

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
OPEN PUBLIC MEETING
VOLUME TWO

August 24, 2018

9:00 a.m.

Jerry Apodaca Education Building - Mabry Hall

300 Don Gaspar

Santa Fe, New Mexico

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

Bean & Associates, Inc.

Professional Court Reporting Service

201 Third Street, NW, Suite 1630

Albuquerque, New Mexico 87102

JOB NO.: 903N (CC)

Page 96

1 A P P E A R A N C E S
 2 COMMISSIONERS:
 3 MS. PATRICIA GIPSON, Chair
 4 MR. GILBERT PERALTA, Vice Chair
 5 MS. KARYL ANN ARMBRUSTER, Secretary
 6 MR. R. CARLOS CABALLERO, Member, Telephonically
 7 MR. JAMES CONYERS, Member
 8 MR. TIM CRONE, Member
 9 MS. DANIELLE JOHNSTON, Member
 10 MR. DAVID ROBBINS, Member
 11 MS. CARMIE TOULOUSE, Member
 12 PED STAFF:
 13 MS. KATIE POULOS, Assistant Secretary of Education
 14 MS. KAREN WOERNER, Charter Schools Authorizing
 Practices Administrator
 15
 16 MS. BEVERLY FRIEDMAN, PED Custodian of Record
 and Liaison to the PEC
 17 PEC COUNSEL:
 18 MS. AMI JAEGER, Counsel to the PEC
 19 MR. MARK CHAIKEN, Counsel to the PEC
 20
 21
 22
 23
 24
 25

Page 98

1 THE CHAIR: I'm going to reconvene this
 2 meeting of the Public Education Commission. For
 3 those --
 4 (Chair consults with attorney.)
 5 THE CHAIR: Just a reminder, for those
 6 people who were not here yesterday, we started this
 7 meeting yesterday afternoon. We went into recess
 8 late yesterday afternoon. So we're back out. But
 9 we will do a roll-call vote so that we do have a
 10 record of what Commissioners are present and on the
 11 phone today.
 12 COMMISSIONER ARMBRUSTER: Commissioner
 13 Robbins?
 14 COMMISSIONER ROBBINS: Present.
 15 COMMISSIONER ARMBRUSTER: Commissioner
 16 Toulouse?
 17 COMMISSIONER TOULOUSE: Present.
 18 COMMISSIONER ARMBRUSTER: Commissioner
 19 Armbruster is here.
 20 Commissioner Conyers?
 21 COMMISSIONER CONYERS: Present.
 22 COMMISSIONER ARMBRUSTER: Commissioner
 23 Peralta?
 24 COMMISSIONER PERALTA: Here.
 25 COMMISSIONER ARMBRUSTER: Commissioner

Page 97

1 I N D E X T O P R O C E E D I N G S
 2 P A G E
 3 5 Approval/Denial of New Charter School
 4 Applications, Continued 99
 5 6 5B Solare Collegiate Charter School
 6 Discussion and Possible Action 195
 on State of NM, ex rel. Mario Guggino,
 qui tam Plaintiff v. Southwest Primary
 Learning Center, et al., D-202-CV-06924
 7
 8 7 Report from the Chair 197
 9
 10 8 PEC Comments 207
 11
 12 9 Adjourn 224
 13
 14 REPORTER'S CERTIFICATE 225
 15 ATTACHMENTS:
 16 1. Public Input/Comments Sign-In Sheet
 17 2. Visitor Sign-In Sheets
 18
 19
 20
 21
 22
 23
 24
 25

Page 99

1 Gipson?
 2 THE CHAIR: Here.
 3 COMMISSIONER ARMBRUSTER: Commissioner
 4 Johnston?
 5 COMMISSIONER JOHNSTON: Present.
 6 COMMISSIONER ARMBRUSTER: Commissioner
 7 Crone is not yet here.
 8 Commissioner Ruiz is not here.
 9 Commissioner Caballero?
 10 COMMISSIONER CABALLERO: Here via
 11 telephone.
 12 COMMISSIONER ARMBRUSTER: Yes. Thank you.
 13 So we have eight Commissioners.
 14 THE CHAIR: So we have a quorum. There
 15 are eight Commissioners present.
 16 So good morning, everyone, once again.
 17 And just so that folks are aware, we will
 18 be -- we will begin with our Public Input and
 19 Comments; then CSD will make their recommendation;
 20 then the applicant will have 15 minutes to make
 21 whatever comments they feel appropriate; and then
 22 we'll head into our questions.
 23 Okay?
 24 COMMISSIONER JOHNSTON: Madam Chair?
 25 THE CHAIR: Yes, ma'am.

Page 100

1 COMMISSIONER JOHNSTON: Just per
 2 information for everyone here, my car is in the
 3 shop. And I -- they will be texting me. So if you
 4 see me on my phone at any point, it's because I'm
 5 finding out about the car.
 6 THE CHAIR: And thank you for reminding
 7 me, only because I usually neglect to ask people to
 8 silence your electronic devices. So we would
 9 appreciate that.
 10 Okay. So we have 15 minutes for Public
 11 Input. And we have -- so it's about two minutes
 12 apiece for those folks that have signed up. I'm
 13 going to take my glasses out. I apologize.
 14 The first on the list is Michelle Casias.
 15 FROM THE FLOOR: Good morning.
 16 Chairman --
 17 THE CHAIR: I'm sorry.
 18 FROM THE FLOOR: Do you need me to come
 19 up?
 20 THE CHAIR: Yes, please, to the
 21 microphone. And for everyone -- might be easier
 22 there. And for all those that are going to speak,
 23 I'll remind you to please identify yourself and
 24 spell your last name for the record.
 25 FROM THE FLOOR: Excellent. So I'm

Page 102

1 It's important that parents' voices be
 2 heard, and that's why I'm here today to represent
 3 myself, of course. And along with my friends and
 4 family still living in the South Valley, we know
 5 that we need quality education options.
 6 I have two children, and I currently drive
 7 my son 45 minutes across the city every day to send
 8 him to a charter school, because I'm confident that
 9 their innovative approach to education will provide
 10 a path to more opportunity for his future.
 11 I would -- it would be great if I have a
 12 middle school providing quality education five
 13 minutes from home. But that, unfortunately, will
 14 not be the case without the approval of Solare.
 15 Solare's unique focus is unmatched by any
 16 other middle school in the South Valley. Since the
 17 school serves the fifth through the eighth grade and
 18 it -- and students receive an additional year of
 19 middle school with content specialization, it is
 20 absolutely -- that content specialization model is
 21 absolutely critical in feeding my child and the
 22 children in my community the in-depth knowledge that
 23 they crave.
 24 Solare is also dedicated to utilizing best
 25 practices for middle-schoolers. Using best

Page 101

1 Michelle Casias. Michelle, M-I-C-H-E-L-L-E, Casias,
 2 spelled C-A-S-I-A-S. And I'm the Senior
 3 Vice President of Operations for the Greater
 4 Albuquerque Chamber of Commerce. I am here on
 5 behalf of the organization, but also as a community
 6 member of the South Valley.
 7 As an organization, we believe that
 8 offering additional high-quality educational options
 9 to our students and their parents is vital to
 10 improving education in our city and state. And as
 11 an organization, as I mentioned, we support Solare.
 12 But I'm not only here as a representative
 13 of the Albuquerque Chamber. More importantly, I
 14 am -- whew, I'm a little nervous -- I'm a mother of
 15 two and a multi-generational resident of the
 16 South Valley where Solare is being proposed.
 17 As a proud member of the South Valley, I
 18 fully believe that every child is capable of
 19 learning and improving academically regardless of
 20 their background or life circumstances. 50 percent
 21 of Albuquerque's middle schools earned a letter
 22 grade of "F" last year, according to the New Mexico
 23 grading system, and only 4 percent in Albuquerque
 24 earned a grade of "A," none of which are in the
 25 South Valley.

Page 103

1 practices that are focused on middle-school children
 2 is, in my opinion, a commonsense approach that is
 3 not that common.
 4 And, finally, focusing on student voice is
 5 imperative. Far too often as a child growing up in
 6 the South Valley, I heard, "I can't, because I'm
 7 from the South Valley." I'm here to tell you that
 8 there's no part of that statement that is true.
 9 However, there needs to be a school focused on
 10 developing oral literacy, integrating school culture
 11 and experience into the classroom. And Solare does
 12 this.
 13 I took the time to drive here today to ask
 14 the PEC to approve this school because my community
 15 needs this kind of innovative and intentional
 16 approach to learning.
 17 Thank you.
 18 THE CHAIR: Thank you so much. Floyd
 19 Trujillo.
 20 FROM THE FLOOR: Good morning.
 21 Madam Chair, Commission members. My name is Floyd
 22 J. Trujillo, T-R-U-J-I-L-L-O. I am president of the
 23 Turquoise Trail Charter School in Santa Fe. I'm
 24 here to speak in support of Solare Academy.
 25 I very strongly believe, as a parent, that

1 families need quality options for schools,
2 especially in the age group that we're talking about
3 here, that middle-school age, where we know
4 statistically that we lose so many students. A
5 quality interdependence is just imperative.

6 I also understand that the school has
7 significant community support. Having been working
8 with charter schools in New Mexico for nearly
9 20 years, I know the importance of the community and
10 the support of the community and what that means to
11 a school, which, again, impacts really every aspect
12 of the school's success and ultimately the success
13 of the children of the school. Again, I'm here to
14 support Solare Academy, and I thank you for your
15 time.

16 THE CHAIR: Thank you so much.

17 Mike Lafrea [ph]. I think it's "Lafrea"
18 [ph]?

19 FROM THE FLOOR: I never did well in
20 handwriting, which is true. I'm Mike Loftin,
21 L-O-F-T-I-N.

22 THE CHAIR: Ooh, I apologize. Wow.

23 FROM THE FLOOR: The handwriting has never
24 gotten better.

25 THE CHAIR: I've graded a lot of papers.

1 working class people not making a lot of money are
2 buying there, a lot of them are.

3 A lot of them's primary language is
4 Spanish. Most are lower income; oftentimes, they're
5 the first one in their family that's ever bought a
6 house. That's very exciting. We want their kids to
7 have opportunities to have a good school.

8 That's an area of Albuquerque that's
9 growing a lot. There's overcrowding in the schools
10 there. The schools aren't of high quality. We want
11 this opportunity for kids in that neighborhood to
12 walk to a school that's really good.

13 And that's why we're supporting the
14 school. That neighborhood needs more educational
15 opportunities, not less. So we really urge you to
16 support this school.

17 Thank you very much.

18 THE CHAIR: Thank you. Mary Beth Weeks.

19 FROM THE FLOOR: Good morning,
20 Madam Chair, members of the Board. First, let me
21 just apologize for the beeping. It's my insulin
22 pump, and I left the controller at home. I can't
23 stop it. So all those beeps are me, and I'm really,
24 really very sorry.

25 So I am Mary Beth Weeks, W-E-E-K-S. First

1 FROM THE FLOOR: I grew up in Albuquerque
2 at Zuni Elementary, McKinley Junior High, and
3 Del Norte High School. I'm with Homewise. Homewise
4 is a nonprofit organization that helps first-time
5 home buyers. The reason we do that is we want to
6 help families get ahead financially.

7 Our mission is to improve families'
8 long-term security through home ownership. The
9 second part of our mission is to strengthen
10 neighbors. If we do enough to help neighborhoods
11 increase their home ownership rates and people have
12 more stake in the neighborhood, neighborhoods get
13 better.

14 Recently, we've gotten very interested in
15 schools, because we've helped almost 4,000 in
16 Albuquerque buy a home. Almost all of them are in
17 school areas that aren't great schools.

18 So we want to help families get ahead. We
19 also want to help their children get ahead. That's
20 why we're supporting Solare School. We've helped
21 over 600 households in Albuquerque buy a home in the
22 last two years. The biggest concentration of them
23 are in the South Valley and the Southwest Mesa.
24 It's where there's a lot of growth in Albuquerque,
25 and people are buying their first homes. Especially

1 and foremost, I'm a mom of seven kiddos that attend
2 school in New Mexico. I have one at a public
3 charter in Rio Rancho, and I strongly support the
4 choice for parents -- the ability for parents to
5 have choice.

6 My second job in life is I'm president
7 elect of the New Mexico Parent Teacher Association.
8 And as an association, we support public school
9 choice and acknowledge that public charter schools
10 are one of the many avenues that can improve student
11 achievement. And as such, we support this charter
12 and would love for it to be approved.

13 Thank you.

14 THE CHAIR: Thank you so much.

15 Feliz Garcia.

16 FROM THE FLOOR: Good morning. My name is
17 Feliz Garcia. F-E-L-I-Z.

18 I am a parent from the South Valley, and I
19 have three students currently right now. My oldest
20 is nine; she's in fourth grade getting ready to go
21 to middle school. So all these options have really
22 been on the talking table for me and my family
23 lately.

24 And to be truthful, the only option that I
25 find myself aiming towards is probably about a

<p style="text-align: right;">Page 108</p> <p>1 40-minute drive from us every day. 2 Initially, when I had kids, I thought that 3 I would raise them in one school and one school only 4 and they'd grow up with friends. And as they came 5 into school, I realized the schools that were around 6 us weren't up to par. 7 And so that's why I'm in real support of 8 this school coming into our neighborhood, because 9 not only would she be -- all three of my kids be 10 able to go to a school with great opportunity; but 11 she'd also be going with her peers from around our 12 neighborhood as well, rather than having to drive 13 40 minutes away. 14 And if you've ever been to that part of the 15 neighborhood, you know that there are not very many 16 options; I want to say maybe two. And if you're a 17 concerned parent like myself, you know that those 18 options aren't the best as well. 19 So I am a fighter for my kids. And if it 20 tells you anything, she's been to five schools, and 21 she's only in fourth grade. I'm very, very active 22 in her school career, and I will be with my next 23 two. And I hope that this charter is approved so 24 that they can have that option to go to a better 25 quality school.</p>	<p style="text-align: right;">Page 110</p> <p>1 So that's the reason we're all here, and I 2 hope you consider supporting Solare as well. Thank 3 you. 4 THE CHAIR: Thank you. Isaac de Luna. 5 FROM THE FLOOR: Good morning, 6 Madam Chair, members of the Commission. My name is 7 Isaac de Luna. And I am here representing the 8 New Mexico Dream Team, but also representing a 9 Coalition of over 30 grassroots organizations mostly 10 based in the South Valley in Albuquerque. 11 And the reason why I'm here today is to 12 once again express our recommendation to not approve 13 Solare School or delay their application. 14 Just yesterday, we had the fortune to meet 15 with two leaders of the Solare proposed school, 16 where we expressed a lot of the concerns regarding 17 their community engagement practices, their 18 curriculum, disciplinary procedures, composition of 19 their governing council, and representation from the 20 South Valley, as well as support for immigrant and 21 undocumented students and families and their 22 intentions to replicate and expand the school. 23 Unfortunately, we were met with something 24 that I think a lot of people in the South Valley can 25 relate to, which is, "Oh, yeah, we'll get to that,"</p>
<p style="text-align: right;">Page 109</p> <p>1 THE CHAIR: Thank you. 2 FROM THE FLOOR: Thank you. 3 THE CHAIR: Robert Famiglietta. 4 FROM THE FLOOR: Good morning. My name is 5 Robert Famiglietta, spelled F-A-M-I-G-L-I-E-T-T-A. 6 So I'm a Realtor in the State of New Mexico and a 7 parent of three children who are all APS students at 8 this point. 9 When I was younger, I grew up in the 10 South Valley as well. My mom wanting to do more for 11 my educationally, she decided to put me on a city 12 bus and send me to St. Mary's. So at 11 years old, 13 I'm riding the bus to and from school just to get an 14 education. 15 The options in the South Valley right now 16 aren't as strong as other areas of the city. That's 17 why we're here to support Solare. 18 So when I was living in the South Valley, 19 I started sixth grade at an APS school, and I was 20 getting in constant fights, getting picked on, 21 getting bullied. That made me just not want to go 22 to school at all. Again, that's why my mom had to 23 take out loans and whatnot to send me to a private 24 school. And I feel had I not had that opportunity, 25 I probably wouldn't be standing before you today.</p>	<p style="text-align: right;">Page 111</p> <p>1 right? "We will fix all of those concerns once this 2 school is approved." 3 And if there is something that people in 4 the South Valley understand very well, it's that 5 most of the time, that stuff doesn't happen, right? 6 Waiting to actually come up with community-led 7 solutions, community-led proposals as an 8 afterthought is something that they know very well, 9 and it's something that they do not approve of. 10 And so as I stand here today, I'm once 11 again representing over 30 grassroots community-led 12 organizations, most of them in the South Valley in 13 Albuquerque. 14 We once again recommend to the Commission 15 that they do not approve the Solare Charter School, 16 but that we give them an additional year to work 17 with community partners and members and educational 18 experts so that we can better strengthen and make a 19 better proposal for a really community-led school 20 that will address a lot of our concerns. 21 Thank you. 22 THE CHAIR: Thank you. That concludes. 23 COMMISSIONER ARMBRUSTER: Madam Chair? 24 THE CHAIR: Yes. Let the record show that 25 Commissioner Crone is now here.</p>

1 So the Charter School Division now has
2 their time.

3 COMMISSIONER CRONE: Madam Chair, I
4 apologize for being late. But someone parked in my
5 parking space with a Utah license plate V625CY. So
6 if it's any of you, would you go move your car so I
7 can park in my place?

8 THE CHAIR: Unfortunately, it's probably a
9 tourist.

10 Okay.

11 MS. KAREN WOERNER: Chairman Gipson,
12 members of the Commission, thank you again for the
13 opportunity to present to you today.

14 My name is Karen Woerner, W-O-E-R-N-E-R.
15 And I am the member of this --

16 THE CHAIR: I'm sorry. Do you not have a
17 microphone?

18 MS. KAREN WOERNER: My bad. I think I was
19 so upset yesterday about how loud I was talking and
20 hurting everyone's ears that I thought I wasn't
21 going to use it. Do you want me to start again?

22 THE CHAIR: No.

23 MS. KAREN WOERNER: I'm a member of the
24 Charter Schools team who's led the new charter
25 application process this year. Yesterday, we

1 New Mexico licensed school business official, and
2 the team lead all have charter school experience.

3 These highly skilled education
4 professionals were solicited and selected through a
5 public procurement process, an RFQ that was posted
6 on the NMPED website with e-mails sent to all the
7 state and locally authorized charter school leaders
8 and business officials.

9 In addition, e-mails were sent to the
10 Bureau of Teacher and Family Outreach here at the
11 PED to invite effective and highly effective
12 teachers to apply, and also to the New Mexico
13 Coalition of Charter Schools to solicit additional
14 interest in serving on a team.

15 After the RFQ closed, all the respondents'
16 letters of interest, statements, and resumes were
17 reviewed and scored on a rubric resulting in
18 selection and formation of the teams.

19 It may be important for you to know that
20 each reviewer signed conflict-of-interest forms
21 prior to participating in the review and scoring.
22 Training was conducted, including identifying and
23 avoiding bias, as well as how to use the PEC's
24 criteria and rubric to evaluate each of the
25 application requirements.

1 discussed the application process, the expertise of
2 the team and the process of how applications are
3 handled. I will repeat some of that again today as
4 a reminder, but also, more importantly, for the
5 benefit of those who were not present yesterday.

6 Additionally I will address more specifics
7 in the application based on the Commission's
8 feedback yesterday.

9 Yesterday, I handed you two sections of
10 the Charter Schools Act, specifically 22-8B-3 and
11 22-8B-6. I will not read those again to you today
12 as they're already on the record. However, you have
13 been provided a printout since those sections of the
14 Charter School Act do drive the decisions to be made
15 today -- or decision to be made today.

16 The PEC application prompts the criteria,
17 the rubrics, incorporate each of these purposes and
18 provide the information and tools to evaluate
19 whether an application meets the purpose of the Act.

20 As I mentioned, I will address the
21 specific prompts and criteria in scoring in more
22 detail in just a bit.

23 As the four-member review teams, you will
24 recall the New Mexico licensed teacher, the
25 New Mexico licensed school administrator, the

1 From there, I assigned the selected
2 reviewers to a team. As you know, we had three
3 teams, because there were three applications seeking
4 to be authorized by this Commission. One was before
5 you yesterday; one decided to reapply next year
6 because their overall score on written application
7 did not meet the minimum requirements established by
8 this Commission; and the third is sitting before you
9 today.

10 The applications and interviews were
11 first, as we talked about yesterday, individually
12 scored, and to be clear, in their entirety, by each
13 member of the review team. And then the team
14 members discussed their individual evaluations until
15 a final consensus on the scoring was reached.

