking at them all equally and trying to  
 17 treat them well, equally, and fair.  
 18 And I think I saw that happen today.  
 19 Thank you, guys, for doing that. That's a big deal.  
 20 It's a big deal for directors.  
 21 I think what's going to happen -- and I  
 22 hope to see this in the future, when they are --  
 23 when a school is put on a Corrective Action Plan,  
 24 that it's not a bad thing, that it's something to  
 25 make the school a better place for kids to learn.

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1 And, you know, we heard that many times  
 2 today about a safe place to learn. So I think  
 3 that's important.  
 4 One of the things that Matt has been doing  
 5 and you probably haven't seen him, unless you find  
 6 him across the street running around -- is doing his  
 7 legislative stuff right now. He sent me an e-mail  
 8 telling me -- telling all of us -- and maybe you  
 9 guys got this also -- but what is being passed at  
 10 this time, what has already passed the Senate and  
 11 the House and waiting for the Governor to sign this.  
 12 So this year there has been a 7.8 percent  
 13 increase in the SEG formula, which is a good thing.  
 14 It needed some increase.  
 15 One of the things that was increased the  
 16 most was English Language Learners funded and  
 17 at-risk students. In House Bill 63, there's  
 18 a \$300 million increase there.  
 19 It was really good for charter schools,  
 20 because it now allows charter schools to get their  
 21 own funding, not use the district's funding.  
 22 Because a lot of charter schools will have  
 23 40 percent at-risk students, and the district may  
 24 only have 10 or 12 percent. So that's good.  
 25 But it also works on the other hand. The

<p style="text-align: right;">270</p> <p>1 district may have had a lot of at-risk, and the 2 charter school doesn't. So some charter schools are 3 actually going to lose money. 4 And that "hold harmless" was being 5 proposed. And there was a lot of money that was 6 asked to hold harmless for, you know, and then phase 7 it in. That didn't go over too well, and right now, 8 some schools are going to lose some money in the 9 next couple of years. 10 So -- and we saw that with small school 11 funding. And I'll continue to talk about that, 12 because it's -- it's really just -- there's a lot of 13 inequity there. You heard that today. I didn't 14 have to bring it up. 15 You heard it from another business manager 16 that said, "Once small school funding has hit us, we 17 can't hardly make ends meet." 18 I'm seeing that with a lot of the small 19 schools, because now it is completely gone. This is 20 the first year that it is completely gone. We're 21 seeing that in their budgets. They're -- several 22 schools I've talked to are going to have to probably 23 ask for emergency funding, which is something that 24 is not very common that charter schools have had to 25 do in the past. But now they're going to have to</p>	<p style="text-align: right;">272</p> <p>1 increase the secondary unit factor, which elementary 2 already has been getting that. 3 1.3. And so that's a -- that's a 4 \$90 million increase. So that's a good thing for 5 six-through-twelve schools that weren't getting the 6 secondary unit factor for their at-risk students. 7 Also, teachers are going to get a raise, 8 from 55, Level 1; 65, Level 2; 75 for Level 3. 9 There's going to be a 4 percent average salary 10 increase. 11 I'm not sure how schools are going to 12 handle that. They may go 55, 65, 75, and not do the 13 4 percent because teachers should already have 14 gotten that raise to include that. I don't know how 15 they're going to -- they have to figure that out. 16 SECRETARY CARRILLO: I have a question. I 17 want to make sure I'm hearing this correctly, 18 because it's always challenging for me. 19 55, 65, 75 will be the new tier levels, 20 going up. And what do they call it? Cost of living 21 or whatever, 4 percent across the board. How the 22 districts use that 4 percent, they can determine 23 that individually how they spread it around. 24 MR. WAYNE SHERWOOD: Right. I don't know 25 if it's going to be equally spread around.</p>
<p style="text-align: right;">271</p> <p>1 ask for emergency funding. 2 So it's something that needs to be looked 3 at, that charter schools are not receiving enough 4 funding to -- 5 VICE CHAIR GIPSON: Can I ask a question? 6 Wayne, I thought I read somewhere where Budget said 7 there would be no emergency funding available, that 8 schools couldn't ask for emergency funding. Did I 9 not see that? 10 MR. WAYNE SHERWOOD: I don't believe there 11 was something on the emergency funding. But they 12 were -- they were just going to allow a certain 13 amount of money for emergency funding. 14 VICE CHAIR GIPSON: Okay. 15 THE CHAIR: 5 percent of the -- it was -- 16 like, they tried to say 5 percent of the -- it was 17 limited, but not get rid of it completely. 18 MR. WAYNE SHERWOOD: Okay. They weren't 19 getting rid of it. They were trying to limit it. 20 There is a big pot of money out there that -- and 21 they're just not going to allow -- so, anyway, I'll 22 move on. I know we're all ready to -- or time 23 constraints. 24 So they are going -- through this, 25 they're -- the House Bill 63 -- they're going to</p>	<p style="text-align: right;">273</p> <p>1 Sometimes it is. Sometimes they say, "You're going 2 to get 4 percent, and everybody has to get this 3 4 percent raise." Sometimes in the budget, it'll 4 say, "You're going to get 4 percent, and then you 5 get to distribute it the way you want to see it." 6 So let's say somebody is only making \$15 7 an hour; they might get an 8 percent raise. When 8 somebody is making \$90,000, they may only get a 9 2 percent raise. 10 SECRETARY CARRILLO: It's usually 11 secretaries and aides that need the biggest bump. 12 MR. WAYNE SHERWOOD: Yes. Below-the-line 13 spending, which, you may like it or not, but there 14 was \$60 million for electric buses and vehicle 15 charging infrastructure to be put in. 16 \$50 million for school security. 17 \$12 million for statewide student 18 information system. 19 I was talking about that earlier, that 20 that's going to be a unified student information 21 system that all schools will utilize. So that 22 should help. 23 Universal school meals is being funded 24 more, because we all know -- and we heard that again 25 today, too, is when you have these meals, and we all</p>