16 A member of the CSD staff did sit in on
17 the interviews and all of the consensus calls to
18 observe, ensure that all team members were being
19 heard, and to answer questions relating to statutes,
20 regulations, and policies, should any arise.

21 During these consensus calls, the
22 participants constantly referenced the criteria
23 outlined for each prompt in your application and
24 used the rubric to determine the score. The team
25 lead wrote the justification for each score based on

<p style="text-align: right;">Page 116</p> <p>1 the input of the review team members, and that was 2 submitted to CSD.</p> <p>3 Those justifications were based completely 4 on the expectations developed by this Commission for 5 each prompt and the rubric you established.</p> <p>6 Yesterday, I shared the collective years 7 of experience on the teams. We are grateful for 8 those experts and the thoughtful attention, intense 9 evaluation, and hard work that was given to each 10 prompt in the application and each question in the 11 interview by each and every member of the review 12 team.</p> <p>13 The obvious purpose and goal of this whole 14 process is to ensure that approvals are granted only 15 to those applicant teams who demonstrate the 16 capacity and preparedness to open a high-quality 17 charter school that will effectively educate our 18 students.</p> <p>19 It has been repeatedly shown that teams 20 that demonstrate strength in all areas of 21 application -- and by that, I mean academic, 22 organizational, and financial -- are the ones that 23 are able to meet the high standards and expectations 24 for educating and protecting our students. They are 25 ready to start effectively serving children in less</p>	<p style="text-align: right;">Page 118</p> <p>1 excitement that we are able to tell you that the 2 applicant team for Solare Collegiate Charter School 3 has not only met, but exceeded the clear transparent 4 and rightfully rigorous criteria established by this 5 Commission.</p> <p>6 This application is strong because the 7 team has enumerated their plan in such a way that 8 anyone could pick up this application and take the 9 next steps in the process.</p> <p>10 As we discussed yesterday, the minimum 11 scoring expectation set by the Commission are 12 comprised of three requirements. I will summarize 13 those again today with the scores of Solare 14 Collegiate Charter School's application. And I 15 refer you to the section in your packet -- I think 16 it's at the beginning, actually, of the applications 17 we noticed yesterday. Both of these colored sheets 18 are the beginning, one being for yesterday's school, 19 and this one here being for Solare Collegiate.</p> <p>20 So, again, your first criteria is, "No 21 response is evaluated as Falls Far Below the 22 Criteria."</p> <p>23 As you can see, this application has met 24 that criteria. Nothing is in red. 25 The second requirement: "no more than</p>
<p style="text-align: right;">Page 117</p> <p>1 than one year.</p> <p>2 They are ready to handle the intense work 3 of the implementation year and meet the deadlines 4 and requirements throughout that year, with the 5 first major project being due November 15th; and 6 they are prepared to safeguard public assets, in 7 other words, our state resources.</p> <p>8 Please let me stress that an applicant 9 team that has demonstrated strengths in all areas 10 will be able to successfully complete the work of 11 the implementation year. To clarify, that work is 12 not a continuation of this application.</p> <p>13 For example, by November 15th deadline, 14 the governing board must be formed and have its 15 initial bylaws. The finance and audit committees 16 must already be meeting; their operating policies 17 and procedures must be developed. All accounts and 18 ID numbers required to do business must be 19 established.</p> <p>20 The school must be developing their 21 curriculum plan, working on staffing, detailing the 22 specifics of serving special populations, et cetera. 23 The work going forward gets more difficult, not 24 easier. 25 With that said, it is with great joy and</p>	<p style="text-align: right;">Page 119</p> <p>1 three responses may be evaluated as Approaches the 2 Criteria in any one section of the application."</p> <p>3 This application has clearly met that 4 criteria as well. In fact, they only have one 5 "Approaches the Criteria" in the entire application.</p> <p>6 Additionally, I should note, the 7 application team was asked a question during the 8 capacity interview regarding this area, and the 9 review team then scored the interview response for 10 this indicator as "Meets the Criteria."</p> <p>11 Third, the applicant must earn 95 percent 12 of the available points or more. This application 13 scored 101 percent. And, of course, scoring over 14 the 100 percent is due to the fact that 15 participating in the National School Lunch Program, 16 the Free and Reduced Lunch Program, and providing 17 student transportation had an option of additional 18 points or preference points, bonus points, that they 19 earned. However, please know that even without the 20 bonus points, this application would have scored 21 99 percent.</p> <p>22 You have received the analysis of the 23 application and the analysis of the capacity 24 interview. You have received the summary 25 recommendation provided by PED. And you've received</p>

<p style="text-align: right;">Page 120</p> <p>1 the applicant team's response that we received last 2 week.</p> <p>3 Madam Chair and Commissioners, may I 4 please refer you to the section in your packet 5 behind the blue paper, which is Solare's application 6 packet, if you don't mind. I'd like to walk through 7 this briefly in response to yesterday's concern to 8 explain how the scoring was done, if you don't mind.</p> <p>9 So in this packet, you have the letter 10 from Ms. Poulos, our recommendation which summarizes 11 the application, the overall score. And then going 12 on, you have each section, the four main sections of 13 the application and the score for each and a brief 14 summary that I took from the written analysis from 15 the review team to just provide you an overall 16 summary; and also the capacity interview is scored 17 there.</p> <p>18 Then there's a community input hearing 19 where I tried to summarize the transcript and what 20 was said by the people who spoke at the meeting. 21 And then letters of support or in opposition were 22 again -- I tried to summarize what the points were 23 made by both supporters and opposers. And then some 24 additional information and a summary.</p> <p>25 Moving on is this colored sheet in black</p>	<p style="text-align: right;">Page 122</p> <p>1 to the community input.</p> <p>2 Moving on, there's application analysis, 3 which basically -- well, first, let me back up. If 4 you go to Page 2, it shows you those four areas that 5 I just outlined in the summary. Page 3 is the 6 criteria I keep referencing and the minimum scoring 7 expectation, clearly, part of the application for 8 all applicants to see as well as review teams.</p> <p>9 Moving on, you have each section of the 10 application and their very -- in this case, very 11 detailed response, which we tried to just summarize, 12 as in the cover sheets.</p> <p>13 But if you would go to Page 10 -- it's not 14 actually numbered; it doesn't show the number, but 15 the one after Page 9, I guess -- you will see here 16 Total Points Available and the expectations. What I 17 want to point out here is that each section of the 18 application has these bulleted list of items that 19 must be met in that response. And that's there for 20 the applicant as well as the review team to review.</p> <p>21 So then below that in gray is the 22 applicant tool's -- excuse me. Before it is the 23 applicant team's response. In gray is the review 24 team's review. And what they tried to do in each 25 and every case is highlight the areas of strength of</p>
<p style="text-align: right;">Page 121</p> <p>1 and white. And then all the letters that we 2 received are in here and the sign-in sheets. I'm 3 just going to skip all those, if you don't mind.</p> <p>4 Flip forward to the next thing is the 5 applicant's response that we received last week. I 6 do highlight this, because I think they, based on 7 the comments made at the community input hearing, 8 it's evident to me that they responded with their 9 innovative and unique approaches to -- that are a 10 part of their proposal that are also in the 11 application. But this is the best place to see 12 those laid out very detailed.</p> <p>13 And it's several pages long; but it does 14 clearly describe the uniqueness and innovation of 15 this school, things that are not being offered in 16 the South Valley at this time, their 17 middle-school-only model, their Fifth Grade Start, 18 teacher transition classes, their extended school 19 day and year, the double blocks of literacy and 20 math, their daily focus block, the oral literacy, 21 the Voice Strengthens Identity, the literacy focus 22 and the content areas, Heritage Spanish and 23 New Mexico Culture curriculum, et cetera, et cetera; 24 they just took what was already in their application 25 and laid it out for you here in response, I think,</p>	<p style="text-align: right;">Page 123</p> <p>1 those bulleted points and weaknesses in all of our 2 applications.</p> <p>3 And if you go through, you will see that 4 at the end of each section, the details that you may 5 need in making your decision are really outlined if 6 you just skip to each end of section -- okay. I was 7 like, "Oh, this one doesn't have one."</p> <p>8 Well, this is graduation requirements; so 9 there's nothing applicable there, because they're 10 not going to have a high school graduation.</p> <p>11 But each section has the bulleted points 12 and then the comments, in strengths or concerns, 13 based on those bulleted comments.</p> <p>14 If you have any specific questions about 15 those, I know that you've had them to review, I'd be 16 glad to answer them later.</p> <p>17 In addition, I would like to comment about 18 the strength demonstrated by this rather large 19 applicant team. For example, at the capacity 20 interview, it was specifically noticed by the 21 reviewers that not only was the team able to provide 22 more than adequate responses, but multiple members 23 of the team could respond to each question. They 24 weren't just knowledgeable about their areas of 25 expertise, which is important, but they were</p>

1 knowledgeable about the entire goals, mission,
2 expectations of the school.

3 The responses in both the written
4 application prompts and the verbal questions were
5 answered with clarity and confidence, without
6 hesitation; and, in addition, their responses
7 addressed each and every point in the evaluation
8 criteria and the rubric.

9 In closing -- in closing, the applicant
10 team has demonstrated the capacity to open an
11 effective, high-quality charter school. And,
12 therefore, it is with great pleasure and honor that
13 the PED recommends approval of this application.

14 And, of course, I'll be available to
15 answer questions later, if there are any.

16 Thank you.

17 THE CHAIR: Thank you. Can I indulge you
18 for a five-minute break -- thank you -- before we
19 continue? Can we take a short break?

20 COMMISSIONER JOHNSTON: And just for your
21 information, Commissioner Crone --

22 THE CHAIR: Is moving his car.

23 COMMISSIONER JOHNSTON: No, he's feeding
24 the meter. I don't know, bless his heart, because
25 he couldn't find another parking place. I'm sorry

1 schools, and we want to talk about the need in the
2 Southwest Mesa and the 87121 ZIP code.

3 So to begin with, there was a question as
4 to actually how innovative and how unique is Solare
5 Collegiate. And I wanted to point out a couple of
6 components that we believe are truly unique in our
7 community, in Albuquerque, and in the State of New
8 Mexico.

9 First off, we are proposing to begin with
10 a Fifth Grade Start. We want to extend middle
11 school. Something I communicated to you is that I
12 am passionate about middle school, and I think we
13 need more time in middle school. And that's why we
14 are proposing a Fifth Grade Start.

15 The value of that is that it gives us more
16 time to close academic gaps that occur between --
17 for whatever reason, between starting school and
18 entering middle school. It allows us to begin
19 course specialization much earlier than traditional
20 school districts and other charter schools in the
21 State of New Mexico.

22 Our fifth-grade students will not only
23 have double literacy and double math time, but they
24 will also have dedicated 50-minute blocks of science
25 and 50-minute blocks of social studies every day.

1 for the "Bless his heart." That's the South in me.
2 He's feeding the meter; so he had to leave.

3 (Recess taken, 9:38 a.m. to 9:48 a.m.)

4 THE CHAIR: So you've got 15 minutes to do
5 whatever.

6 FROM THE FLOOR: Good morning, Madam Chair
7 and the Commission. We are -- thank you -- we are
8 going to be brief today. We've presented to you a
9 very detailed application.

10 THE CHAIR: Could you identify yourself,
11 please?

12 MS. RACHAEL SEWARDS: Yes, thank you. My
13 name is Rachael Sowards, S-E-W-A-R-D-S. And I am
14 the leader, founder, and proposed head administrator
15 for Solare Collegiate. As I said earlier, we're
16 going to be brief today. We had a very robust
17 community input hearing and a very detailed
18 applicant response.

19 I wanted to highlight a couple of points
20 before you go into your closed session and determine
21 your final voice -- and ask your questions.
22 Apologies for that.

23 Just to give you a frame of what we'd like
24 to talk to you about today, we want to talk about
25 innovation. We want to talk about impact of quality

1 As far as our research have revealed,
2 there are not any other schools in the state that do
3 that.

4 There are two charter schools in the State
5 of New Mexico that do begin middle school a little
6 bit earlier. However, both of those schools are not
7 core specialization; they are semi-specialized. So
8 there is one teacher for math and science, one
9 teacher for social studies and English.

10 We would, as far as our research has
11 revealed, be the only school in the State of New
12 Mexico that would do complete course content
13 specialization at the fifth-grade level.

14 Interestingly, the New Mexico State Social
15 Studies Standards are blocked 5 through 8. And so
16 there is that natural breaking point that we start
17 to see that the content level of social studies
18 requires that daily study of social studies that's
19 not occurring in elementary school classrooms.

20 My second point as far as our uniqueness
21 is that middle school model. As I have
22 communicated, I am a middle school specialist. My
23 Master's degree is in middle school teaching. I
24 have spent the majority of my school teaching middle
25 school. I love middle-school humans more than any

<p style="text-align: right;">Page 128</p> <p>1 other humans in the world. I know that makes me 2 odd; but -- thank you, Commissioner. 3 THE CHAIR: Without a doubt. 4 MS. RACHAEL SEWARDS: You know, my sanity 5 has been questioned in doing this process, and the 6 middle school thing adds to that. We, as a state, 7 for multiple reasons, we do not give the specialized 8 attention that middle school needs. Middle school 9 is a transformational period in public education, in 10 any sort of education. It is the time in which 11 children are making the decision whether -- 12 conscious or unconscious, whether or not they are 13 going to finish high school, whether or not they are 14 going to go to college. They make these decisions 15 based on their experience they have at the 16 middle-school level. 17 And so we want to be manically focused on 18 that middle school component. It is our intention 19 as a school to be a school of 416 students, 20 416 middle-schoolers. We want to partner with the 21 schools that are already existing in our community. 22 We believe that if we have four years with our 23 students where we can close academic gaps, where we 24 can close opportunity gaps, they can successfully go 25 on to Atrisco Heritage High School, Amy Biehl High</p>	<p style="text-align: right;">Page 130</p> <p>1 options. 2 So we as a school will offer middle school 3 exclusively, as well as being a smaller school 4 model. 5 And the final part of our uniqueness that 6 I want to leave you with -- and we spent a lot of 7 time talking about this during the input hearing, so 8 we'll spend less time now -- is our focus on student 9 voice. And that is multiple -- there's multiple 10 layers there. 11 We are exclusively going to focus on that 12 idea of speaking and listening content standards in 13 our English classrooms, but also pulling that across 14 the subject areas. So our mathematicians will talk 15 about mathematics in the classrooms. They're going 16 to be doing oral presentations, using their voice in 17 that traditional academic sense, but also 18 integrating the idea of student identity and student 19 voice across the classroom areas. We want our 20 students to think about, "Why do I understand math 21 the way I do as a Solare Collegiate student? What 22 does my experience growing up in the Southwest 23 quadrant of Albuquerque, how does that impact how I 24 understand the world, how I understand my social 25 studies class, how I approach science?"</p>
<p style="text-align: right;">Page 129</p> <p>1 School, or any high school of their choice, and be 2 highly successful and prepared to be academically 3 ready for high school as well as academically ready 4 to go on to college. 5 We want our focus to be so specific to 6 middle school, we are confident that we can send our 7 kids off and be a value add to the larger 8 educational community in Albuquerque. 9 There is a researcher who talked about 10 middle school. It can -- it should not be an 11 extension of elementary school. It should not be an 12 extension of high school. It needs to be looked at 13 individually. 14 There are zero -- there are actually only 15 six charter schools in the State of New Mexico which 16 are middle-school-only models. And exactly zero of 17 those are west of the Rio Grande in Albuquerque. 18 There are not opportunities for our children in 19 Southwest Albuquerque to attend a middle-school-only 20 charter school. 21 And then with that, we see a lot -- the 22 middle school options that we do have in our 23 community are currently very over-populated. One of 24 the district middle schools has 1,300 students for 25 three grades. The other has 1,500; so large school</p>	<p style="text-align: right;">Page 131</p> <p>1 We want our students to recognize those 2 things. 3 And finally, very strategically, our 4 classroom design will minimize our teachers talking. 5 We know the amount of information that a child takes 6 in from listening to a speaker is pretty minimal. 7 We want to limit our teachers to 30 percent of the 8 class time being teacher taught and put more of the 9 intellectual heavy lifting on our students. 10 They're going to be the ones that do the 11 speaking, discussion in class. And we will support 12 our teachers in transitioning into that mode of 13 thinking about teaching. 14 And then, finally, we will have our focus 15 on Spanish language and New Mexico culture. Our 16 intention is our New Mexico culture and enrichment 17 will be -- student voice be brought into that. We 18 want our students to help us out on what is it are 19 they interested in in Semester 1. Are they 20 interested in farming and cooking, whatever our 21 students are interested in. And they have a real 22 hand in the design of that curriculum, or the 23 fulfillment of that curriculum. 24 At this point, I want to pause. We have 25 one of our founding board members and proposed</p>

Page 132

1 treasurer, Subu -- Dr. Iyer -- who would like to
 2 share his experience in how a school-of-choice
 3 option can really be transformational. And I will
 4 finish up by talking about the need in our
 5 community.
 6 FROM THE FLOOR: Prospective members of
 7 the Commission and members of the audience. My name
 8 is Subramanian Iyer, last name spelled I-Y-E-R, an
 9 Assistant Professor of Finance at the University of
 10 New Mexico, Bank of America Endowed Lecturer in
 11 finance, and I have a Ph.D. from Oklahoma State
 12 University.
 13 My success or part of the reason -- the
 14 majority of my success I would attribute to my
 15 education in India. I hail from India. And as you
 16 know, India is not a developed country. It's still
 17 a developing country. So we have to grab whatever
 18 resources we can lay on your hands on. It's not
 19 many choices out there.
 20 So I grew up in a neighborhood where there
 21 was not many charter schools, or I should say not a
 22 single charter school. And the only option
 23 available was public schools. And my parents
 24 realized the importance of education, and they spent
 25 money to put me in a federally sponsored charter

Page 133

1 school. It was a far ways away. I had to take the
 2 transit every day, travel at least 45 minutes to one
 3 hour each way.
 4 So every passing year, I could see the
 5 difference between myself and my friends who chose
 6 to stay in the public school system.
 7 And I'm not discrediting the public school
 8 system. But it made a big difference in my
 9 education and my -- my success. And that is part of
 10 the reason why I was able to go through many of the
 11 competitive exams with confidence and complete a
 12 Ph.D. in finance.
 13 And I understand the -- the value of
 14 choices for students. And we at Solare Collegiate,
 15 we want to provide the choice for parents as well as
 16 students to make a difference in their lives. So I
 17 humbly request that the Commissioners approve our
 18 application. Thank you.
 19 THE CHAIR: Thank you.
 20 MS. RACHAEL SEWARDS: And then, real
 21 briefly -- this is Rachael Sowards again -- bring
 22 back to just the demonstrated need. In our
 23 applicant response, I won't go into the numbers
 24 because those are in front of you -- the 87121 ZIP
 25 code is of similar size to the City of Santa Fe; but

Page 134

1 we have significantly fewer options for middle
 2 school students. I -- you can look over our letter
 3 if you want the specifics on that.
 4 Additionally, if you zoom out to the
 5 southwest quadrant of the City of Albuquerque, there
 6 are only 545 seats for middle-schoolers and charter
 7 schools available currently. A little over 100 of
 8 those -- about 112 of those seats -- are at schools
 9 that are specifically identified for at-risk student
 10 populations.
 11 The majority of the seats are offered by
 12 South Valley Academy at 283 seats. And this is a
 13 college preparatory school that has a wait list
 14 double that of the number of seats that they offer.
 15 So if we are approved as a school, we would not even
 16 be able to fulfill the want that is demonstrated by
 17 the wait list numbers at South Valley Academy.
 18 Finally, we just want to reinforce that
 19 the number of families that we've had that have
 20 committed support to our school, writing formal
 21 letters, 17 formal letters in our application from
 22 community members, the 60-plus community members who
 23 came and supported us at our community input
 24 hearing, and the individuals and families who came
 25 and spoke in our support today.

Page 135

1 With that, we thank you for your time.
 2 THE CHAIR: Thank you. And I don't have a
 3 lot of questions, because we spent -- as you said,
 4 we spent a lot of time at the community input; so I
 5 think I'm pretty good. I'm just going to say two
 6 things.
 7 There's a piece of me that's still
 8 concerned that the reach-out has to go to the
 9 community. But we do have that -- there actually is
 10 that. If approved, there is that extra time. So I
 11 think the reach-out to the community can be
 12 satisfied to us and to the other entities through
 13 the getting ready year. So I think that can -- I
 14 don't see a concern with that.
 15 I see a concern that the issue still
 16 exists, but the work can be done prior to any
 17 opening. That, I'm clear on.
 18 I'm a little concerned with the extended
 19 school day, only because we're seeing that after
 20 several years, schools are struggling with paying
 21 their teachers a competitive salary with the local
 22 schools asking them to work longer, and they've had
 23 to come back to us -- and we all know how much I
 24 love to have a conversation about school hours.
 25 They've had to come back and say, "We have to reduce

1 it because we have to stay competitive with, you
2 know, APS or LCPS or whoever. And that's the only
3 way we can do it is by reducing the teaching hours
4 to up the pay that way."