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1 want to try to feed the kids, it's not so easy,  
2 especially when you're in a very rural area and  
3 trying to get a contractor or trying to build a  
4 kitchen or something. It's not that simple to feed  
5 all the kids, especially on the amount of money the  
6 federal government gives you. It's only about half  
7 the amount of money it costs to give a meal to feed  
8 kids.

9 So I'm glad to see that there's a little  
10 more money being put that way.

11 SECRETARY CARRILLO: Question. Did there  
12 end up being anything on transportation at all? Did  
13 NMSBA do any --

14 THE CHAIR: Electric buses.

15 SECRETARY CARRILLO: They're going to be  
16 TESLA buses. It's so late, I'm punchy.

17 THE CHAIR: I know. We're so close to the  
18 end.

19 MR. WAYNE SHERWOOD: Let me look at my  
20 calendar real quick.

21 Because next month -- yes -- PCSNM will be  
22 holding a legislative recap at 10:00 a.m. to  
23 4:00 p.m. at the CNM Workforce Training Center in  
24 Albuquerque.

25 It's a good place to come and learn about

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1 Make sure you're putting in your travel on  
2 time. Consuelo, you can tell me. If there's any  
3 naughty ones, you can tell me privately, and I can  
4 help.

5 SECRETARY CARRILLO: Call them out.

6 VICE CHAIR GIPSON: It's not me.

7 THE CHAIR: Next, I'm giving the mic over  
8 to Commissioner Gipson to do our report on contract  
9 negotiations.

10 VICE CHAIR GIPSON: Thanks. And thanks  
11 once again to everyone that got us -- this was the  
12 two best rounds of contract negotiations that I've  
13 been involved in. And a lot of that goes to  
14 Brigitte getting the schools ready with their  
15 mission goals and us being, you know, pretty solid  
16 with those.

17 We've had a -- only a handful of schools  
18 that we set Zoom meetings for. Haven't had to do  
19 one yet. We still have one tentatively scheduled  
20 with Equip. But we're just waiting for feedback  
21 from what we had asked for, and, hopefully, we won't  
22 have to have that as well.

23 We've got NWEA almost done. And we had  
24 one school who changed their assessment the week  
25 before contract negotiations. So that created a

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1 all the bills and all the changes. It is Tuesday,  
2 April 8th, in Albuquerque, at the CNM Workforce  
3 Training Center.

4 That's the day before the Spring Budget  
5 Workshop starts. So if you're in for torture or  
6 whatever, you can go do that.

7 SECRETARY CARRILLO: What time, Wayne?

8 MR. WAYNE SHERWOOD: 10:00 a.m. to  
9 4:00 p. The next day when Spring Budget Workshop  
10 starts, we're also having a facilities date at that  
11 same location. 10:00 to 4:00. Yes.

12 THE CHAIR: All right. Anything else?

13 MR. WAYNE SHERWOOD: I'll stand for  
14 questions.

15 THE CHAIR: All right. Great.

16 MR. WAYNE SHERWOOD: Thank you, guys.

17 THE CHAIR: Before I hand it over to  
18 Vice Chair Gipson, I do want to just do a quick  
19 reminder to Commissioners to please, please, please  
20 submit your travel. Like, if you didn't submit for  
21 contract negotiations, if you haven't submitted what  
22 you need to, make sure you do it quick, because  
23 Consuelo gets a lot of pressure to get it turned out  
24 quick. If she doesn't have it, she can't do it for  
25 us.

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1 little bit of a crunch for the Charter School  
2 Division. So we have one template that's just  
3 starting to get ready.

4 So -- but I want to thank absolutely  
5 everyone, including, and not dismissing, the schools  
6 for all the work they did to get us to this point.

7 So I think schools were really -- we saw  
8 what Option 2 could do. So this -- I think I saw it  
9 more this time than last time. And, certainly, the  
10 Option 3 school that we did went a whole lot  
11 smoother than the Option 3 school that we did last  
12 year.

13 So I think we're in a really good place at  
14 this point in time. And thank all the Commissioners  
15 for your time in participating.

16 THE CHAIR: You also had a bigger sample  
17 size this year, too.

18 VICE CHAIR GIPSON: We did. We did.

19 THE CHAIR: Okay. Thank you. Thank you.

20 Now we're on to Report and Discussion from  
21 Subcommittees. Usually, we do a Thursday. But  
22 because we didn't have a work session yesterday,  
23 that's why it's on here today.