5 So it's -- you know, there's just an
6 inherent problem there. And I don't know how -- I
7 don't know how -- what the fix is; so that, you
8 know, when you -- when you're banking on that, I get
9 concerned that, long-term, are you going to be able
10 to sustain it, you know.

11 And, obviously, there is no answer to it
12 now, I don't think, unless you've got -- unless --
13 you know, the other -- the other role you play has a
14 magic fix for this.

15 MR. DANIEL IVEY-SOTO: Madam Chair,
16 members of the Commission, Daniel Ivey-Soto, counsel
17 to the proposed Solare Charter School.

18 And the -- because during their
19 presentation, it was clear I was to be seen, but not
20 heard. So since you asked --

21 THE CHAIR: Right.

22 MR. DANIEL IVEY-SOTO: First of all, based
23 upon the --

24 THE CHAIR: Which is a very difficult
25 thing.

1 do hear what you're saying, and a lot of that will
2 have to do with working conditions, with vision, and
3 then with trying to manage the resources that we
4 have.

5 THE CHAIR: Right. And I appreciate that.
6 And there is no doubt, as everyone else knows here,
7 I refer to middle school as the Dark Years. So
8 anyone that wants to spend their life with middle
9 school kids, I applaud; do question their sanity at
10 times, but I applaud.

11 And I absolutely know that that's where
12 students are lost. I mean, having spent my time in
13 high school -- I mean, it's -- and you go back and
14 you talk to the middle school teachers, and they can
15 say, "Oh, yeah, there -- there it was."

16 So I -- I appreciate the passion.

17 But once again, passion only goes so far
18 to put food on the table. So as much as you ask
19 people to invest in the concept and love it, at some
20 point in time, families have to make decisions for
21 the best of their families.

22 And when they can go teach here for
23 additional money -- so that's just -- you know. And
24 I know you don't have -- there's not a solution.
25 But it's just that rhetorical question that goes out

1 MR. DANIEL IVEY-SOTO: You know, based --
2 first of all, based upon the -- the Singleton
3 decision that was handed down, what we do know is
4 that -- is that one way or another, there will be a
5 greater infusion of -- of dollars flowing into
6 public education.

7 Now, of course, to the extent that those
8 flow in equally, then we just continue with the same
9 problem just on a higher level. You know, a part
10 of -- part of the -- well, let me back up real
11 quick.

12 We appreciate the caution that you -- that
13 you offer, because I do think it's good for us to
14 hear that. You know, part of -- what we are banking
15 on in this is -- is finding those people who have a
16 similar passion for middle school, as Rachael does.

17 I -- I've been -- I spent a year teaching
18 middle school in the South Valley at Ernie Pyle
19 Middle School. Actually, I should say I was
20 employed to teach; I'm not sure I actually taught.
21 And I was always grateful for people like Rachael,
22 because they were actually able to communicate and
23 have that passion.

24 So instead, after that year, I went to law
25 school, you know. But -- but I -- but we very much

1 there, how do we -- because who could deny the
2 benefit of the additional time? You know, no one
3 can do that. But we're -- but as a state, we're not
4 recognizing that. So maybe that can be part of that
5 greater conversation with what can be done with
6 those funds.

7 MR. DANIEL IVEY-SOTO: Thank you.

8 THE CHAIR: So that there can be that
9 flexibility for everyone to be able to try that.

10 I just have one other question. When I
11 was doing some research on the intensified math and
12 reading times and the extended time, I came across a
13 number of studies that indicated that two --
14 especially with the middle school, after the
15 students left that middle school program and then
16 went into the high school, two years out, they
17 couldn't -- they couldn't identify who had been in
18 those programs; so that they were questioning the
19 long-term benefits of that.

20 So I just -- I don't know if you've got a
21 response to that. I don't know.

22 MS. RACHAEL SEWARDS: I would -- I would
23 appreciate any -- that research as far as, like, if
24 you could pass that on to me so I could look into
25 that; because that's counter to some of the things

<p style="text-align: right;">Page 140</p> <p>1 that we've done research on. 2 But as far as that goes, we -- we're 3 looking at back-stepping as far as having the 4 multiple classes. So we're not only looking to 5 advance our students, but also fill gaps that have 6 occurred previously. Our design is, if you look at 7 our charter application, our math -- our double math 8 and our double reading, there are two specific 9 focuses. 10 So it's not simply two English language 11 arts classes that are of the same content. The 12 focuses are separate and intentional. That is for 13 us -- the intentional analysis course is focused 14 more on those research-based skills and those 15 informational-based skills that have become so 16 important with Common Core standards. 17 And, then, similarly, with math, one of 18 our courses in the first two years of the school, 19 fifth and sixth grade, is focused on basic skills, 20 mental math, the things that we need to be able to 21 do to do math efficiently so we can get to the 22 challenging stuff. 23 My experience with working with middle 24 school kids is that algebra conceptually wasn't hard 25 for kids. It was also I have to grapple with doing</p>	<p style="text-align: right;">Page 142</p> <p>1 public schools, without realizing charter schools 2 are public schools, that they don't like a change. 3 And, you know, this -- having been on the board at 4 APS, and I've worked with Albuquerque Interfaith 5 when I was there -- I dealt with the unions when I 6 was there -- I was very, very puzzled when this area 7 of the city in Albuquerque, where I live, 8 demographically is -- you know, and it's nothing -- 9 it's not their fault; but they're at the bottom of 10 the barrel in most of the statistics. 11 Educationally, their students are not performing 12 well. 13 APS has not necessarily addressed the 14 needs of this community the way they have. This 15 area of the city has more "D" and "F" schools than 16 almost anywhere else in the city. And, you know, we 17 look at that, you know, and we say, "Why aren't they 18 doing something?" 19 And they say, "Well, just give us time." 20 Well, how much time do they want? This 21 has been going on for 20, 30 years. How much more 22 time do you want? It's one of those things where 23 they say, "Well, just give us another chance, give 24 us another chance." And some of the comments today 25 were, "We oppose the fact that maybe the approach</p>
<p style="text-align: right;">Page 141</p> <p>1 this mental math quickly and efficiently. And that 2 got in the way of my being able to do the high-level 3 intellectual work. 4 We're not looking at double-time. If it's 5 double-time without intentionality, without it, I 6 agree with you, there may not be value to it. 7 Because we're so intentional in how we use our time 8 that we also have separate teachers. So our 9 language arts teacher and textual analysis teacher 10 will be separate from one another. So we have our 11 students encountering teachers with separate 12 pedagogical approaches and ways in which to teach. 13 THE CHAIR: I think I may have to come and 14 get a brush-up on mental math, because I've lost 15 that completely. Thank you. 16 Commissioner Robbins? 17 COMMISSIONER ROBBINS: Thank you. You 18 know, I -- today, and then last week -- or excuse 19 me -- last month when we had the community -- or two 20 months ago, when we had the community input 21 hearings, some of the opposition groups kind of 22 puzzled me as to why they were opposing, and some of 23 the comments I read as to why they're in opposition. 24 You know, one of the individuals commented 25 that they oppose because they only want to have</p>	<p style="text-align: right;">Page 143</p> <p>1 you're taking," they don't agree with. 2 It's very easy to oppose something. But 3 if you don't like the status quo, and you don't like 4 what someone is proposing as a change, then come in 5 with your own group and form a charter school that 6 does what you want to do, rather than just saying, 7 "We don't like a group coming in, working with the 8 community, and then providing a potential solution." 9 And according to the ranking of the way 10 this was scored by CSD, it's one of the highest 11 scores -- I mean, it's 101 percent. You know, it's 12 one of those things -- how did you get above 13 100 percent? But it was. So I look at it, and I am 14 puzzled, to the opposition. 15 And so I am going to ask either you, 16 Ms. Sowards, or Mr. Ivey-Soto, can you maybe give us 17 some background, the discussions you've had with 18 these groups and where you think they're coming 19 from, what is their motivation. 20 And I want to hear that, because, you 21 know, when we hear people saying, "I don't like 22 this. I'm against it". 23 I understand APS doesn't want to have a 24 charter school that comes in and pulls people out of 25 Jimmy Carter, that pulls people out of these schools</p>

Page 144

1 because they're going to lose student funding. But
2 APS isn't doing anything to fix the problems of
3 these proficiency rates that these students have and
4 the growth in the rates.

5 You know, we sit there and say, "Well,
6 they went from 25 to 26 percent proficiency."

7 Seriously? That's acceptable? I mean, if
8 you went from 25 to 35, I might say, "Hey, good
9 job." But these little incremental changes, how
10 many generations are we going to lose to education
11 in that area of the state, that area of the city,
12 because incremental change is not working?

13 So if you could answer my questions on --
14 thank you.

15 MR. DANIEL IVEY-SOTO: Yeah. Thank you.
16 So first of all, I -- I will say that we were a
17 little bit surprised at the community input hearing
18 by -- by some of the comments that were made as well
19 as the people who appeared. And -- and, you know,
20 we did -- you know, part of the application is
21 reaching out to the community.

22 During the community input hearing, you
23 heard from Peter Sanchez, the director of the
24 Atrisco Companies, which is the -- the land grant
25 heirs of that area, supporting our school.

Page 146

1 neighborhood association when they were meeting to
2 have conversations with the residents in that area
3 and to reach out to folks.

4 And so -- and so, yes, it's true. We
5 didn't reach out, I guess, to this particular group
6 of nonprofits that speaks for the Valley. It's --
7 it is -- what I explained, my response was, you
8 know, it's interesting. Every now and then --
9 because I do a lot of work in elections policy. And
10 every now and then, somebody has an idea on
11 elections, and they forget to talk to me first.

12 That doesn't mean it's a bad idea. And
13 they don't always know that I'm the guy that works
14 on that issue. And so I always just try to go and
15 introduce myself and have a conversation with them.

16 And so after the hearing was over and --
17 and you all received a letter with -- with the
18 various different members of a group called "La
19 Red," means "the network." so Ms. Sowards reached
20 out to each of those groups individually and reached
21 out to the group as a whole.

22 We were told it was being facilitated by
23 Ani Romero at CCP, so we reached out to her. And we
24 said, "We'd like to talk."

25 We actually proposed four different times

Page 145

1 You heard from Instituto Cervantes.
2 Frankly, you heard from a lot of parents, which
3 really is the community that we're targeting are
4 families and parents who want options.

5 In the end, we may or may not be the
6 option that they're looking for; but they'll have an
7 option, if our school is approved.

8 And then all of a sudden there are all
9 these criticisms. And these criticisms came in
10 about -- about our funding we weren't getting, about
11 our relationships with organizations that we don't
12 have.

13 And one of the things that I guess I found
14 very disconcerting about that hearing is that a lot
15 of these organizations whose model is a model of
16 dialogue -- and yet none of them had reached out to
17 us before the community input hearing, before coming
18 to say that we shouldn't exist, we shouldn't be
19 allowed to exist. And their comment -- when I
20 reached out to a couple of them afterwards, their
21 comment was, "You never reached out to us."

22 Well, we reached out to those people in
23 the community where we felt it was -- in terms of
24 the program that we're looking at, in terms of the
25 families. Ms. Sowards went to just about every

Page 147

1 we'd be able to talk. That included daytime,
2 nighttime, and weekends when a majority of our board
3 would be available.

4 None of the groups we reached out to
5 individually responded back to us individually, and
6 Ms. Romero responded back and said, "Thank you for
7 getting back to us. You will get -- you will hear
8 from us," specifically, from the lead organizer from
9 Albuquerque Interfaith.

10 And, of course, they've involved -- you
11 guys heard from Mr. Hammond, as well as Mr. Bobroff
12 at the first meeting.

13 And so -- and then we heard that La Red
14 was having a meeting; we were on the agenda. We
15 were excited to go talk to them, except to discover
16 they weren't planning to talk to us. They were
17 first going to talk about us. We were not invited
18 to that meeting.

19 And then we were finally told -- I think
20 it was at the beginning of this week -- end of last
21 week -- that they would meet with us, that they
22 would meet with us yesterday morning at 10:00 a.m,
23 the time and the location where we were to be.

24 And so Ms. Sowards and I wrote back and
25 said, "Great, we'll be there."

Page 148	Page 150
<p>1 We had a conversation. We decided we 2 wanted dialogue. To promote dialogue, we decided 3 that it would be best if Ms. Sowards and one board 4 member attended to encourage dialogue, because we 5 didn't want a confrontation. 6 We then got a follow-up e-mail from them 7 earlier this week saying, "By the way, just to be 8 clear, not all of your people are invited. Only 9 bring your principal and one board member." 10 Well, that was our plan. So we wrote back 11 and said, "Sure, that's fine." 12 And they wanted to be sure that they had 13 the person's name in advance. 14 But what I found interesting was it's one 15 thing for us to decide our proper voice. It's 16 another thing for someone else to decide our voice 17 for us in a dialogue process. 18 So Ms. Sowards attended the meeting 19 yesterday morning at 10:00 a.m. And you heard 20 Mr. de Luna report that he represents the 21 30 organizations, and that there was a meeting 22 yesterday. The meeting yesterday was with eight 23 people. 24 And at the meeting yesterday, the issues 25 that were raised -- we didn't raise the issues; they</p>	<p>1 yet." 2 So when Mr. de Luna said, "We've heard too 3 many times, 'We'll get to it, we'll get to it,'" 4 well, we can't get anything unless we're approved 5 and in a planning year. 6 We were -- we were -- we were quizzed by 7 Julie Radoslovich, the -- the head administrator 8 from the South Valley Academy, who wanted to know 9 what the discipline policies were going to be. 10 And first of all, this has been a very 11 bizarre process, because I'm not aware of any other 12 process of any other charter where we have to be 13 vetted by any other charter school outside the 14 process. 15 We answered the discipline policy, and 16 Ms. Sowards answered about her philosophy on 17 discipline, where if you're punitive, students are 18 going to stop coming and they're going to tune out, 19 and it shouldn't be that way. 20 We were quizzed by Ms. Kara Bobroff, who 21 was at the meeting, about our replication plans. 22 Now, again, I've never been through a process where 23 another applicant is quizzing us about our 24 intentions prior to the hearings. 25 But she wanted to know our replication</p>
Page 149	Page 151
<p>1 raised the issues. So the issues that were 2 raised -- Ms. Romero raised a concern that she had 3 that we did not have, in our application, a suicide 4 prevention policy. Ms. Sowards explained to her the 5 application -- you don't have the policies in the 6 application. That's part of the planning year. 7 She said, "Well, suicide is an important 8 issue, and it should have been referenced in your 9 application." 10 By the way, I've gone through and looked 11 at all the applications you've received, including 12 the one you addressed yesterday, as well as the 13 other ones you've received the last few years. I 14 haven't found the word "suicide" in any of the 15 applications. 16 We were asked by Mr. de Luna about what 17 our plan was and our protocols for dealing with ICE 18 and immigration raids and what would we do. 19 And we said, "Well, you know, that's -- I 20 mean, that's a compelling issue, and we agree that 21 needs to be addressed, and we're happy to work with 22 you on those protocols." 23 "Well, why don't you have them in place 24 already?" 25 "Well, we're not in our planning year</p>	<p>1 plans. We explained, "We're not replicating. This 2 is our goal. We're not trying to get somewhere 3 else." 4 We were quizzed by Alan Brauer, the 5 executive director of NACA Inspired Schools Network, 6 when he expressed to us that he read our 7 application, and in his judgment, our school is not 8 unique and that we missed opportunities. 9 Again, the executive director of a 10 fellowship program that leads to people starting 11 charter schools -- I mean, if he wants to talk to us 12 offline, that's one thing. But when we're talking 13 about these are nonprofit organizations that 14 represent the community, really? Or are we talking 15 about people in a turf issue who are taking 16 advantage of the situation? 17 We were then -- it was then explained to 18 us by Mr. Sanchez, the lead political organizer from 19 Albuquerque Interfaith that after an hour of 20 conversation, he explained that there was a desire 21 that we -- from the group, there was a desire that 22 was decided two weeks earlier, when they had their 23 meeting where they talked about us, that we pull our 24 application so that they could be involved in 25 rewriting our application, Ms. Sowards politely</p>

<p style="text-align: right;">Page 152</p> <p>1 declined to accept that. 2 Ms. Romero then said, "Well, I mean, you 3 don't have to go an entire year; maybe just a few 4 months." 5 Ms. Sowards explained to her, "Well, 6 there's actually a structure and a process and a 7 requirement of a decision by September 1. So in 8 fact, actually, that just doesn't work that way." 9 And then we were told, "Well, if you're 10 not willing to pull the application, our decision 11 already was, from two weeks earlier, regardless of 12 anything that happened in this meeting, if you're 13 not willing to pull your application, we will 14 continue to oppose." 15 That's not dialogue. That's not dialogue. 16 And so -- and so I will tell you that we 17 are very community-oriented. But one of the things 18 that, in fact, you have, one of the things you have 19 in the South Valley is -- for example, we had a 20 primary election this year that was hotly contested 21 in that -- in that Valley area. And we had a lot of 22 the people involved are these same organizations 23 speaking for the entire community, that there was 24 going to be a change in the representation of the 25 South Valley.</p>	<p style="text-align: right;">Page 154</p> <p>1 COMMISSIONER TOULOUSE: Madam Chair, I 2 have two seventh-grade grandsons. I have -- they're 3 each fine individually. You put them together with 4 their little brothers, and I don't want to go there. 5 So I can imagine what they're like in huge groups of 6 their own age. 7 But -- and I applaud you for that. And I 8 am concerned about what you have just reported. I 9 have had dealings when I was on the CNM Board with 10 Albuquerque Interfaith. Individually, I know many 11 of them. Absolutely, one of the people I think the 12 world of is Trey Hammond. Kip and I have some 13 back-and-forth; but I have known him, just as I have 14 known Kara, for many, many years. 15 And I am concerned about this whole 16 approach. But I also know that happens in the 17 South Valley. It also happens in my Southeast part 18 of town. We are still severely underserved. We 19 approved the Altura Charter School that was to go up 20 in the War Zone. I know it's not the "War Zone"; 21 it's the "International District," but that's what 22 all of us still call it. They couldn't find a 23 place. That's not where they are. They're not in a 24 good part of town; but they're not up in that area. 25 I am concerned that you can find a place</p>
<p style="text-align: right;">Page 153</p> <p>1 And if you would have listened to them, 2 you would have known the entire South Valley was 3 going to vote for different representation. 4 It turns out the people who self-proclaim 5 themselves as speaking for the community, when 6 people voted, they didn't vote that way. 7 And, you know, so we're offering a choice. 8 We're offering a model that we think will fill a gap 9 in, as Ms. Gipson refers to the "Dark Years," in a 10 difficult time in everybody's life. And you're 11 absolutely right. At some point, if they want to be 12 involved in writing the charter, they should go 13 start a charter school. 14 Now, I will tell you, as offensive as 15 their interactions with us have been, as 16 disempowering as their interactions with us have 17 been, we will continue to work with them. We will 18 continue to interface with them; because part of 19 being a public school is being a school that is 20 engaged in the community and works with everyone in 21 that community. 22 Thank you. 23 COMMISSIONER ROBBINS: Thank you. 24 (Applause.) 25 THE CHAIR: Commissioner Toulouse?</p>	<p style="text-align: right;">Page 155</p> <p>1 in the South Valley that would serve these, because 2 I know one school has just moved out of there across 3 the river, which is a middle school, because they 4 couldn't find another good place there. 5 So I am concerned that if that's where you 6 want to stay, you don't end up -- I mean, 7 Albuquerque Collegiate was supposed to be downtown; 8 now they're in the South Valley, and you're going to 9 overlap with them. 10 I have that concern because they're also 11 new, and they're not going to have fifth grade yet. 12 They're going to have them. There's going to be an 13 overlap, more or less sponsored by the same group. 14 I also know your strength is also your 15 weakness, with many people coming through the 16 Excellent Schools New Mexico. 17 Many of us -- I have had a lot of 18 communication with Scott. I appreciate what he's 19 doing. But how it was founded, what was done, that 20 that is one of the concerns that many of these 21 people have had. And I think that was where the 22 replication came up. 23 Originally, that was one of the things 24 they were going to do. We had concerns. We don't 25 necessarily want to replicate schools. We want</p>

Page 156

1 schools that come up to meet the needs of an
 2 individual population.
 3 And so I want to know, what have you --
 4 have you looked for any place? Have you found
 5 something? How are you going to handle that,
 6 finding a place?
 7 MS. RACHAEL SEWARDS: Yes. Since we
 8 submitted our application, we had written our PSFA
 9 plan to a facility to convert. However, we, through
 10 conversations with community members, work with our
 11 board, with multiple Realtors in 87121, because a
 12 lot of the community is undeveloped, that our best
 13 approach would most likely be to seek out land that
 14 could be our permanent home and begin with modulars
 15 and grow into a permanent facility.
 16 That, for me, as an educator who has
 17 worked with low-income families, having a location
 18 that will be our permanent home, our permanent
 19 place, is so important, as opposed to having to move
 20 five years in because our building doesn't suit our
 21 needs.
 22 So our most recent plans, we have talked
 23 with a developer that is looking at a specific piece
 24 of land for us that we will be in 87121. We'll look
 25 for land, go into the modulars.

Page 157

1 Again, you talked about our long-term
 2 plan. I barely wanted to leave the classroom. I
 3 want to be a school of 416 students so I can know
 4 everyone's name, and I can still interact. We want
 5 to be a stand-alone school. Expansion, for me, is
 6 not some -- I don't want to move any higher up the
 7 administrative ladder than I will be as a proposed
 8 school leader.
 9 MR. DANIEL IVEY-SOTO: And, Madam Chair
 10 and Commissioner Toulouse, I do want to draw your
 11 attention to the last section in our applicant
 12 response. And for the benefit of those people in
 13 the audience who may not have had it, I just want to
 14 make very clear what our relationships are, because
 15 I do think that's important. As they say in the
 16 South Valley, (Spanish spoken). "Tell me who you
 17 run with, and I'll tell you who you are."
 18 COMMISSIONER TOULOUSE: Sí.
 19 MR. DANIEL IVEY-SOTO: It's true.
 20 Ms. Sowards applied for a competitive fellowship
 21 program through BES. And she was accepted in that
 22 program. It was a rigorous program that has helped
 23 to prepare her for the challenges of starting a
 24 charter school, where she is everything from the
 25 building principal to the superintendent and half

Page 158

1 the janitorial staff.
 2 She -- we also have benefited from having
 3 been approved for a grant from Excellent Schools
 4 New Mexico in order to help out with expenses during
 5 the -- during the planning year; because as you
 6 know, there is no State funding during the planning
 7 year.
 8 And I want to be very clear that -- that
 9 we are -- we are grateful for both of those
 10 relationships, and we do not shy away from the
 11 relationships that we've had, with either BES or
 12 Excellent Schools New Mexico. They're valuable
 13 partners.
 14 But I also want to make something else
 15 very clear. And we put this in our applicant
 16 response.
 17 Solare does not expect to, nor intend to,
 18 purchase anything from BES or Excellent Schools
 19 New Mexico. In other words, there will be no public
 20 dollars going their direction. Solare does not
 21 intend to utilize any charter management services at
 22 all, either from in state or out of state.
 23 We are our own school. That is the model
 24 for New Mexico, and we are not going to contract for
 25 somebody else to run our school.

Page 159

1 Solare does not and will not be purchasing
 2 any pre-packaged curriculum from any source, BES,
 3 ESNM or otherwise. All Solare board members are
 4 local to New Mexico. They do not report to and are
 5 not responsible to either BES or Excellent Schools
 6 New Mexico. And none of our board members have a
 7 relationship with BES or Excellent Schools
 8 New Mexico. Their only loyalty and legal obligation
 9 is to the best interests of the proposed school and
 10 the children it seeks to serve.
 11 We wanted to make sure that those
 12 statements were as clear as possible, so that -- so
 13 that -- because we understand the concerns that have
 14 been raised. We have benefited from their financial
 15 resources; but we also understand that as a charter
 16 school, we have a fiduciary responsibility not only
 17 for the well-being of those children, but for the
 18 public dollars that are entrusted to us in order to
 19 educate those children.
 20 And so there is no financial relationship
 21 conceived, none that occur in terms of public
 22 dollars going to either BES or Excellent Schools
 23 New Mexico.
 24 COMMISSIONER TOULOUSE: Thank you for
 25 putting that on the record.

<p style="text-align: right;">Page 160</p> <p>1 Madam Chair, it -- also -- I want to 2 explain also on the record that the ones of us who 3 have been on the Commission a while have always had 4 concerns -- and, again, it has nothing to do with 5 Mr. Hindman and the Excellent Schools New Mexico; it 6 was the way it was brought into New Mexico. 7 We didn't even know about it as a 8 Commission and most of us who were on the Commission 9 until we saw an ad. We tried to find out who was 10 behind it. And it took us going to somebody totally 11 unrelated to the PEC from the Southeast part of the 12 state to put in a query to finally get an answer as 13 on who was doing it, why they were doing it, and 14 how. 15 And I know Mr. Hindman has reached out to 16 all of us; we've worked with him. But it set 17 something that not just the PEC, but a lot of other 18 charter schools, you know, had concerns about. So 19 excuse me for being a little suspicious. 20 But I also want to point out that that was 21 fine with all of you. But yesterday in our 22 application, we took out a part of the review, where 23 because NACA Inspired School Network had provided a 24 fellowship to them, there were three or four pages 25 from the Charter School Division tearing apart the</p>	<p style="text-align: right;">Page 162</p> <p>1 You talk -- you write about, and then you 2 talked about today, the development of 3 middle-schoolers. And we talked about academics and 4 their needs academically. I, too, have a passion 5 for middle school. I don't see it as the Dark Ages 6 as I see it as the Exciting Ages, because of the 7 brain development that goes on during this time and 8 how that brain development impacts the ability to 9 take in new information, to retain new information, 10 to synthesize new information. And it's different 11 in every student. 12 That takes me, then, to the discipline 13 policy. And you, very simply, I think -- I think 14 Mr. Ivey-Soto says you don't see it as punitive, 15 because that drives children away. And it's 16 ongoing. 17 When -- in reading the application and the 18 information there, one of the sticking points for me 19 was, well, sure, in five years, you'll be able to 20 reach mastery, because everybody who doesn't fit is 21 going to be excluded. 22 But from what I've heard today -- because 23 of behavior. 24 From what I've heard today, you have in 25 mind a system that would nurture this. Can you give</p>
<p style="text-align: right;">Page 161</p> <p>1 NACA schools, you know. 2 And so when I see two people simply 3 helping, not even being a part of it, treated so 4 very differently in the two different applications, 5 I also have concerns about a bias. 6 So this is not directed at you in any way. 7 I just -- I wish you luck. I still am concerned 8 about finding a space. I would assume you're 9 working with one of the developers and to find a 10 lot, which is the best way to go, because then they 11 should be able to provide you some help, too, in 12 doing the basics to get set up and -- you know, 13 putting in your roads, for instance, in the area, 14 things like that. Because you're not going to have 15 the money to do that. Somebody else is going to 16 have to do it. 17 So I applaud that. But I just -- I know 18 what isn't available there. So thank you very much. 19 And, again, thank you for your eloquence, Counselor. 20 THE CHAIR: Commissioner Johnston? 21 COMMISSIONER JOHNSTON: Thank you, 22 Madam Chair. 23 Two questions of clarification, just -- 24 and we have so much paper and so many words. So it 25 may already be answered, and I just can't find it.</p>	<p style="text-align: right;">Page 163</p> <p>1 me three minutes on that to clarify? Because I know 2 it's been a long morning. 3 MS. RACHAEL SEWARDS: Most of my 4 experience has been in charter schools and something 5 I'm really passionate about is that charter schools 6 are an option for all students. We don't push kids 7 out. We don't self-select our population. We're a 8 public school. We're held to the same standards as 9 any other public school. 10 With that, I also learned a lot teaching 11 middle school about behavior management. It's one 12 of the more trying times of behavior management. 13 And the way -- simply put, the way that I, 14 as a teacher, have been most successful, is -- if I 15 put it into three words like, "Kid, just be cool." 16 Here are my non-negotiables in a 17 classroom. I keep it very simple. I don't have a 18 running list of ten rules you must follow. If you 19 can chew gum and keep it in your mouth, fantastic. 20 Don't talk when someone else is talking because 21 that's just rude. 22 If you explain the why behind things for 23 students, that's where we really build 24 relationships. 25 When one of the our proposed board</p>

Page 164

1 members, Norma, and I were at Bernalillo Public
 2 Schools, we used a system called "Capturing Kids'
 3 Hearts."
 4 The idea is, number one, you identify and
 5 address behaviors which are not the behavior you
 6 want in the classroom. But then you give the
 7 student the opportunity to acknowledge it; plus,
 8 also to identify what would be the next appropriate
 9 course of action.
 10 So you're skill building with students.
 11 You're not simply being punitive, "You talked out of
 12 turn, you go to the office."
 13 It's, "You talked out of turn. How do you
 14 think that impacts the rest of your peers? What do
 15 you think we should do in this situation?"
 16 As a teacher, it took a lot of weight off
 17 my shoulders not having to address the anger issues
 18 and consequences. It also helped students to
 19 self-regulate as far as behavior goes.
 20 As far as Solare Collegiate goes, starting
 21 in year two, we're putting on board a Dean of
 22 Culture. And the intention behind that position is
 23 turning that Dean of Students, the tough guy, the
 24 baseball coach, those kind of stereotypes, on its
 25 head and having it be a person who is dedicated to

Page 165

1 relationship building.
 2 Our squirrely little fifth-grader who
 3 can't stay in his seat for more than five minutes
 4 for Reasons A, B, C, and D, that kid has a special
 5 relationship with that person. Maybe it's a bright
 6 pink pass that gives him the freedom to walk out of
 7 the classroom when he feels he's going to have a
 8 meltdown and then come back in two minutes later.
 9 Maybe it's meeting with a staff member
 10 with whom they have a strong relationship, do a
 11 basic check-in. How are you feeling today? What
 12 are your concerns? Are you nervous about anything,
 13 after the school day is beginning and ending.
 14 Those little relationship building
 15 components are game-changers for kids, particularly
 16 at that middle-school level. And particularly for
 17 us having clearly predictable systems, we know what
 18 we're doing before we walk in the door each day.
 19 The middle-schoolers will tell you they
 20 hate structure and organization. But when they come
 21 into a place that is highly organized -- I know what
 22 I'm doing before I walk in the door every day. I
 23 know what I'm doing for the whole week before I walk
 24 in on Monday. It allows the students to actually
 25 have more freedom in a classroom and in a school

Page 166

1 when they know what to expect when they walk in.
 2 And so that's really our philosophy as far
 3 as behavior management goes, and then that bleeds
 4 into how we approach academics as well.
 5 COMMISSIONER JOHNSTON: Thank you.
 6 And what is your plan for the time it
 7 requires to retrieve the students who are
 8 chronically truant, instead of losing them?
 9 MS. RACHAEL SEWARDS: So the -- when I
 10 worked at Cochiti Elementary and Middle School, one
 11 of the things I was able to observe -- I wasn't
 12 actively involved with their attendance committee.
 13 Over the course of years, they were able to decrease
 14 the number of chronically absent students.
 15 And a lot of it was, again, the
 16 relationship building: Calling families, and not in
 17 a confrontational way. But, "Is there something we
 18 need to know? Can we help you in any way?"
 19 For the families that that didn't work
 20 with, going to someone who had a connection in the
 21 community; so somebody from the pueblo, sending
 22 somebody at the school who works at the school and
 23 also lives in the pueblo, knock on the door. "Do
 24 you need a ride to school?"
 25 If a kid misses a bus, having someone go

Page 167

1 pick the kid up. Those relationship things saying,
 2 "You being at school matters."
 3 It's not a punitive thing. We're not
 4 calling Child Protective Services. We're looking to
 5 get the children to be at school. "We're going to
 6 take multiple steps to get you there."
 7 COMMISSIONER JOHNSTON: Will that be the
 8 Dean of Culture's purview also?
 9 MS. RACHAEL SEWARDS: We have to look at
 10 the delineation of duties, as far as our
 11 administrative staff goes. It would either be the
 12 responsibility of that Dean of Culture, myself, or
 13 our operations manager.
 14 COMMISSIONER JOHNSTON: Because the
 15 consistency with all of the things that you're
 16 saying is the difficult part.
 17 MS. RACHAEL SEWARDS: Right.
 18 COMMISSIONER JOHNSTON: Having that person
 19 there, that's where -- and then your relationship --
 20 as a last question -- with the Cervantes, the
 21 Institute, can you give me -- I've read, very
 22 carefully, that, because I think that heritage -- I
 23 even have to write down my Heritage Spanish
 24 approach. I was very impressed with that.
 25 MS. RACHAEL SEWARDS: Thank you.

<p style="text-align: right;">Page 168</p> <p>1 COMMISSIONER JOHNSTON: And you have it 2 worked into the schedule. Maybe I'm answering my 3 own question. Do you feel there's a strength to 4 that potential for the relationship that you can 5 bring that to fruition? 6 MS. RACHAEL SEWARDS: Yeah. When we began 7 talking about offering Spanish as part of our school 8 organization, I sat down with the Instituto, and I 9 asked their academic director, "What do we need to 10 do to have this be a real value-add to our students? 11 How much time do we need to dedicate to Spanish 12 language instruction for you to be effective?" 13 I didn't want to put it on paper that 14 we're offering Spanish and it be once a week and it 15 wasn't going to be something that would move our 16 students towards oral and written proficiency. I 17 wanted it to be something authentic. 18 And so speaking with the Instituto 19 Cervantes, we used their recommended format in 20 order -- and enveloped that into our school design, 21 which is three days a week, 50 minutes. 22 What's great about the Instituto 23 Cervantes, in its first two years of operations, 24 they will send their instructors to us. We will 25 have a licensed teacher in the classroom with them.</p>	<p style="text-align: right;">Page 170</p> <p>1 because they have the middle schools presently 2 working there. And you have an interest because you 3 have a passion about bringing one in. 4 I was amazed at -- I went from middle 5 school to middle school to middle school -- at the 6 difference in the communities that are served within 7 three to five miles of one another, just looking 8 around at the communities. 9 I was still unconvinced that we needed a 10 charter school there, because I -- I was protective 11 of APS and because I have such respect for them, and 12 I didn't want to dilute any options by adding 13 another option, because you don't always enrich by 14 adding something. 15 This has been a long journey. I -- for 16 me, I know; I think probably for all of the 17 Commissioners. But -- but what Commissioner Robbins 18 brought up, his questions about why things had not 19 improved, because, literally, in looking at some of 20 the campuses, the grades that the schools have 21 earned are reflective in the tone. When you drive 22 up to the campus, you see a different tone in 23 campuses that are three miles apart. 24 I hope that this spurs APS to a better 25 understanding of the needs, and that they have a</p>
<p style="text-align: right;">Page 169</p> <p>1 And they will provide the instruction. 2 In our third year of operation, we'll have 3 the need of having a full-time Spanish teacher. Our 4 teachers will benefit from the professional 5 development from the Instituto Cervantes from our 6 students who have a profound interest in the 7 continued development of their Spanish language. 8 They're also able to go to the National 9 Hispanic Cultural Center and do additional language 10 and coursework. We also will be able to facilitate 11 and support them after they leave us to ensure that 12 they can continue their study, if they are 13 interested, take the testing that would give them 14 the International Language diploma from the Ministry 15 of Spain. 16 COMMISSIONER JOHNSTON: All right. And I 17 need to tell you a story. I really appreciated 18 Commissioner Robbins' question, because it answered 19 many, many -- your -- his allowing you to speak. I 20 really appreciated that. 21 I went all the way -- I went to 22 Albuquerque, and I went all the way up Isleta from 23 the pueblo all the way to petroglyphs; because I 24 wanted to see. Because I have such respect for the 25 two entities in this. APS has a stake in it,</p>	<p style="text-align: right;">Page 171</p> <p>1 sense of urgency with these middle schools; because 2 I know that the folks who are working in the APS 3 schools are working hard. 4 I do not know how this vote will go. But 5 I appreciate the time and the excellence of your 6 application; because, first, there's the 7 foundational. You have to create a school district, 8 and you have to do it independently. You made that 9 statement. 10 And oftentimes, we have wonderful ideas 11 and philosophies and passion; but we don't have that 12 grounding in, "Okay, before we get to this, we have 13 to do this." And I saw that in your application. 14 And I think that was what showed me the 15 excellence of the application. And -- and I'm 16 returning, because -- and I feel like I need to 17 put -- I know I need to put this on the record. 18 I'm a daughter of a Presbyterian minister. 19 And when the interfaith agency and the members of 20 the Presbyterian church in the Northeast Heights of 21 Albuquerque came to speak against your school, I was 22 very personally saddened -- I won't even use the 23 word "offended" -- but I was saddened by that. And 24 I needed to say that. Thank you. 25 MS. RACHAEL SEWARDS: Can I respond to</p>

<p style="text-align: right;">Page 172</p> <p>1 what you are saying? I want you to know that before 2 we determined location, we were very intentional. I 3 reached out to Commissioner Quezada, and I asked him 4 his thoughts about a school in 87121. 5 And what he said is that, "We are being 6 proactive. There is further development coming into 7 the area. The population has doubled since 2000, 8 that the numbers are continuing to grow." He said, 9 "Yes, there is another middle school that APS has 10 plans to open in the future." But he said when that 11 school opens, it'll already be hitting the ceiling 12 as far as enrollment grows and that there is a need, 13 there is a need for a different option for a school 14 in that community. 15 So we were very intentional. Having 16 worked in charter schools previously, and newer 17 charter schools, I know the woes that go along with 18 being in a community and not being able to get your 19 enrollment. And I was not going to position myself 20 in a situation such as that. 21 THE CHAIR: Thank you. 22 Oh, sorry. 23 Commissioner Armbruster? 24 COMMISSIONER ARMBRUSTER: The middle 25 school in me came out. I'm sorry.</p>	<p style="text-align: right;">Page 174</p> <p>1 writing is something that I am very strong with. 2 I was, as a former English teacher, also 3 very diligent that every word is mine, unless it is 4 directly cited. I think we had about 100 citations 5 within that text. No, I think it's more than that. 6 But we -- any word that was not mine, the 7 credit was attributed to that. But the design of 8 the school, the references to other research, the 9 writing itself is mine. Nobody was hired; nobody 10 was bartered with in order to do any writing, except 11 the person here and members of my team who did 12 review, offered feedback, and the coach that I had 13 through my fellowship. 14 COMMISSIONER ARMBRUSTER: Thank you. So 15 continuing on my little list, which is long, I was 16 particularly concerned -- I'm just making this as a 17 general comment -- that this is the first school -- 18 this is my fourth year of reviewing schools. And 19 it's the first time I've ever heard the vitriol from 20 any organizations. That particularly upset me. 21 I will say that I am very political. I'm 22 going to just put that out there. And it seems to 23 me that this is totally a political ploy on behalf 24 of whomever. 25 This entire application process,</p>
<p style="text-align: right;">Page 173</p> <p>1 Yes. I'm sorry. I have a number of 2 comments and questions. So my -- as you may recall, 3 I have 36 years in middle school. There were a 4 couple of years that weren't middle school. So I am 5 just like they are. And I love it. So I drive you 6 all crazy. 7 My number one question, though, before I 8 make some other comments and questions, your 9 application is very good. It's very thorough. 10 It's -- listening to you talk, it's obvious that you 11 have -- you live what you wrote. 12 And my question is -- and I'm sorry, 13 please don't take this in the wrong way -- I want to 14 know who helped you, if anyone, to write this 15 application, other than the founding group of 16 people. 17 MS. RACHAEL SEWARDS: I wrote every word, 18 with the support of my board. I did receive, 19 through my fellowship training on the -- "Here 20 are -- here are the fundamentals of application 21 writing." 22 I did have a group that -- I had a coach 23 who reviewed my writing. However, I am a very 24 strong technical writer. I went through multiple 25 Master's degrees and almost a Ph.D. So the art of</p>	<p style="text-align: right;">Page 175</p> <p>1 considering we only had two, took me untold hours, I 2 mean, days, 24-hour days, including last night at 3 3:00 -- this morning at 3:00. And so it's really 4 upset me. 5 Although I did not drive from Los Alamos 6 to Albuquerque, as my fellow Commissioner did, I did 7 look up the grades of all these schools. And what I 8 want to say is that there are two charter schools 9 there. There's actually more than two. But the 10 South Valley Academy, and there's NACA. And they 11 are -- they were really not for you. 12 But my point in where I'm coming from is 13 not only did I teach middle school, but it was 14 special ed -- is those lowest-quartile kids. And 15 these schools, including the traditional public 16 schools, have "D"s and "F"s. There are some that 17 have "C"s; but all of them, with the exception of 18 one year between 2015 and 2018, the most recent one, 19 all have "F"s in their lowest quartile. 20 And my question is -- to the world -- is 21 those are the kids who are most difficult to teach. 22 And I understand that my special needs kids are 23 there. I do understand that. But for them not to 24 make the growth that other schools that we have 25 seen, whether charter schools or not charter</p>