24 But it could be something that could be,  
25 like, a normal work session. Okay.

<p style="text-align: right;">278</p> <p>1 a. Charter Performance.  2 Commissioner Gipson.  3 COMMISSIONER BECK: No. I'm Policy.  4 VICE CHAIR GIPSON: Oh, yeah. So --  5 sorry. That was -- I'm already out the door. So we  6 did have -- so the Charter Performance group talked  7 about Epicenter and what Epicenter is going to look  8 like.  9 I think Brigitte had a clearer idea of  10 what we were looking for. Jim Goenner was on with  11 us representing the Epicenter folks. So I think  12 we're in a better place in terms of what the  13 Epicenter folks feel that we need for it. Because  14 we are looking at that record of performance that's  15 going on the Epicenter site so that families,  16 Commissioners, can use that, and we get a clear idea  17 of what the record of performance is for all the  18 schools.  19 So they're going to come back with their  20 update on what they can do and how they can do it.  21 THE CHAIR: Great. Item b. is Budget.  22 VICE CHAIR GIPSON: That's also me.  23 Budget Subcommittee met. And we looked at -- once  24 again, we talked about the audit. And we had a  25 further conversation today. So that's not something</p>	<p style="text-align: right;">280</p> <p>1 Intervention Ladder and kind of the draft timing and  2 that process.  3 COMMISSIONER BECK: Right. So we're doing  4 some adjustments to that. So Mr. Obenshain will be  5 fully indoctrinated into that in his new position.  6 THE CHAIR: I love how now you're making  7 it public. You're really pushing it.  8 COMMISSIONER OBENSHAIN: It's a hard sell,  9 a hard sell.  10 THE CHAIR: I just need an official word  11 is all --  12 COMMISSIONER BECK: He's your man.  13 THE CHAIR: Okay.  14 Commissioner Gipson, Legislative.  15 VICE CHAIR GIPSON: I have no words.  16 SECRETARY CARRILLO: I have words.  17 VICE CHAIR GIPSON: You know. Just  18 really, really very disappointed on many levels with  19 the session. We have not met. So I don't have any  20 reports from the Legislative Subcommittee.  21 I do have a lot of words about what  22 happened, but it's not appropriate for this --  23 COMMISSIONER BECK: Keep it off the  24 record.  25 THE CHAIR: Board Awards. Commissioner</p>
<p style="text-align: right;">279</p> <p>1 that we are dismissing. And we're hoping that we  2 can be in a better place with reimbursing for -- for  3 the audits.  4 We did have a very robust conversation  5 about the 2 percent money and the charter  6 conference, because state charters are paying for  7 all the schools to go to the conference. And I  8 think we made it clear that that's not something,  9 moving forward, that -- I think it's an equity issue  10 with that 2 percent money.  11 THE CHAIR: Thank You. c. is Policy.  12 Commissioner Beck.  13 COMMISSIONER BECK: Yeah. So at this  14 point, for this month -- right? -- Commissioner  15 Obenshain, I am the head of the Policy Subcommittee.  16 That could easily change next month, considering he  17 knows --  18 COMMISSIONER OBENSHAIN: I believe that's  19 correct.  20 COMMISSIONER BECK: Because you've  21 forgotten more about policy than I ever knew. So  22 you would probably be much better at this than me.  23 But we did some adjustments to the -- help me out,  24 Julia. You can --  25 MS. JULIA BARNES: Looking at the</p>	<p style="text-align: right;">281</p> <p>1 Carrillo.  2 SECRETARY CARRILLO: I have a question for  3 Missy. We've had a couple of schools that applied  4 since last time we met. So I turned in their  5 nominations.  6 MS. MELISSA BROWN: I believe we have five  7 nominations.  8 SECRETARY CARRILLO: Okay. This is that  9 point to which we're going to say, "Last chance";  10 right? We were going to send out a memo to them  11 saying, "We're going to extend this invite to you,"  12 since I think it was April 2nd.  13 THE CHAIR: Commissioners, we need you to  14 help get the word out that there's this new award  15 and we want people to -- we need more applicants  16 because we have five awards we're giving out.  17 COMMISSIONER BRAUER: Now we went on the  18 record that everyone who applied will get -- are  19 these all Millennial awards?  20 THE CHAIR: Where they all applied for the  21 same category --  22 VICE CHAIR GIPSON: Contact them and say,  23 "Would you like this award instead?"  24 THE CHAIR: Please help get the word out.  25 SECRETARY CARRILLO: So there's that. We</p>