<p style="text-align: right;">Page 176</p> <p>1 schools, can make is exceedingly disturbing to me. 2 It's exceedingly disturbing, and it points 3 to me that we're not talking about your school 4 being -- I guess it is talking about your school 5 being a threat. Because my belief, having taught 6 with a gazillion different teachers as an inclusion 7 teacher, is that I can pretty well tell a good 8 teacher if I listen to one or see one. Okay, five 9 minutes. And I believe that you are that person. 10 I also believe that the school will put 11 its energies and the money and its effort and the 12 belief into the fact that the lowest quartile 13 students will always be there. But they will grow. 14 I think that from them, any school, not to have your 15 lowest quartile as a "C" level, that's average. I'm 16 okay with "C"s. 17 I find it appalling. I just find it 18 appalling. 19 And I want to also have on the record that 20 I am also very much a traditional public school 21 person. I was president of my local AFT chapter. I 22 am that person. And I have become more aware, 23 possibly because of Ms. Poulos, of the fact that 24 everyone can change. APS can change. Los Alamos 25 can change. Santa Fe can change. But they're</p>	<p style="text-align: right;">Page 178</p> <p>1 But, "A small learning community where 2 students are prepared for high school and beyond." 3 That's one mission. 4 "Prepare students to be successful in 5 college and the competitive world by providing a 6 rigorous college preparatory program in a safe and 7 effective environment." 8 "Educate students in a culture of rigor to 9 prepare its graduates for post-secondary education, 10 gainful employment, and leadership in New Mexico's 11 technologies industry." 12 "Prepare students to achieve college and 13 career goals." 14 "Create a school that will prepare 15 students who are strong leaders that are 16 academically prepared, secure in their identity and 17 healthy." 18 "The mission is to prepare students to 19 achieve a level of excellence by supporting academic 20 achievement, strong leadership skills, social 21 responsibility, where students acquire the 22 knowledge, leadership skills and sense of 23 responsibility needed to succeed in the 21st 24 century." 25 My point is, it isn't about what your</p>
<p style="text-align: right;">Page 177</p> <p>1 choosing not to. It's a choice that they're making. 2 Can they be exactly like a charter school? 3 No, probably not. But they can make changes to do 4 something more for all students. 5 And as I also said before, kids are 6 different. Every year, they're different. When I 7 began teaching in [vague sound] -- I hope you got 8 that, Cindy -- they were very different students 9 then. Even children in poverty were still different 10 children than the children we are dealing with in 11 New Mexico. 12 So I'm -- I'm tired of seeing these "F"s 13 and "D"s from our charter schools, people who are 14 against you. I've had it. I'm really, really 15 angry, being there. 16 I also wanted to point out that the fact 17 that you reached out to non-charters, that you 18 sought help, I think that's a really positive, that 19 you have some university people who will be working 20 with you. I think those are positives. 21 And I guess we're past is this mission -- 22 because that was a big issue, as I recall, at the 23 hearing, whether it's -- whether or not it's a 24 unique mission; because I -- I did this -- okay, I 25 reworded this to protect the innocent.</p>	<p style="text-align: right;">Page 179</p> <p>1 mission says; the point is how you're going to get 2 there. And you have presented the fifth grade -- a 3 number of the things some other schools do. Great. 4 If they do it, and they're successful -- and I know 5 you've gone to other schools that are highly 6 successful, you've taken their best practice. Why 7 would you reinvent the wheel? So what you've done 8 is you've taken all the spokes and put them into 9 your own wheel. 10 And I think that -- I hope the issue about 11 the mission is settled. I don't know, because I can 12 only talk about it for me. 13 But I highly admire what you've done. I 14 think that you've gone over and above. I think 15 you've thought of everything that you can think of. 16 And I think that you're still open to suggestions 17 that other people in the community or wherever might 18 give you, as opposed to saying, "I'm sorry, I've 19 already done all this." 20 And I don't see you being that group, and 21 I see you as having the potential of being highly 22 successful, and I thank you for your application. 23 MS. RACHAEL SEWARDS: Thank you so much, 24 Commissioner. 25 THE CHAIR: I move that the Commission</p>

<p style="text-align: right;">Page 180</p> <p>1 enter into a Closed Session, the subjects -- the 2 subject to be discussed are pursuant to NMSA 1978, 3 Sections 10- -- oh, I'm sorry, I apologize. 4 COMMISSIONER CABALLERO: Madam Chair? 5 THE CHAIR: I didn't see your hand up. 6 COMMISSIONER CABALLERO: Thank you. You 7 didn't forget yesterday, but I appreciate being 8 connected. 9 I do have some questions for 10 clarification. It was mentioned -- it was brought 11 out something having to do with other middle schools 12 in the area, and the answer was talking about the 13 population of middle school students in that area. 14 I would like to hear from PED on this, 15 whether the middle school population -- what is the 16 middle school population in the immediate area? 17 That's one. And then I have something -- 18 something else, Madam Chair. 19 THE CHAIR: Thank you. Just pull that up. 20 MS. POULOS: Madam Chairwoman, 21 Commissioner Caballero, I will say that we do not 22 have that information. I actually do believe that 23 the applicant team has that information. So if you 24 would like it, I would be happy to turn the 25 microphone over.</p>	<p style="text-align: right;">Page 182</p> <p>1 anything from BES or ESNM. Nor Solare does not 2 intend to utilize any charter management service, 3 either in-state or out. 4 And that is fine and dandy. And the fact 5 that it's in their answer in writing tells me that 6 it was an important issue. And I'm not going to -- 7 I've heard all this protestants about who represents 8 the Lower Valley, who is the community and who's 9 not. 10 I have to remind everybody that as far as 11 the community in the Lower Valley, there are formal 12 and informal leaders, and they grew into a lot -- a 13 lot of parents there talking about what they liked 14 and disliked, and we would have a better 15 understanding. 16 But whenever a charter school like this 17 one wants to formalize, which is a bold and 18 courageous way of teaching kids, there's going to be 19 a lot of excitement. And I get that. And I think 20 the charter schools have to accept the fact that 21 they're bold and courageous about their approach and 22 accept the criticism, and don't minimize it. 23 But -- so getting back to that issue. I, 24 know it was answered in that regard. But I also 25 remember talking to a charter school in a hearing</p>
<p style="text-align: right;">Page 181</p> <p>1 COMMISSIONER CABALLERO: No. Actually, we 2 heard -- I heard from the applicant team. And I 3 would like to hear from somebody else, a third 4 party. And that's why I requested PED to answer 5 that. 6 My understanding from charter schools is 7 they're public; and yes, they are. But I visited 8 public schools -- I visited a -- a middle school. 9 And they're impacted by losing student population. 10 And so that is my concern. 11 I have a better handle on the southern 12 part of the state. And I can tell you, I think that 13 what the team said is correct; but I can't be 14 totally correct what was said is actually true. 15 That's one. So if PED cannot answer, that's fine. 16 I'll get to my second question. 17 And I know that we don't actually talk 18 about that area, what is the population in that 19 area, who -- how is the charter school impacting 20 those schools. We don't get into that, and we 21 really should get into that. 22 The other thing is -- and it was answered 23 by Solare -- is at the end -- and, again, the 24 attorney came up with the same answer -- is that 25 Solare does not expect, nor intend, to purchase</p>	<p style="text-align: right;">Page 183</p> <p>1 which we were going to remove their charter. And 2 one of the things that previous Commissioners told 3 me before we approve that charter is that same 4 language was given to them. "No, we're not going to 5 do this, we're not going to do that." 6 Well, they did. And even at that hearing, 7 I asked, "How much of your money was going -- was 8 being spent for this and that," and it was never 9 answered. 10 And so I don't want to repeat that same 11 mistake, intend or expect. If that issue is at the 12 very end of the response, that issue must have been 13 very important. And the fact that it was brought up 14 again, that that issue is [incomprehensible]. 15 And so would Solare put their intent -- 16 not -- "No intent or expectation" in writing? Would 17 they agree to that? I know that Commissioners, at 18 one time, talked about they never get to see any of 19 the documentation, any of the paperwork when charter 20 schools receive money. 21 I did -- I have done a lot of nonprofit 22 grants, and I know there was always an expectation 23 for this and that. And some was very clearly, "You 24 must do this," and others were very salient. But we 25 understood that from -- and we went into it with our</p>

<p style="text-align: right;">Page 184</p> <p>1 feet on the ground understanding that. 2 Is it very real to the -- it could be that 3 we're now to "Not expect or intend" right now, but 4 maybe their intent or expectation may change shortly 5 after. Would an agreement be okay with the -- if 6 it's that important, and if you don't -- you truly 7 don't intend or expect, I don't think it would be a 8 problem. 9 That's all I have. 10 Thank you, Madam Chair. 11 THE CHAIR: Okay. I'll start, and if you 12 want to embellish anything, you may. 13 Through the contract -- if approved, 14 through the contract negotiations, Commissioner, I 15 think most, if not all, of your concerns are 16 addressed; because if there are any MOUs, there is 17 identification of where curriculum is being 18 purchased. If there are any arrangements, 19 agreements with charter management, all of those 20 contracts have to be disclosed and provided to us 21 through -- during the contract negotiation process, 22 which is then vetted through our legal counsel; so 23 that I -- I believe that any of those concerns can 24 be and will be addressed. 25 But I'll allow you to add if you feel you</p>	<p style="text-align: right;">Page 186</p> <p>1 be disclosed. And -- and it is in that process 2 where ultimately, this Commission will make a 3 determination about Commence Operations. 4 But what we -- what we've done up until 5 this point is that we've taken the application 6 process that this Commission has worked on for over 7 a year and the rubric of that process that this 8 Commission has worked on, and we've responded to 9 that application process. 10 You know, we -- we -- we feel good about 11 our score, you know. 12 My understanding -- I was not here 13 yesterday -- was that one of the Commissioners 14 yesterday indicated that she would probably would 15 have scored us at a 90 rather than where we were. 16 I'll take that. I'm okay with that. 17 And, you know, I think while people may 18 differ on precise scores, we -- we answered the 19 application. And nobody was hired to answer the 20 application. This was done by the founder and by 21 the board. 22 And I -- and so, you know, if -- if there 23 are other expectations, then there should be a 24 different application process. 25 But the application process that exists,</p>
<p style="text-align: right;">Page 185</p> <p>1 need to add something. 2 MR. DANIEL IVEY-SOTO: Yeah, certainly. 3 Thank you, Madam Chair, and thank you, 4 Commissioner Caballero, for -- for raising this 5 issue. 6 Here's the thing. I mean, it's difficult 7 to prove a negative, right? We went into this 8 accepting support and being under no obligation or 9 intent to -- to -- to contract with. And -- and, I 10 mean, that's never been an issue for us. And the 11 people said, "Oh, well, we're worried you're going 12 to do that." 13 "Well, no, we're not going to do that." 14 "Well, prove you're not going to do that." 15 It's never been an issue for us. We're 16 not going to do that. I'm not sure how we prove 17 that negative. 18 And I guess the other thing is, is for me, 19 is that -- is that, Madam Chair, you know, as -- I 20 mean, you very aptly talked about the contract 21 negotiation process, right? 22 It's in the contract negotiation process 23 that people will see the policies that we have 24 actually developed. It's in the contract 25 negotiation process where any ongoing partners will</p>	<p style="text-align: right;">Page 187</p> <p>1 that you-all vetted, is the application process that 2 we answered. 3 COMMISSIONER ROBBINS: Madam Chair, could 4 I add one thing? 5 THE CHAIR: Commissioner Robbins? 6 COMMISSIONER ROBBINS: I respect the 7 Commissioner's concerns about entities that may or 8 may not do, but I don't want to get into a situation 9 where this Commission is blacklisting any 10 organization, any business, any enterprise from 11 doing business with anyone, unless they have been 12 formally debarred to do business in this state or 13 with public entities in this state. And I think we 14 have to be very, very careful about including that 15 or having that in our consideration. 16 Thank you. 17 THE CHAIR: Certainly. And I don't think 18 there is a proposal out there to bar that. But 19 any -- any partner organizations are disclosed 20 during the contract negotiations. And if there 21 would be any concerns, they would, I would hope, be 22 educational concerns, and they would be -- they 23 would be addressed. 24 So are we good? 25 (No response.)</p>

Page 188	Page 190
<p>1 THE CHAIR: Okay. Commissioner Caballero, 2 do you want to add anything? 3 COMMISSIONER CABALLERO: Yes. And I heard 4 the concerns. And I can only add that our 5 Commission is in charge of looking at the charter 6 schools and what the children are learning and how 7 they're learning. The companies can sell and do 8 whatever in the state. They're not being disbarred. 9 But it's the same as any other material, 10 and it's the same as how -- our concern has always 11 been, "How much are you spending? Who are you 12 connected to? What is your -- your commitment to 13 that national organization?" 14 And that is -- that is one of the primary 15 concerns that we have. We cannot be blinded by 16 whether a company is not going to get a contract or 17 not. Our decision is what's in the best interests 18 of education and the children. 19 And so what I heard is that even though 20 the school says they don't intend or expect they 21 won't make such an agreement -- and so I'm a little 22 confused. If there's no intent or expectation, what 23 is the hesitancy? And I would leave it at that. 24 Thank you. 25 THE CHAIR: Thank you. Commissioners, any</p>	<p>1 COMMISSIONER CONYERS: Yes. 2 COMMISSIONER ARMBRUSTER: Commissioner 3 Johnston? 4 COMMISSIONER JOHNSTON: Yes. 5 COMMISSIONER ARMBRUSTER: Commissioner 6 Gipson. 7 THE CHAIR: Yes. 8 COMMISSIONER ARMBRUSTER: Commissioner 9 Robbins? 10 COMMISSIONER ROBBINS: Yes. 11 COMMISSIONER ARMBRUSTER: Commissioner 12 Crone? 13 COMMISSIONER CRONE: Yes. 14 COMMISSIONER ARMBRUSTER: Commissioner 15 Caballero? 16 COMMISSIONER CABALLERO: Yes. 17 COMMISSIONER ARMBRUSTER: Nine to zero. 18 THE CHAIR: You folks can stay here. It's 19 just easier for everyone. 20 Commissioner Caballero, we will call you 21 back when we're out of closed section. 22 COMMISSIONER CABALLERO: All right. 23 (Closed Session conducted, 11:11 a.m. 24 to 11:34 a.m.) 25 THE CHAIR: I move that we end Closed</p>
Page 189	Page 191
<p>1 other comments? 2 Okay. 3 COMMISSIONER JOHNSTON: No, Madam Chair, I 4 apologize for leaving. It's the car; so I 5 apologize. 6 THE CHAIR: I move that the Commission 7 enter into a Closed Session. The subject to be 8 discussed is pursuant to NMSA, Sections 1978, 9 Sections 10-15-1(H)(1) pertaining to issuance, 10 suspension, renewal, or revocation of Solare 11 Collegiate Charter School license. 12 Do I have a second? 13 COMMISSIONER CRONE: Second. 14 THE CHAIR: Second by Commissioner Crone. 15 Commissioner Armbruster, roll call, 16 please. 17 COMMISSIONER ARMBRUSTER: Commissioner 18 Toulouse? 19 COMMISSIONER TOULOUSE: Yes. 20 COMMISSIONER ARMBRUSTER: Commissioner 21 Armbruster votes "Yes." 22 Commissioner Peralta? 23 COMMISSIONER PERALTA: Yes. 24 COMMISSIONER ARMBRUSTER: Commissioner 25 Conyers?</p>	<p>1 Session. The matters discussed in the Closed 2 Session were limited only to those specified in the 3 motion for closure, and no vote was taken during 4 closed session. 5 Do I have a second? 6 COMMISSIONER PERALTA: Second. 7 THE CHAIR: Second by Commissioner 8 Peralta. 9 Commissioner Armbruster? 10 COMMISSIONER ARMBRUSTER: Commissioner 11 Robbins? 12 COMMISSIONER ROBBINS: Yes. 13 COMMISSIONER ARMBRUSTER: Commissioner 14 Toulouse? 15 COMMISSIONER TOULOUSE: Yes. 16 COMMISSIONER ARMBRUSTER: Commissioner 17 Armbruster votes "Yes." 18 Commissioner Conyers? 19 COMMISSIONER CONYERS: Yes. 20 COMMISSIONER ARMBRUSTER: Commissioner 21 Peralta? 22 COMMISSIONER PERALTA: Yes. 23 COMMISSIONER ARMBRUSTER: Commissioner 24 Gipson? 25 THE CHAIR: Yes.</p>

Page 192	Page 194
<p>1 COMMISSIONER ARMBRUSTER: Commissioner 2 Johnston? 3 COMMISSIONER JOHNSTON: Yes. 4 COMMISSIONER ARMBRUSTER: Commissioner 5 Crone? 6 COMMISSIONER CRONE: No. 7 COMMISSIONER ARMBRUSTER: "No" for what? 8 THE CHAIR: We're coming out of Closed 9 Session. 10 COMMISSIONER CRONE: Yes. 11 COMMISSIONER ARMBRUSTER: Commissioner 12 Caballero? 13 COMMISSIONER CABALLERO: I'm here. 14 COMMISSIONER ARMBRUSTER: And you said 15 "Yes" to coming out of Closed Session? 16 COMMISSIONER CABALLERO: Yes. I said 17 "Yes." 18 COMMISSIONER ARMBRUSTER: You're 19 abstaining. Never mind. You have to abstain 20 because you weren't even there. 21 THE CHAIR: He can still vote to come out. 22 He just can't attest to what was said. Right. 23 COMMISSIONER ARMBRUSTER: Whatever. We're 24 out of Closed Session. 25 THE CHAIR: The motion passed.</p>	<p>1 Conyers? 2 COMMISSIONER CONYERS: Yes. 3 COMMISSIONER ARMBRUSTER: Commissioner 4 Armbruster votes "Yes." 5 Commissioner Peralta? 6 COMMISSIONER PERALTA: Yes. 7 COMMISSIONER ARMBRUSTER: Commissioner 8 Caballero? 9 THE CHAIR: Commissioner Caballero? 10 COMMISSIONER CABALLERO: Yes. I'm sorry. 11 THE CHAIR: We've got a motion to approve 12 the charter. 13 COMMISSIONER CABALLERO: I heard the 14 motion, and my vote is "Yes." 15 THE CHAIR: Okay. Thank you. 16 COMMISSIONER ARMBRUSTER: Thank you. 17 Sorry. Didn't hear. 18 Commissioner Johnston? 19 COMMISSIONER JOHNSTON: Yes. 20 COMMISSIONER ARMBRUSTER: Let's try it 21 again. Commissioner Crone? 22 COMMISSIONER CRONE: No. 23 COMMISSIONER ARMBRUSTER: "No" on this 24 vote? 25 COMMISSIONER CRONE: Correct.</p>
<p>Page 193</p> <p>1 COMMISSIONER CRONE: I always wondered 2 what would happen if you voted "No." Now I know. 3 THE CHAIR: Nothing. 4 Thank you. And thank everyone. 5 So Commissioners, do I have a motion? If 6 not, I'll do it. 7 I move that the Public Education 8 Commission approve the charter of Solare Collegiate 9 Charter School. 10 COMMISSIONER ROBBINS: I'll second. 11 THE CHAIR: There's a motion by 12 Commissioner Gipson, a second by Commissioner 13 Robbins. 14 Any discussion? 15 Commissioner Armbruster? 16 COMMISSIONER ARMBRUSTER: Commissioner 17 Toulouse? 18 COMMISSIONER TOULOUSE: Yes. 19 COMMISSIONER ARMBRUSTER: Commissioner 20 Gipson? 21 THE CHAIR: Yes. 22 COMMISSIONER ARMBRUSTER: Commissioner 23 Robbins? 24 COMMISSIONER ROBBINS: Yes. 25 COMMISSIONER ARMBRUSTER: Commissioner</p>	<p>Page 195</p> <p>1 THE CHAIR: So the motion passes, 2 eight-to-one. 3 Thank you so much. Congratulations. 4 You'll be receiving a letter within 14 days. We 5 look forward to working with you. 6 MR. DANIEL IVEY-SOTO: Likewise. 7 MS. RACHAEL SEWARDS: Same. 8 THE CHAIR: Commissioner Caballero has 9 left. 10 MR. DANIEL IVEY-SOTO: Madam Chair, 11 Commissioners, thank you so much. 12 MS. RACHAEL SEWARDS: Thank you so much. 13 Take care. 14 THE CHAIR: Hopefully, your journey home 15 is less eventful than some of your journeys up. 16 (A discussion was held off the record.) 17 THE CHAIR: Okay. We are now on to Item 18 No. 6, which is the discussion and possible action 19 on the qui tam lawsuit. 20 So I am going to make a motion that we 21 direct our legal counsel to draft a letter in 22 support of -- to the Attorney General regarding the 23 qui tam suit. 24 COMMISSIONER ROBBINS: Was that the 25 motion? I'll second it.</p>

1 THE CHAIR: There's a second by
2 Commissioner Robbins.
3 Any discussion? Most of us were in the
4 Closed Session yesterday; so -- Commissioner
5 Armbruster?
6 COMMISSIONER ARMBRUSTER: Commissioner
7 Johnston?
8 COMMISSIONER JOHNSTON: Yes.
9 COMMISSIONER ARMBRUSTER: Commissioner
10 Robbins?
11 COMMISSIONER ROBBINS: Yes.
12 COMMISSIONER ARMBRUSTER: Commissioner
13 Caballero?
14 COMMISSIONER CABALLERO: This is to -- was
15 this discussed during closed session? I will
16 abstain.
17 COMMISSIONER ARMBRUSTER: Thank you.
18 THE CHAIR: Thanks.
19 COMMISSIONER ARMBRUSTER: Commissioner
20 Crone?
21 COMMISSIONER CRONE: Yes.
22 COMMISSIONER ARMBRUSTER: Commissioner
23 Toulouse?
24 COMMISSIONER TOULOUSE: Yes.
25 COMMISSIONER ARMBRUSTER: Commissioner

1 So I -- I came away with the sense that
2 the LESC is less anti-charter than it had
3 traditionally been, because their overarching
4 concerns about the lack of oversight has been
5 addressed.
6 So I appreciate that. Hopefully, we can
7 move forward on some legislative policies jointly
8 with them, especially when we're looking at
9 facilities, as an example, which is a big task; so
10 that I'm looking forward to, I think, the 60-day
11 session. That's always guarded.
12 I did not attend the LESC last week
13 because I was on the road for other things. But
14 Commissioner Toulouse did, so she will -- she will
15 address that, I am assuming, during her comments.
16 I also had the opportunity to have a
17 rather lengthy lunch with Greg Richmond, the CEO of
18 NACSA, on Monday, which started my week here. And
19 we had some time to also talk about policy issues
20 for the upcoming legislative session. So it was, I
21 believe, a fruitful conversation that we had.
22 And then, of course, a number of us -- I
23 did participate -- going back -- in the three-hour
24 teleconference that NACSA started with this project
25 with authorizers and other stakeholders in

1 Peralta?
2 COMMISSIONER PERALTA: I was briefed by
3 counsel before today's meeting; so I will vote
4 "Yes."
5 COMMISSIONER ARMBRUSTER: Commissioner
6 Armbruster votes "Yes."
7 Commissioner Conyers?
8 COMMISSIONER CONYERS: Yes.
9 COMMISSIONER ARMBRUSTER: Commissioner
10 Gipson?
11 THE CHAIR: Yes.
12 COMMISSIONER ARMBRUSTER: So that is an
13 eight to one abstention.
14 THE CHAIR: Eight affirmative, one
15 abstention. Thank you. The motion passes. Thank
16 you.
17 Quickly, we are on to Item No. 7, Report
18 from the Chair. I'll make this as quick as I can.
19 I attended the LESC in June -- July -- in
20 July, and we did the report to the LESC on the
21 performance framework, the new contract. I think we
22 had a positive reception by the LESC. Many of them
23 expressed their enthusiasm for the direction that we
24 are going and are pleased with the new monitoring
25 tools that we've worked on so much.

1 New Mexico. So that was interesting and
2 interactive. And maybe I didn't expect it to be as
3 interactive as I wanted it to be, because I expected
4 to be able to do some stuff in the house while I was
5 on that teleconference, and I couldn't because they
6 kept asking me to do something. So I had to keep
7 running back.
8 But then three of us did attend Tuesday,
9 as well as the Coalition and a number of other
10 school districts and stakeholders. So I think there
11 was, you know, a positive feeling in the room. And
12 it's -- it's a lot to think about and a lot that
13 needs to be done.
14 So -- but it's nice, and it's a
15 conversation that -- and I even mentioned this at
16 the LESC; because they asked me, in engagement with
17 other authorizers, I think that's important to have
18 that conversation and have an open phone so that
19 we're not there as competitors, but we're there all
20 for the same end result.
21 Regardless of where a school goes to
22 authorize, we want to make sure that it's -- that
23 it's a quality school. And, you know, we're not
24 looking to just create numbers: "I've got this many
25 schools; you've got this many schools."

Page 200

1 So it's a -- you know, this is an ongoing
2 process. Regardless of whatever comes out of the --
3 the NACSA grant, hopefully, these are doors that are
4 open, and the conversations will still be there.

5 I want to congratulate our State-chartered
6 charter schools for the -- you know, the successful
7 completion of last year. You know, the school
8 report card was very exciting. You know, I've got a
9 rough breakdown of 10 "A"s, 13 "B"s, 11 "C"s,
10 11 "D"s and -- do you have a different number?

11 MS. POULOS: Madam Chairwoman, there have
12 been some changes. One of the schools that was a
13 "B" is an "A."

14 THE CHAIR: Is now an "A." So we have --

15 MS. POULOS: And one of the schools that
16 was a "D" is now a "C."

17 THE CHAIR: Oh, that's nice. So that
18 gives us 11 "A"s, 12 "B"s, 12 "C"s, 10 "D"s, and 3
19 "F"s, with one of those "F"s being the school that
20 we did close that is staying open because of the
21 court order.

22 So, you know, that's sharply different
23 than it was two years ago. So that's -- you know, I
24 have to applaud each and every -- each and every
25 school for the efforts.

Page 202

1 there were three campuses, total, that are not in
2 operation this year that were last year. And so
3 just keep that in mind. Because charters are doing
4 quite well. They're the best schools in our state,
5 and they continue to progress on that report card
6 which is an important measure for them. So just a
7 caveat there, as you see the numbers in the paper or
8 press releases, things like that.

9 Three things from the Coalition:

10 The PSCOC hearing on lease assistance
11 seems like will be in the middle of September. It
12 hasn't quite been -- they haven't landed on a date
13 yet. I'm not sure we'll see you before then. So
14 I'll be sure to forward that information, once it's
15 finalized, to Ms. Poulos so it can go to the
16 Commissioners.

17 Secondly --

18 THE CHAIR: Except she won't be here.
19 Send it to Beverly.

20 MR. MATT PAHL: To Beverly. Okay.

21 MS. POULOS: It'll just go to an empty
22 e-mail box.

23 MR. MATT PAHL: Thank you for that
24 reminder.

25 THE CHAIR: Hold on, I think.

Page 201

1 And as I mentioned yesterday, I believe
2 I -- you know, I'm in the process of sending out
3 e-mails to those schools congratulating them, thank
4 you very much, and, hopefully, we'll see comparable,
5 if not better, at the end of next year. So I just
6 want to make a public thank-you and congratulations
7 to those schools.

8 And I think that's it for me. So, Matt?

9 MR. MATT PAHL: Thank you, Madam Chair.
10 And thank you, Commissioners. Just three -- four
11 notes from me today, the first of which is when you
12 look at those -- those items that have school grades
13 on it, you might have seen a report here and there,
14 just note that those numbers, in aggregate, don't
15 have the caveat that Chairwoman Gipson gave you.

16 If they were in session last year, they
17 got a school grade. And so there are a number of
18 schools whose campuses have been closed; and so it
19 just -- there are some DNS schools that are no
20 longer in action. So if we look at the --

21 THE CHAIR: I cherry-picked out the
22 schools that are no longer with us.

23 MR. MATT PAHL: You did. But when you
24 read it in the paper, things like that, they aren't
25 doing that. So just keep that in mind. I think

Page 203

1 COMMISSIONER PERALTA: Just an update on
2 that, on the survey that we were doing on the
3 capital outlay, it seems like the most votes so far
4 are on the 18th and 19th.

5 MR. MATT PAHL: Appreciate that.

6 THE CHAIR: That's when we meet, the 18th
7 and 19th.

8 COMMISSIONER PERALTA: I guess I won't see
9 you.

10 COMMISSIONER JOHNSTON: We don't have --
11 we don't have to vote on that draft letter that
12 was --

13 THE CHAIR: No, we do not. We voted to
14 send the letter; so, correct.

15 COMMISSIONER JOHNSTON: I misplaced all my
16 information. We did vote? Thankfully, we did.
17 okay.

18 MR. MATT PAHL: Our second item is that
19 through the fall, the Coalition will be conducting
20 site visits with local legislative leaders and
21 stakeholders in a few communities. We'll be sure to
22 invite you to those.

23 The first one will be in October in
24 Santa Fe. We'll go to a few schools and really use
25 the time so people can see and hear and feel the

Page 204

1 charter schools. So there be a number of
2 legislators that will be invited, folks from City
3 Council. We'll invite a bunch of people. We'll see
4 who can make it.

5 But the idea there is so people can really
6 see our charter schools. A lot of talk about
7 charters and not always a lot of true engagement
8 with our schools. So we're really excited to bring
9 people into our schools, so they can really see and
10 feel what it looks like on a day-to-day basis. So
11 just look forward to those invitations so we can get
12 those scheduled, probably not before your next
13 meeting, but just a heads-up for the fall.

14 And then, finally, we finalized dates for
15 our annual conference of November 9th and 10th.
16 You'll get a "Save the Date" next week. But thought
17 I'd just preview those dates for you. And that will
18 be in Albuquerque at the Rankin Training Facility.

19 This year's format will look a little
20 different. The mornings will have the look and feel
21 of a traditional conference, with set -- with
22 different -- wow.

23 COMMISSIONER JOHNSTON: Sessions.

24 MR. MATT PAHL: Thank you. Sessions.

25 Wow. With different sessions. And the afternoon,

Page 206

1 Association. And especially in those areas where a
2 school board is not an authorizer and has not been
3 for quite a while, they don't have a lot of
4 understanding. And I think that's a bridge that we
5 all need to work on, you know, bridging.

6 MR. MATT PAHL: We will -- I'll take that
7 under consideration, Madam Chair. We had thought
8 about representatives from the school district. But
9 I think your point is well-taken, and we'd love to
10 invite those folks to these meetings. We're trying
11 to keep them relatively small. So we'll see what
12 happens.

13 THE CHAIR: You don't want to bring a
14 parade with you.

15 MR. MATT PAHL: But a very good point.
16 We'll take that under consideration. Thanks for
17 that.

18 COMMISSIONER ARMBRUSTER: I think probably
19 only send a few, because, otherwise, they have to
20 put out a quorum notice. Maybe you can just say
21 two, "Two of you people come," or something like
22 that. Then you wouldn't be overwhelmed.

23 MR. MATT PAHL: That's good. Thank you.

24 THE CHAIR: Thanks. Okay.

25 Speaking of the School Board Association,

Page 205

1 what we're really looking towards is spending that
2 whole three hours on a workshop with charter
3 schools, so they can leave with the start of a
4 student recruitment plan or a start of a five-year
5 facility plan.

6 We won't get it all done in that three or
7 four hours; but we'd like to have two to four
8 experts in the room to really facilitate a charter
9 leadership team really engaging on a topic that's
10 important to them with some expertise in the room.

11 So we're really hopeful that that format
12 change will allow for charter schools to get access
13 to new ideas both that are in the state and outside
14 of it, but also get that team time to work together
15 on issues that all of our charters need to think
16 about. So look forward to that invite or that "Save
17 the Date" next week and an agenda coming out next
18 month.

19 THE CHAIR: Is that it?

20 MR. MATT PAHL: That's it.

21 THE CHAIR: Can I just ask, are you also
22 going to perhaps be inviting members of school
23 boards on those visits, on those site visits? The
24 only reason I say that is we have a kind of
25 love-hate relationship with the School Boards

Page 207

1 I don't see anyone here from the School Board
2 Association; so we'll -- we will move on -- oh, you
3 know what? I'm going to indulge everyone once
4 again, because there was something that I forgot.

5 So because it is my last opportunity, I
6 want to once again take a public thank-you to the
7 Director. So, you know, we've -- it's been a lot of
8 work. So I appreciate it. And above all else, I
9 wish you happiness.

10 Commissioner Robbins?

11 COMMISSIONER ROBBINS: Well, I will second
12 that, Ms. Poulos. Wish you the best. From my
13 travels back to the East Coast and everything, you
14 probably know it's quite a bit different from here;
15 but -- not only in terms of culture, but also
16 climate. So have your galoshes and everything
17 ready. You'll need them out there a lot more than
18 you did here.

19 I know I've only worked with you for about
20 a year; but I've appreciated that and appreciated
21 the support of the Charter School Division that
22 you've lined up in supporting our work. Thank you.

23 THE CHAIR: Commissioner Conyers?

24 COMMISSIONER CONYERS: I agree, certainly,
25 with Commissioner Robbins. And it's been a

<p style="text-align: right;">Page 208</p> <p>1 pleasure, you know, to know you and work with you. 2 And I guess I'm one of the few -- maybe I don't 3 know. Where are you going? 4 MS. POULOS: I am moving to the East 5 Coast, and I will be in Boston. 6 COMMISSIONER CONYERS: Okay. Well, enjoy 7 the humidity. 8 UNIDENTIFIED SPEAKER: And the snow. 9 MS. POULOS: Not looking forward to that 10 or that. 11 THE CHAIR: The Nor'easters. 12 COMMISSIONER ROBBINS: Those Nor'easters 13 are going to get you. 14 THE CHAIR: Commissioner Toulouse? 15 COMMISSIONER TOULOUSE: Madam Chair, and, 16 Katie, you and I have clashed at times, but I have 17 never had any problems with you as a person. I 18 think highly of the person you are. And I simply 19 have always taken things head-on when I needed to, 20 which is why I did survive 30 years in State 21 government and my family. 22 And I just -- I really do want to wish you 23 well. And you can -- when you're there in the snow 24 and trudging through it, you can think of a dust 25 storm out here and think maybe you'll want to move</p>	<p style="text-align: right;">Page 210</p> <p>1 they really do, in D.C., leave it up to us to choose 2 what we report to them as long as it's consistent 3 year by year. 4 And our state has shown continuous 5 improvement in our students. But because everybody 6 else is improving, and because we set our standards 7 high and report those, we're really not the bottom 8 of everything that people keep telling us and the 9 newspaper keeps saying. 10 And we tell our people -- and I think it's 11 a shame, and I've been saying that to people for 12 years and years, that if 49 other entities and the 13 District of Columbia report -- you know, report 14 differently, then why doesn't this state learn to 15 play the game after that many years? 16 I realize we do mañana. But we did become 17 a state in 1912. It was time, by at least 2012, 18 that we began to bring ourselves up to date. 19 But that was one of the things I took 20 away. Because there are very significant statistics 21 in that longitudinal study that show really ongoing 22 improvement in the ability of our students and what 23 they're learning and what they're doing. And, yet, 24 it -- compared to all the other stuff, it doesn't 25 show. And I want us to understand that, and in</p>
<p style="text-align: right;">Page 209</p> <p>1 to the middle of the country next. 2 But I do wish you well. 3 I attended the LESC for one -- for the 4 Wednesday in Santa Rosa. And the presentation that 5 I heard was a longitudinal study that the LFC did on 6 student development. 7 And the other thing that I think is 8 important for all of us to know -- and I sort of 9 knew, but I know Senator Stewart brought it up -- 10 when we keep looking at New Mexico being on the 11 bottom of so many lists, that's bothered me all of 12 my year -- I started in State government in '69. 13 And what this state has never learned that 14 the other states do is they don't play the game. 15 You set your internal standards very high. But then 16 the ones you report are lower standards. 17 We don't. New Mexico -- I don't care 18 whether it was in the welfare programs I was in or 19 education programs or economic development, 20 New Mexico does report their standards. We would 21 be -- we wouldn't be anywhere near the top; but we 22 would not be the bottom if we played the game like 23 other states. 24 And her example was Massachusetts, who 25 report much lower standards to begin with, because</p>	<p style="text-align: right;">Page 211</p> <p>1 regard to our schools, too. 2 And other than that, it was a beautiful 3 ride over to Santa Rosa. It was green all the way, 4 except one also patch by Moriarty, and I can't 5 figure out why it was brown. 6 COMMISSIONER JOHNSTON: The rain just goes 7 over. 8 COMMISSIONER TOULOUSE: And the Santa Rosa 9 High School, I have not been around there for years. 10 It's really a lovely facility now. And I think it's 11 important to go see these and to see the 12 superintendents and to see class after class of 13 students who came through and sat and listened and 14 actually didn't nudge each other, you know, at the 15 Board or anything. They came in; they stayed to 16 listen. They picked up the papers. 17 I know I gave a copy of the longitudinal 18 study to the Chair, and I couldn't get to the back 19 of the room to get it, and I wasn't sure there were 20 any. And I did text to the Executive Director of 21 the LESC, were there any I could have. And she 22 really was nice. She immediately went back to the 23 back and got me my copies and brought them to me, 24 and I brought them back. 25 I'm sure Pattie would make them available</p>

1 if anybody wanted to look at them, because it really
2 is an interesting study.

3 PED had a response of sorts; but it was
4 mostly a report showing the progress from Principals
5 Pursuing Excellence and Teachers Pursuing
6 Excellence, and it only addressed those schools that
7 where there with the people who did that. But I
8 included it in what she has.

9 So I think it's important for at least
10 somebody from our Commission to show up. I know --
11 I got a new phone. I didn't -- all my phone numbers
12 didn't transfer. And, usually, when I go in -- and
13 I have about half of them, of the people who are
14 generally there with their cell numbers. So I will
15 text everybody, "Good morning, Good morning, Good
16 morning," when I get there.

17 Well, I didn't check my phone before I
18 left to see which of the committee hadn't
19 transferred to get them in here. So Senator
20 Stewart, for instance, I didn't have. And she kept
21 looking at me and looking at me, because I hadn't
22 texted her, "Good morning."

23 So, finally, when she came by, I said, "I
24 don't have your number."

25 So she said, "Put it in right now."

1 COMMISSIONER TOULOUSE: I do want to
2 encourage people in the next term to look at being
3 part of that committee. I think it's more important
4 than the LFC.

5 And other than that, I have a statement I
6 want to make. And after I told you, Katie, I'm glad
7 that you're going somewhere happy and that you're
8 doing well, I want to say I am incredibly annoyed at
9 the CSD presentation today to us on the school. I
10 thought I made it clear yesterday that the CSD's
11 role is not to tell me my job, but is to tell me
12 what they saw in the presentation.

13 And I saw it doubled down today, and I saw
14 an overreaction to what we did in approving the
15 other school yesterday. I am very concerned about
16 that. You can see I didn't need what was in the
17 law -- I already know what our duty is -- to be
18 handed to me.

19 By the time I get here, I want to hear a
20 whole review and a summary of what you people
21 thought of the school, not of what my job is.

22 So with that, I've cleared that one up.
23 I'm not going to be annoyed anymore. I'm going to
24 go home and relax when we go.

25 So thank you very much, Madam Chair.

1 So she put it in.

2 It's important that they know who we are
3 and what we think and do. I know I have been
4 pushing to get more involvement, and I'm very, very
5 glad that our Chairwoman was part of that
6 presentation last time.

7 And I know I had talked to the Executive
8 Director on something else, but brought up, "Why
9 aren't we ever included? When they have PED in
10 there, why don't they have PEC?"

11 I don't know if there was any connection.
12 But I was very happy to see she had her place, not
13 part of that, but a separate piece.

14 I want people in the next term when I'm no
15 longer here to be a part of the group that goes to
16 those officially and have somebody from the PEC at
17 every LESC meeting, even if it is an out-of-town
18 one. I made two out-of-town ones. I made Aztec and
19 I made Santa Rosa this time. I guess is it next
20 month in Albuquerque.

21 THE CHAIR: Next month in Albuquerque.

22 COMMISSIONER TOULOUSE: And then back in
23 Santa Fe for the rest of them.

24 THE CHAIR: Which is when we're meeting.
25 We meet at the same time.

1 THE CHAIR: Commissioner Peralta?
2 COMMISSIONER PERALTA: I'm okay. I'll
3 pass.

4 THE CHAIR: Okay.

5 COMMISSIONER CRONE: We want to hear
6 something.

7 THE CHAIR: Commissioner Armbruster?

8 COMMISSIONER ARMBRUSTER: Yes. I have --
9 I, of course, want to thank Katie. And, Katie, I'll
10 talk to you about products for your hair to prevent
11 frizz. From a curly-haired person, I will just talk
12 to you about that.

13 And -- but I seriously want to thank you
14 for actually leading the PEC to what we probably
15 should have always known, but for reasons that have
16 no control -- that we had no control over, we didn't
17 really know. You know, until you have someone who
18 knows about authorizing and really knows about how a
19 charter school should run and those things, you just
20 do what you think you should do. That's just the
21 way it is.