<p style="text-align: right;">282</p> <p>1 were given some -- Missy did some research and sent 2 us some samples. 3 We'll talk to the subcommittee as to what 4 to do with that to nail it down so it's easy. 5 VICE CHAIR GIPSON: So can I just ask -- 6 I'm sure it is somewhere, I just haven't looked at 7 it, all of the awards, so when I send something, I 8 can say -- 9 THE CHAIR: It's in a link. You're going 10 to send a link. You should have it in your inboxes, 11 the e-mail that went out. The link has exactly what 12 to submit and all the categories. 13 SECRETARY CARRILLO: That's it for now. 14 THE CHAIR: Indicators of Success. That 15 one is me. We did meet. And we actually developed 16 a plan. We're going to start with the end in mind 17 and work backwards. 18 We did figure out we want to do -- 19 basically, this first year, we want to be a pilot 20 year for the Indicators of Success. 21 So in doing that, we want to have it ready 22 to go for governing boards to participate in. 23 Around August is what we would like to do. 24 And, once again, the first year we're 25 going to make it -- especially since we're not going</p>	<p style="text-align: right;">284</p> <p>1 COMMISSIONER BECK: Well, for the next 2 twelve hours. 3 THE CHAIR: Yeah, exactly. 4 We did not put the liaisons on here, 5 because we knew that no one was meeting. No one met 6 this month. I think the Library Commission did. 7 But Mike Taylor is not here, and we have figured 8 that was okay to bump to next month. 9 THE CHAIR: Okay. Item 21, PEC Comments, 10 No Discussion or Action Taken. 11 Any PEC comments? 12 COMMISSIONER BECK: Colorado State won. 13 (A discussion was held off the record.) 14 THE CHAIR: That's not PEC. 15 Next, Discussion of New Business Topics 16 for the Next Agenda. 17 Any new items? 18 (No response.) 19 THE CHAIR: Great. All right. Then I 20 move to adjourn. 21 VICE CHAIR GIPSON: So there's a disabled 22 vehicle on southbound I-25. 23 THE CHAIR: All right. We are adjourned. 24 (Proceedings adjourned at 3:54 p.m.) 25</p>
<p style="text-align: right;">283</p> <p>1 to have it ready till August -- we're going to make 2 it an optional kind of opt-in opportunity. 3 We're making a budgetary component to it 4 as well so if schools do participate, they're going 5 to be incentivized by getting some additional 6 funding or some additional support by their opting 7 into it. 8 That will give us more time to put it in 9 to where it becomes required next fiscal year. 10 So we're going to start working backwards. 11 So you'll start seeing -- we're anticipating -- we 12 go to Atlanta in May. 13 We anticipate proposing what that looks 14 like to the Commission in June, our June meeting. 15 So that's our hope is that we get you what we're 16 working on, what it looks like, planned out, and 17 outreach to other folks soon in the external 18 community. And that's kind of our plan is pilot 19 year, year one; and then required starting next 20 fiscal year. So you'll start hearing from us more 21 in June. 22 THE CHAIR: Next is Any Discussion or 23 Possible Action to Provide Input to Chair or 24 Liaisons to Speak on Behalf of the PEC. 25 Anything needed this month?</p>	<p style="text-align: right;">285</p> <p>1 BEFORE THE PUBLIC EDUCATION COMMISSION 2 STATE OF NEW MEXICO 3 4 5 6 7 REPORTER'S CERTIFICATE 8 I, Cynthia C. Chapman, RMR, CCR #219, Certified 9 Court Reporter in the State of New Mexico, do hereby 10 certify that the foregoing pages constitute a true 11 transcript of proceedings had before the said 12 NEW MEXICO PUBLIC EDUCATION COMMISSION, held in the 13 State of New Mexico, County of Santa Fe, in the 14 matter therein stated. 15 In testimony whereof, I have hereunto set my 16 hand on April 4, 2025. 17 18 19 20 Cynthia C. Chapman, RMR-CRR, NM CCR #219 21 BEAN &amp; ASSOCIATES, INC. 22 201 Third Street, NW, Suite 1630 23 Albuquerque, New Mexico 87102 24 License Expires: December 31, 2025 25 26 Job No.: 335P (CC)</p>



BEFORE THE PUBLIC EDUCATION COMMISSION  
STATE OF NEW MEXICO

REPORTER'S CERTIFICATE

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

In testimony whereof, I have hereunto set my hand on April 4, 2025.

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