22 But I think you've shown us what quality
23 can be. You've shown us what's possible. And
24 schools do what they should be doing. And I thank
25 you for that.

Page 216

1 In addition, I would like to say, about
2 Danielle and Pattie -- and you were at this
3 authorizing meeting. And what I would like to see,
4 but I don't know if this is the goal -- maybe you
5 do, Pattie -- is that we would have this application
6 that everyone would be applying. I mean, like,
7 people are going to go where it's easiest to get in,
8 right? I mean, they are.

9 Or -- and stay, by the way, not get
10 closed. And that concerns me to be saying that.
11 And I hope, Pattie, that some of the things you're
12 learning about the policies, we might find some time
13 at a work session to discuss what we want to look at
14 for -- the January things. I mean, where are we
15 going? Do we have some things that we want someone
16 to carry in terms of a bill? What -- I'm just -- I
17 don't know --

18 THE CHAIR: Oh, yeah. We'll have a
19 discussion about that, yes.

20 COMMISSIONER ARMBRUSTER: So probably
21 maybe September agenda or something?

22 THE CHAIR: Yeah, September or October,
23 yeah. And I will say that I think, on the table, is
24 something about authorizer-shopping.

25 COMMISSIONER ARMBRUSTER: Good. Because

Page 218

1 authorizes the GO Bond process and monitors that
2 process -- and they're very interested in the way GO
3 Bond dollars are trickled down to school libraries
4 through the process.

5 And Mr. Ortiz, very gracious gentleman,
6 has graciously said yes, he would attend the meeting
7 which, I think, is -- I know it's in Santa Fe. And
8 because it's quarterly, it's probably in October.
9 But that's just filling you in on what's happening.

10 I attended, also, that one day NACSA
11 training on policy and procedure. I will be unable
12 to attend the training -- or the workshop in
13 September. And there are just four of them; right?
14 Because we're looking --

15 THE CHAIR: There's only -- the September
16 one is the last.

17 COMMISSIONER JOHNSTON: I thought there
18 was one in October.

19 THE CHAIR: One, I believe.

20 COMMISSIONER JOHNSTON: Okay. But,
21 anyway, I will be unable to attend that because of
22 prior commitments.

23 THE CHAIR: Let me look. Because I -- the
24 last one, I believe, is -- but I will look. Because
25 I know they wanted it wrapped up by November.

Page 217

1 that just was my other point.

2 The other thing is you're all taking
3 things out of your agenda books. Could you save the
4 Solare application, if you haven't already destroyed
5 it? That's fine. If you did, that's fine. But if
6 you didn't --

7 THE CHAIR: Well, it's not in order
8 anymore. Sorry.

9 COMMISSIONER ARMBRUSTER: Some people, I
10 told them it was a really good application. They
11 said, "Oh, shall we download it?" And I thought six
12 trees. I thought if we're going to throw them
13 away -- if we are, we won't save them.

14 COMMISSIONER JOHNSTON: Oh. You're done?
15 My turn?

16 Thank you, Madam Chair. As a part of my
17 duties on the Commission, I've been assigned the --
18 as the representative to the State Library
19 Commission. And I went to the last meeting. And
20 Dean Smith, who is the head -- City of Albuquerque
21 Librarian, is the Chair of the Commission. It meets
22 quarterly.

23 The last meeting was at San Felipe Pueblo.
24 And they requested that Antonio Ortiz, who's the
25 director of the Transportation Bureau, but also

Page 219

1 COMMISSIONER JOHNSTON: And it may be
2 somebody else wants to sit in. What we're working
3 on is mission and vision, those statements. They
4 are really diving into that process, I'm telling
5 you. So it was interesting to me. I'm glad.

6 THE CHAIR: I'm sorry. It is
7 October 22nd.

8 COMMISSIONER JOHNSTON: Is the last one.
9 But I won't be able to attend in September.

10 Let's see. I did Library.

11 I really appreciated the training
12 yesterday on the Open Meetings Act and on all of the
13 related processes. But I was contacted -- and I
14 think everybody must have been. But the principal
15 or head of school of Cesar Chavez sent an e-mail
16 inviting me to attend or to come to their school. I
17 told her she would have to contact you, Commissioner
18 Toulouse, because she's in your --

19 THE CHAIR: I'm sorry. She sent it to
20 everyone.

21 COMMISSIONER TOULOUSE: I visit that
22 school often. I would appreciate if any of you
23 would like to go. It's a real example of how to
24 handle these students who have been in and out, or
25 have been homeless or in the juvenile system and

Page 220

1 all. With your background in the juvenile system,
2 you know who founded it; it was founded through
3 that. I would encourage anybody to go see that.
4 COMMISSIONER JOHNSTON: I just directed
5 her back to you for your permission to visit a
6 school, because it's not in my district.
7 COMMISSIONER TOULOUSE: Of course. Of
8 course.
9 COMMISSIONER JOHNSTON: You'll probably be
10 hearing from her. But I will be visiting her
11 school.
12 Last, I guess, Katie, thanks -- thanks is
13 never enough for a good teacher. And you're a good
14 teacher. You have educated us, and you have been
15 rigorous with us. And you have withstood whining
16 and yammering. Oh, my goodness. We are worse than
17 even the worst students in a class, and we get all
18 puffed up, and we get ugly, and we say things.
19 And you just maintain that equanimity.
20 You just maintain it. Whereas, in the classroom, I
21 was not always able to maintain that way. There
22 were times when I responded very inappropriately to
23 students.
24 And I went and apologized to one who is
25 almost 40 years old for what I did to him when he

Page 221

1 was in high school; because I did it with malice
2 aforethought. And he was the kid. And I planned
3 it -- and I was able to apologize. And he was so
4 gracious about it. He was very, very gracious.
5 I've carried it all these years.
6 I will miss your instruction, because it
7 is always clear, concise, easy to understand, and
8 helps me see things clearer. You keep me on point.
9 And I appreciate that.
10 Kudos to the team.
11 Today's decision, for me, it has been an
12 excruciating eight weeks for me. And until -- I was
13 frenetic yesterday afternoon when I was talking to
14 you like this. But thank you for your patience and
15 all that you've done.
16 And I wish you the best, I really do. I
17 know that it will be -- I wish you excitement and --
18 golly. I would go live in Boston.
19 THE CHAIR: Not me.
20 COMMISSIONER JOHNSTON: Not you.
21 COMMISSIONER CRONE: I represent remarks
22 that you made about Commissioners.
23 Boston is a nice place to visit.
24 I do want to thank you. I admire your
25 courage, your assertiveness, and your ability to

Page 222

1 take criticism very graciously.
2 When you're in Boston, I would
3 recommend -- oh, one more thing. I really do
4 appreciate -- I had a very different image of this
5 Commission before I came to the Commission. And I
6 really appreciate the integrity that you've brought
7 to this group.
8 So when you're in Boston, there's a really
9 good pub that John Kennedy used to drink in, and
10 probably all those other thousands of Kennedys as
11 well.
12 And also, I hope that you don't get stuck
13 on the MTA and ride the mean streets of Boston.
14 THE CHAIR: Commissioner -- oh, I'm sorry.
15 COMMISSIONER CRONE: I'm done.
16 MS. FRIEDMAN: Go ahead. I just have a
17 comment.
18 THE CHAIR: Sure.
19 MS. FRIEDMAN: I just wanted to mention,
20 you had mentioned something about our meeting in
21 October -- I mean, in September. And it's the 20th
22 and 21st of September for the PEC meeting.
23 THE CHAIR: Right.
24 MS. FRIEDMAN: And two weeks later, you
25 have another meeting scheduled for PEC.

Page 223

1 THE CHAIR: Thank you for reminding me of
2 that.
3 MS. FRIEDMAN: And I didn't know if you
4 wanted to look at maybe some of those topics and
5 think about that before our conference call to
6 settle the agenda and see if we want to move dates
7 around or --
8 THE CHAIR: Well, what I --
9 COMMISSIONER PERALTA: That's how I wanted
10 it.
11 THE CHAIR: That's how you wanted it. We
12 ran into this last year because of that. And --
13 since I've been on, what had been more traditionally
14 done was we didn't have an October meeting, because
15 we ran the September meeting so close to the October
16 meeting -- it's, like, not that I don't enjoy all of
17 your lovely company. It's, like, what do we have on
18 the --
19 MS. FRIEDMAN: Right.
20 THE CHAIR: Right.
21 MS. FRIEDMAN: Let's think about it.
22 THE CHAIR: I think we can take a look at
23 possibly eliminating the October meeting when we
24 reconvene here in September, if there's not
25 something really pressing that we feel we need. But

1 you want to look at the agenda setting conference
2 time for September?

3 MS. FRIEDMAN: Right. And we can
4 certainly look at that, and I can send that to you
5 electronically if you wish.

6 THE CHAIR: Okay. All right.
7 Do I have a motion to adjourn?

8 THE CHAIR: Oh, I'm sorry.
9 Commissioner Caballero?

10 COMMISSIONER ROBBINS: I'll move for
11 adjournment.

12 THE CHAIR: Motion to adjourn.

13 COMMISSIONER ROBBINS: I'll move.

14 THE CHAIR: Anyone opposed?

15 COMMISSIONER ARMBRUSTER: No.

16 THE CHAIR: Commissioners, I will remind
17 those that there is a work session afterwards on the
18 School Report Card. I would love to stay; but I am
19 not staying.

20 (A discussion was held off the record.)
21 (Proceedings in recess at 12:13 p.m.)
22
23
24
25

1 RECEIPT

2 JOB NUMBER: 903N CC Date: 8/24/18

3 PROCEEDINGS: OPEN PUBLIC MEETING, Volume Two

4 CASE CAPTION: School Approval/Disapproval - Solare
Collegiate Academy Charter

5 *****
6

7 ATTORNEY: MS. BEVERLY FRIEDMAN - PED

8 DOCUMENT: Transcript / Exhibits / Disks / Other _____

9 DATE DELIVERED: _____ DEL'D BY: _____

10 REC'D BY: _____ TIME: _____

11 *****

12 ATTORNEY:

13 DOCUMENT: Transcript / Exhibits / Disks / Other _____

14 DATE DELIVERED: _____ DEL'D BY: _____

15 REC'D BY: _____ TIME: _____

16 *****

17 ATTORNEY:

18 DOCUMENT: Transcript / Exhibits / Disks / Other _____

19 DATE DELIVERED: _____ DEL'D BY: _____

20 REC'D BY: _____ TIME: _____

21 *****

22 ATTORNEY:

23 DOCUMENT: Transcript / Exhibits / Disks / Other _____

24 DATE DELIVERED: _____ DEL'D BY: _____

25 REC'D BY: _____ TIME: _____

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 August 29, 2018.
17
18
19

20 _____
Cynthia C. Chapman, RMR-CRR, NM CCR #219
BEAN & ASSOCIATES, INC.
201 Third Street, NW, Suite 1630
21 Albuquerque, New Mexico 87102
22
23
24
25

Job No.: 903N (CC)

A		
A''s 200:9,18	139:2 169:9	allow 184:25 205:12
a.m 95:12 125:3,3 147:22 148:19 190:23,24	Additionally 113:6 119:6 134:4	allowed 145:19
ability 107:4 162:8 210:22 221:25	address 111:20 113:6,20 164:5 164:17 198:15	allowing 169:19
able 108:10 116:23 117:10 118:1 123:21 133:10 134:16 136:9 137:22 139:9 140:20 141:2 147:1 161:11 162:19 166:11,13 169:8,10 172:18 199:4 219:9 220:21 221:3	addressed 124:7 142:13 149:12 149:21 184:16,24 187:23 198:5 212:6	allows 126:18 165:24
absent 166:14	adds 128:6	Altura 154:19
absolutely 102:20,21 138:11 153:11 154:11	adequate 123:22	amazed 170:4
abstain 192:19 196:16	adjourn 97:9 224:7,12	America 132:10
abstaining 192:19	adjournment 224:11	AMI 96:14
abstention 197:13,15	administrative 157:7 167:11	amount 131:5
academic 116:21 126:16 128:23 130:17 168:9 178:19	administrator 96:10 113:25 125:14 150:7	Amy 128:25
academically 101:19 129:2,3 162:4 178:16	admire 179:13 221:24	analysis 119:22,23 120:14 122:2 140:13 141:9
academics 162:3 166:4	advance 140:5 148:13	anger 164:17
Academy 103:24 104:14 134:12 134:17 150:8 175:10 226:4	advantage 151:16	angry 177:15
accept 152:1 182:20,22	affirmative 197:14	Ani 146:23
acceptable 144:7	aforethought 221:2	ANN 96:4
accepted 157:21	AFT 176:21	annoyed 214:8,23
accepting 185:8	afternoon 98:7,8 204:25 221:13	annual 204:15
access 205:12	afterthought 111:8	answer 115:19 123:16 124:15 136:11 144:13 160:12 180:12 181:4,15,24 182:5 186:19
accounts 117:17	age 104:2,3 154:6	answered 124:5 150:15,16 161:25 169:18 181:22 182:24 183:9 186:18 187:2
achieve 178:12,19	agency 171:19	answering 168:2
achievement 107:11 178:20	agenda 147:14 205:17 216:21 217:3 223:6 224:1	anti-charter 198:2
acknowledge 107:9 164:7	Ages 162:5,6	Antonio 217:24
acquire 178:21	aggregate 201:14	anybody 212:1 220:3
Act 113:10,14,19 219:12	ago 141:20 200:23	anymore 214:23 217:8
action 97:5 164:9 195:18 201:20	agree 141:6 143:1 149:20 183:17 207:24	anyway 218:21
active 108:21	agreement 184:5 188:21	apart 160:25 170:23
actively 166:12	agreements 184:19	apiece 100:12
ad 160:9	ahead 105:6,18,19 222:16	Apodaca 95:12
add 129:7 184:25 185:1 187:4 188:2,4	aiming 107:25	Apologies 125:22
adding 170:12,14	al 97:6	apologize 100:13 104:22 106:21 112:4 180:3 189:4,5 221:3
addition 114:9 123:17 124:6 216:1	Alamos 175:5 176:24	apologized 220:24
additional 101:8 102:18 111:16 114:13 119:17 120:24 138:23	Alan 151:4	appalling 176:17,18
	Albuquerque 95:21 101:4,13,23 105:1,16,21,24 106:8 110:10 111:13 126:7 129:8,17,19 130:23 134:5 142:4,7 147:9 151:19 154:10 155:7 169:22 171:21 175:6 204:18 213:20,21 217:20 225:21	appeared 144:19
	Albuquerque's 101:21	applaud 138:9,10 154:7 161:17 200:24
	algebra 140:24	Applause 153:24
		applicable 123:9
		applicant 99:20 116:15 117:8 118:2 119:11 120:1 122:20,22 122:23 123:19 124:9 125:18 133:23 150:23 157:11 158:15

180:23 181:2
applicant's 121:5
applicants 122:8
application 110:13 112:25 113:1
 113:7,16,19 114:25 115:6,23
 116:10,21 117:12 118:6,8,14,23
 119:2,3,5,7,12,20,23 120:5,11
 120:13 121:11,24 122:2,7,10,18
 124:4,13 125:9 133:18 134:21
 140:7 144:20 149:3,5,6,9 151:7
 151:24,25 152:10,13 156:8
 160:22 162:17 171:6,13,15
 173:9,15,20 174:25 179:22
 186:5,9,19,20,24,25 187:1
 216:5 217:4,10
applications 97:3 113:2 115:3,10
 118:16 123:2 149:11,15 161:4
applied 157:20
apply 114:12
applying 216:6
appreciate 100:9 137:12 138:5
 138:16 139:23 155:18 171:5
 180:7 198:6 203:5 207:8 219:22
 221:9 222:4,6
appreciated 169:17,20 207:20,20
 219:11
approach 102:9 103:2,16 130:25
 142:25 154:16 156:13 166:4
 167:24 182:21
approaches 119:1,5 121:9 141:12
appropriate 99:21 164:8
approval 102:14 124:13
Approval/Denial 97:2
Approval/Disapproval 226:4
approvals 116:14
approve 103:14 110:12 111:9,15
 133:17 183:3 193:8 194:11
approved 107:12 108:23 111:2
 134:15 135:10 145:7 150:4
 154:19 158:3 184:13
approving 214:14
APS 109:7,19 136:2 142:4,13
 143:23 144:2 169:25 170:11,24
 171:2 172:9 176:24
aptly 185:20
area 106:8 119:8 142:6,15
 144:11,11,25 146:2 152:21

154:24 161:13 172:7 180:12,13
 180:16 181:18,19
areas 105:17 109:16 116:20
 117:9 121:22 122:4,25 123:24
 130:14,19 206:1
Armbruster 96:4 98:12,15,18,19
 98:22,25 99:3,6,12 111:23
 172:23,24 174:14 189:15,17,20
 189:21,24 190:2,5,8,11,14,17
 191:9,10,13,16,17,20,23 192:1
 192:4,7,11,14,18,23 193:15,16
 193:19,22,25 194:3,4,7,16,20
 194:23 196:5,6,9,12,17,19,22
 196:25 197:5,6,9,12 206:18
 215:7,8 216:20,25 217:9 224:15
arrangements 184:18
art 173:25
arts 140:11 141:9
asked 119:7 136:20 149:16 168:9
 172:3 183:7 199:16
asking 135:22 199:6
aspect 104:11
assertiveness 221:25
assets 117:6
assigned 115:1 217:17
assistance 202:10
Assistant 96:9 132:9
Associates 95:20 225:20
association 107:7,8 146:1 206:1
 206:25 207:2
assume 161:8
assuming 198:15
at-risk 134:9
Atrisco 128:25 144:24
ATTACHMENTS 97:12
attend 107:1 129:19 198:12
 199:8 218:6,12,21 219:9,16
attendance 166:12
attended 148:4,18 197:19 209:3
 218:10
attention 116:8 128:8 157:11
attest 192:22
attorney 98:4 181:24 195:22
 226:7,12,17,22
attribute 132:14
attributed 174:7
audience 132:7 157:13

audit 117:15
August 95:11 225:16
authentic 168:17
authorize 199:22
authorized 114:7 115:4
authorizer 206:2
authorizer-shopping 216:24
authorizers 198:25 199:17
authorizes 218:1
authorizing 96:10 215:18 216:3
available 119:12 122:16 124:14
 132:23 134:7 147:3 161:18
 211:25
avenues 107:10
average 176:15
avoiding 114:23
aware 99:17 150:11 176:22
Aztec 213:18

B

B 165:4 200:13
B's 200:9,18
back 98:8 122:3 133:22 135:23
 135:25 137:10 138:13 147:5,6,7
 147:24 148:10 165:8 182:23
 190:21 198:23 199:7 207:13
 211:18,22,23,24 213:22 220:5
back-and-forth 154:13
back-stepping 140:3
background 101:20 143:17 220:1
bad 112:18 146:12
Bank 132:10
banking 136:8 137:14
bar 187:18
barely 157:2
barrel 142:10
bartered 174:10
baseball 164:24
based 110:10 113:7 115:25 116:3
 121:6 123:13 128:15 136:22
 137:1,2
basic 140:19 165:11
basically 122:3
basics 161:12
basis 204:10
Bean 95:20 225:20
beautiful 211:2

beeping 106:21
beeps 106:23
began 168:6 177:7 210:18
beginning 118:16,18 147:20
 165:13
behalf 101:5 174:23
behavior 162:23 163:11,12 164:5
 164:19 166:3
behaviors 164:5
belief 176:5,12
believe 101:7,18 103:25 126:6
 128:22 176:9,10 180:22 184:23
 198:21 201:1 218:19,24
benefit 113:5 139:2 157:12 169:4
benefited 158:2 159:14
benefits 139:19
Bernalillo 164:1
BES 157:21 158:11,18 159:2,5,7
 159:22 182:1
best 102:24,25 108:18 121:11
 138:21 148:3 156:12 159:9
 161:10 179:6 188:17 202:4
 207:12 221:16
Beth 106:18,25
better 104:24 105:13 108:24
 111:18,19 170:24 181:11
 182:14 201:5
Beverly 96:11 202:19,20 226:7
beyond 178:2
bias 114:23 161:5
Biehl 128:25
big 133:8 177:22 198:9
biggest 105:22
bill 216:16
bit 113:22 127:6 144:17 207:14
bizarre 150:11
black 120:25
blacklisting 187:9
bleeds 166:3
bless 124:24 125:1
blinded 188:15
block 121:20
blocked 127:15
blocks 121:19 126:24,25
blue 120:5
board 106:20 117:14 131:25
 142:3 147:2 148:3,9 154:9

156:11 159:3,6 163:25 164:21
 173:18 186:21 206:2,25 207:1
 211:15
boards 205:23,25
Bobroff 147:11 150:20
bold 182:17,21
Bond 218:1,3
bonus 119:18,20
books 217:3
Boston 208:5 221:18,23 222:2,8
 222:13
bothered 209:11
bottom 142:9 209:11,22 210:7
bought 106:5
box 202:22
brain 162:7,8
Brauer 151:4
break 124:18,19
breakdown 200:9
breaking 127:16
bridge 206:4
bridging 206:5
brief 120:13 125:8,16
briefed 197:2
briefly 120:7 133:21
bright 165:5
bring 133:21 148:9 168:5 204:8
 206:13 210:18
bringing 170:3
brothers 154:4
brought 131:17 160:6 170:18
 180:10 183:13 209:9 211:23,24
 213:8 222:6
brown 211:5
brush-up 141:14
build 163:23
building 95:12 156:20 157:25
 164:10 165:1,14 166:16
bulleted 122:18 123:1,11,13
bullied 109:21
bunch 204:3
Bureau 114:10 217:25
bus 109:12,13 166:25
business 114:1,8 117:18 187:10
 187:11,12
buy 105:16,21
buyers 105:5

buying 105:25 106:2
bylaws 117:15

C

C 95:19 96:1 97:1 165:4 176:15
 200:16 225:8,19
C-A-S-I-A-S 101:2
C's 175:17 176:16 200:9,18
Caballero 96:4 99:9,10 180:4,6
 180:21 181:1 185:4 188:1,3
 190:15,16,20,22 192:12,13,16
 194:8,9,10,13 195:8 196:13,14
 224:9
call 154:22 189:15 190:20 223:5
called 146:18 164:2
calling 166:16 167:4
calls 115:17,21
campus 170:22
campuses 170:20,23 201:18
 202:1
capable 101:18
capacity 116:16 119:8,23 120:16
 123:19 124:10
capital 203:3
CAPTION 226:4
Capturing 164:2
car 100:2,5 112:6 124:22 189:4
card 200:8 202:5 224:18
care 195:13 209:17
career 108:22 178:13
careful 187:14
carefully 167:22
CARLOS 96:4
CARMIE 96:7
carried 221:5
carry 216:16
Carter 143:25
case 102:14 122:10,25 226:4
Casias 100:14 101:1,1
caution 137:12
caveat 201:15 202:7
CC 95:25 225:25 226:2
CCP 146:23
CCR 95:19 225:8,19
ceiling 172:11
cell 212:14
Center 97:6 169:9

century 178:24
CEO 198:17
certainly 185:2 187:17 207:24
 224:4
CERTIFICATE 97:11 225:7
Certified 225:8
certify 225:10
Cervantes 145:1 167:20 168:19
 168:23 169:5
Cesar 219:15
cetera 117:22 121:23,23
CHAIKEN 96:14
Chair 96:3,3 97:7 98:1,4,5 99:2
 99:14,24,25 100:6,17,20 103:18
 103:21 104:16,22,25 106:18,20
 107:14 109:1,3 110:4,6 111:22
 111:23,24 112:3,8,16,22 120:3
 124:17,22 125:4,6,10 128:3
 133:19 135:2 136:15,21,24
 138:5 139:8 141:13 153:25
 154:1 157:9 160:1 161:20,22
 172:21 179:25 180:4,5,18,19
 184:10,11 185:3,19 187:3,5,17
 188:1,25 189:3,6,14 190:7,18
 190:25 191:7,25 192:8,21,25
 193:3,11,21 194:9,11,15 195:1
 195:8,10,14,17 196:1,18 197:11
 197:14,18 200:14,17 201:9,21
 202:18,25 203:6,13 205:19,21
 206:7,13,24 207:23 208:11,14
 208:15 211:18 213:21,24
 214:25 215:1,4,7 216:18,22
 217:7,16,21 218:15,19,23 219:6
 219:19 221:19 222:14,18,23
 223:1,8,11,20,22 224:6,8,12,14
 224:16
Chairman 100:16 112:11
Chairwoman 180:20 200:11
 201:15 213:5
challenges 157:23
challenging 140:22
Chamber 101:4,13
chance 142:23,24
change 142:2 143:4 144:12
 152:24 176:24,24,25,25 184:4
 205:12
changes 144:9 177:3 200:12

Chapman 95:19 225:8,19
chapter 176:21
charge 188:5
charter 96:10 97:2,4 102:8
 103:23 104:8 107:3,9,11 108:23
 111:15 112:1,24,24 113:10,14
 114:2,7,13 116:17 118:2,14
 124:11 126:20 127:4 129:15,20
 132:21,22,25 134:6 136:17
 140:7 142:1 143:5,24 150:12,13
 151:11 153:12,13 154:19
 157:24 158:21 159:15 160:18
 160:25 163:4,5 170:10 172:16
 172:17 175:8,25,25 177:2,13
 181:6,19 182:2,16,20,25 183:1
 183:3,19 184:19 188:5 189:11
 193:8,9 194:12 200:6 204:1,6
 205:2,8,12 207:21 215:19 226:4
charters 202:3 204:7 205:15
Chavez 219:15
check 212:17
check-in 165:11
cherry-picked 201:21
chew 163:19
child 101:18 102:21 103:5 131:5
 167:4
children 102:6,22 103:1 104:13
 105:19 109:7 116:25 128:11
 129:18 159:10,17,19 162:15
 167:5 177:9,10,10 188:6,18
choice 107:4,5,9 129:1 133:15
 153:7 177:1
choices 132:19 133:14
choose 210:1
choosing 177:1
chose 133:5
chronically 166:8,14
church 171:20
Cindy 177:8
circumstances 101:20
citations 174:4
cited 174:4
city 101:10 102:7 109:11,16
 133:25 134:5 142:7,15,16
 144:11 204:2 217:20
clarification 161:23 180:10
clarify 117:11 163:1

clarity 124:5
clashed 208:16
class 106:1 130:25 131:8,11
 211:12,12 220:17
classes 121:18 140:4,11
classroom 103:11 130:19 131:4
 157:2 163:17 164:6 165:7,25
 168:25 220:20
classrooms 127:19 130:13,15
clear 115:12 118:3 135:17 136:19
 148:8 157:14 158:8,15 159:12
 214:10 221:7
cleared 214:22
clearer 221:8
clearly 119:3 121:14 122:7
 165:17 183:23
climate 207:16
close 126:16 128:23,24 200:20
 223:15
closed 114:15 125:20 180:1 189:7
 190:21,23,25 191:1,4 192:8,15
 192:24 196:4,15 201:18 216:10
closing 124:9,9
closure 191:3
CNM 154:9
coach 164:24 173:22 174:12
Coalition 110:9 114:13 199:9
 202:9 203:19
Coast 207:13 208:5
Cochiti 166:10
code 126:2 133:25
collective 116:6
college 128:14 129:4 134:13
 178:5,6,12
Collegiate 97:4 118:2,14,19
 125:15 126:5 130:21 133:14
 155:7 164:20 189:11 193:8
 226:4
colored 118:17 120:25
Columbia 210:13
come 100:18 111:6 135:23,25
 141:13 143:4 156:1 165:8,20
 192:21 206:21 219:16
comes 143:24 200:2
coming 108:8 143:7,18 145:17
 150:18 155:15 172:6 175:12
 192:8,15 205:17

<p>Commence 186:3 comment 123:17 145:19,21 174:17 222:17 commented 141:24 comments 97:8 99:19,21 121:7 123:12,13 141:23 142:24 144:18 173:2,8 189:1 198:15 Commerce 101:4 Commission 95:1 98:2 103:21 110:6 111:14 112:12 115:4,8 116:4 118:5,11 125:7 132:7 136:16 160:3,8,8 179:25 186:2 186:6,8 187:9 188:5 189:6 193:8 212:10 217:17,19,21 222:5,5 225:1,12 Commission's 113:7 Commissioner 98:12,12,14,15,15 98:17,18,18,20,21,22,22,24,25 98:25 99:3,3,5,6,6,8,9,10,12,24 100:1 111:23,25 112:3 124:20 124:21,23 128:2 141:16,17 153:23,25 154:1 157:10,18 159:24 161:20,21 166:5 167:7 167:14,18 168:1 169:16,18 170:17 172:3,23,24 174:14 175:6 179:24 180:4,6,21 181:1 184:14 185:4 187:3,5,6 188:1,3 189:3,13,14,15,17,17,19,20,20 189:22,23,24,24 190:1,2,2,4,5,5 190:8,8,10,11,11,13,14,14,16 190:17,20,22 191:6,7,9,10,10 191:12,13,13,15,16,16,18,19,20 191:20,22,23,23 192:1,1,3,4,4,6 192:7,10,11,11,13,14,16,18,23 193:1,10,12,12,15,16,16,18,19 193:19,22,22,24,25,25 194:2,3 194:3,5,6,7,7,9,10,13,16,18,19 194:20,21,22,23,25 195:8,24 196:2,4,6,6,8,9,9,11,12,12,14 196:17,19,19,21,22,22,24,25,25 197:2,5,5,7,8,9,9,12 198:14 203:1,8,10,15 204:23 206:18 207:10,11,23,24,25 208:6,12,14 208:15 211:6,8 213:22 214:1 215:1,2,5,7,8 216:20,25 217:9 217:14 218:17,20 219:1,8,17,21 220:4,7,9 221:20,21 222:14,15</p>	<p>223:9 224:9,10,13,15 Commissioner's 187:7 Commissioners 96:2 98:10 99:13 99:15 120:3 133:17 170:17 183:2,17 186:13 188:25 193:5 195:11 201:10 202:16 221:22 224:16 commitment 188:12 commitments 218:22 committed 134:20 committee 166:12 212:18 214:3 committees 117:15 common 103:3 140:16 commonsense 103:2 communicate 137:22 communicated 126:11 127:22 communication 155:18 communities 170:6,8 203:21 community 101:5 102:22 103:14 104:7,9,10 110:17 111:17 120:18 121:7 122:1 125:17 126:7 128:21 129:8,23 132:5 134:22,22,23 135:4,9,11 141:19 141:20 142:14 143:8 144:17,21 144:22 145:3,17,23 151:14 152:23 153:5,20,21 156:10,12 166:21 172:14,18 178:1 179:17 182:8,11 community-led 111:6,7,11,19 community-oriented 152:17 companies 144:24 188:7 company 188:16 223:17 comparable 201:4 compared 210:24 compelling 149:20 competitive 133:11 135:21 136:1 157:20 178:5 competitors 199:19 complete 117:10 127:12 133:11 completely 116:3 141:15 completion 200:7 component 128:18 components 126:6 165:15 composition 110:18 comprised 118:12 conceived 159:21 concentration 105:22</p>	<p>concept 138:19 conceptually 140:24 concern 120:7 135:14,15 149:2 155:10 181:10 188:10 concerned 108:17 135:8,18 136:9 154:8,15,25 155:5 161:7 174:16 214:15 concerns 110:16 111:1,20 123:12 155:20,24 159:13 160:4,18 161:5 165:12 184:15,23 187:7 187:21,22 188:4,15 198:4 216:10 concise 221:7 concludes 111:22 conditions 138:2 conducted 114:22 190:23 conducting 203:19 conference 204:15,21 223:5 224:1 confidence 124:5 133:11 confident 102:8 129:6 conflict-of-interest 114:20 confrontation 148:5 confrontational 166:17 confused 188:22 congratulate 200:5 congratulating 201:3 congratulations 195:3 201:6 connected 180:8 188:12 connection 166:20 213:11 conscious 128:12 consensus 115:15,17,21 consequences 164:18 consider 110:2 consideration 187:15 206:7,16 considering 175:1 consistency 167:15 consistent 210:2 constant 109:20 constantly 115:22 constitute 225:10 consults 98:4 contact 219:17 contacted 219:13 content 102:19,20 121:22 127:12 127:17 130:12 140:11 contested 152:20</p>
---	---	--

continuation 117:12
continue 124:19 137:8 152:14
 153:17,18 169:12 202:5
continued 97:3 169:7
continuing 172:8 174:15
continuous 210:4
contract 158:24 184:13,14,21
 185:9,20,22,24 187:20 188:16
 197:21
contracts 184:20
control 215:16,16
controller 106:22
conversation 135:24 139:5
 146:15 148:1 151:20 198:21
 199:15,18
conversations 146:2 156:10
 200:4
convert 156:9
Conyers 96:5 98:20,21 189:25
 190:1 191:18,19 194:1,2 197:7
 197:8 207:23,24 208:6
cooking 131:20
cool 163:15
copies 211:23
copy 211:17
core 127:7 140:16
correct 181:13,14 194:25 203:14
council 110:19 204:3
counsel 96:13,14,14 136:16
 184:22 195:21 197:3
Counselor 161:19
counter 139:25
country 132:16,17 209:1
County 225:13
couple 125:19 126:5 145:20
 173:4
courage 221:25
courageous 182:18,21
course 102:3 119:13 124:14
 126:19 127:12 137:7 140:13
 147:10 164:9 166:13 198:22
 215:9 220:7,8
courses 140:18
coursework 169:10
court 95:20 200:21 225:9
cover 122:12
crave 102:23

crazy 173:6
create 171:7 178:14 199:24
credit 174:7
criteria 113:16,21 114:24 115:22
 118:4,20,22,24 119:2,4,5,10
 122:6 124:8
critical 102:21
criticism 182:22 222:1
criticisms 145:9,9
Crone 96:5 99:7 111:25 112:3
 124:21 189:13,14 190:12,13
 192:5,6,10 193:1 194:21,22,25
 196:20,21 215:5 221:21 222:15
CSD 99:19 115:16 116:2 143:10
 214:9
CSD's 214:10
Cultural 169:9
culture 103:10 121:23 131:15,16
 164:22 167:12 178:8 207:15
Culture's 167:8
curly-haired 215:11
currently 102:6 107:19 129:23
 134:7
curriculum 110:18 117:21
 121:23 131:22,23 159:2 184:17
Custodian 96:11
Cynthia 95:19 225:8,19

D

D 97:1,1 142:15 165:4 200:16
D-202-CV-06924 97:6
D's 175:16 177:13 200:10,18
D.C 210:1
daily 121:20 127:18
dandy 182:4
Daniel 136:15,16,22 137:1 139:7
 144:15 157:9,19 185:2 195:6,10
Danielle 96:6 216:2
Dark 138:7 153:9 162:5
date 202:12 204:16 205:17
 210:18 226:2,9,14,19,24
dates 204:14,17 223:6
daughter 171:18
DAVID 96:6
day 102:7 108:1 121:19 126:25
 133:2 135:19 165:13,18,22
 218:10
day-to-day 204:10
days 168:21 175:2,2 195:4
daytime 147:1
de 110:4,7 148:20 149:16 150:2
deadline 117:13
deadlines 117:3
dealing 149:17 177:10
dealings 154:9
dealt 142:5
Dean 164:21,23 167:8,12 217:20
debarred 187:12
decide 148:15,16
decided 109:11 115:5 148:1,2
 151:22
decision 113:15 123:5 128:11
 137:3 152:7,10 188:17 221:11
decisions 113:14 128:14 138:20
declined 152:1
decrease 166:13
dedicate 168:11
dedicated 102:24 126:24 164:25
degree 127:23
degrees 173:25
Del 105:3
DEL'D 226:9,14,19,24
delay 110:13
delineation 167:10
DELIVERED 226:9,14,19,24
demographically 142:8
demonstrate 116:15,20
demonstrated 117:9 123:18
 124:10 133:22 134:16
deny 139:1
describe 121:14
design 131:4,22 140:6 168:20
 174:7
desire 151:20,21
destroyed 217:4
detail 113:22
detailed 121:12 122:11 125:9,17
detailing 117:21
details 123:4
determination 186:3
determine 115:24 125:20
determined 172:2
developed 116:4 117:17 132:16
 185:24

developer 156:23
developers 161:9
developing 103:10 117:20 132:17
development 162:2,7,8 169:5,7
 172:6 209:6,19
devices 100:8
dialogue 145:16 148:2,2,4,17
 152:15,15
differ 186:18
difference 133:5,8,16 170:6
different 146:18,25 153:3 161:4
 162:10 170:22 172:13 176:6
 177:6,6,8,9 186:24 200:10,22
 204:20,22,25 207:14 222:4
differently 161:4 210:14
difficult 117:23 136:24 153:10
 167:16 175:21 185:6
diligent 174:3
dilute 170:12
diploma 169:14
direct 195:21
directed 161:6 220:4
direction 158:20 197:23
directly 174:4
director 144:23 151:5,9 168:9
 207:7 211:20 213:8 217:25
disbarred 188:8
disciplinary 110:18
discipline 150:9,15,17 162:12
disclosed 184:20 186:1 187:19
disconcerting 145:14
discover 147:15
discrediting 133:7
discuss 216:13
discussed 113:1 115:14 118:10
 180:2 189:8 191:1 196:15
discussion 97:5 131:11 193:14
 195:16,18 196:3 216:19 224:20
discussions 143:17
disempowering 153:16
Disks 226:8,13,18,23
disliked 182:14
district 129:24 154:21 171:7
 206:8 210:13 220:6
districts 126:20 199:10
disturbing 176:1,2
diving 219:4

Division 112:1 160:25 207:21
DNS 201:19
DOCUMENT 226:8,13,18,23
documentation 183:19
doing 128:5 130:16 139:11
 140:25 142:18 144:2 155:19
 160:13,13 161:12 165:18,22,23
 187:11 201:25 202:3 203:2
 210:23 214:8 215:24
dollars 137:5 158:20 159:18,22
 218:3
Don 95:13
door 165:18,22 166:23
doors 200:3
double 121:19 126:23,23 134:14
 140:7,8
double-time 141:4,5
doubled 172:7 214:13
doubt 128:3 138:6
download 217:11
downtown 155:7
Dr 132:1
draft 195:21 203:11
draw 157:10
Dream 110:8
drink 222:9
drive 102:6 103:13 108:1,12
 113:14 170:21 173:5 175:5
drives 162:15
due 117:5 119:14
dust 208:24
duties 167:10 217:17
duty 214:17

E

E 96:1,1 97:1,1,1
e-mail 148:6 202:22 219:15
e-mails 114:6,9 201:3
earlier 125:15 126:19 127:6
 148:7 151:22 152:11
earn 119:11
earned 101:21,24 119:19 170:21
ears 112:20
easier 100:21 117:24 190:19
easiest 216:7
East 207:13 208:4
easy 143:2 221:7

economic 209:19
ed 175:14
educate 116:17 159:19 178:8
educated 220:14
educating 116:24
education 95:1,12 96:9 98:2
 101:10 102:5,9,12 109:14 114:3
 128:9,10 132:15,24 133:9 137:6
 144:10 178:9 188:18 193:7
 209:19 225:1,12
educational 101:8 106:14 111:17
 129:8 187:22
educationally 109:11 142:11
educator 156:16
effective 114:11,11 124:11
 168:12 178:7
effectively 116:17,25
efficiently 140:21 141:1
effort 176:11
efforts 200:25
eight 99:13,15 148:22 197:13,14
 221:12
eight-to-one 195:2
eighth 102:17
either 143:15 158:11,22 159:5,22
 167:11 182:3
elect 107:7
election 152:20
elections 146:9,11
electronic 100:8
electronically 224:5
elementary 105:2 127:19 129:11
 166:10
eliminating 223:23
eloquence 161:19
embellish 184:12
employed 137:20
employment 178:10
empty 202:21
encountering 141:11
encourage 148:4 214:2 220:3
Endowed 132:10
energies 176:11
engaged 153:20
engagement 110:17 199:16 204:7
engaging 205:9
English 127:9 130:13 140:10

<p>174:2 enjoy 208:6 223:16 enrich 170:13 enrichment 131:16 enrollment 172:12,19 ensure 115:18 116:14 169:11 enter 180:1 189:7 entering 126:18 enterprise 187:10 enthusiasm 197:23 entire 119:5 124:1 152:3,23 153:2 174:25 entirety 115:12 entities 135:12 169:25 187:7,13 210:12 entrusted 159:18 enumerated 118:7 enveloped 168:20 environment 178:7 equally 137:8 equanimity 220:19 Ernie 137:18 ESNM 159:3 182:1 especially 104:2 105:25 139:14 198:8 206:1 established 115:7 116:5 117:19 118:4 et 97:6 117:22 121:23,23 evaluate 113:18 114:24 evaluated 118:21 119:1 evaluation 116:9 124:7 evaluations 115:14 eventful 195:15 everybody 162:20 182:10 210:5 212:15 219:14 everybody's 153:10 everyone's 112:20 157:4 evident 121:8 ex 97:5 exactly 129:16 177:2 example 117:13 123:19 152:19 198:9 209:24 219:23 exams 133:11 exceeded 118:3 exceedingly 176:1,2 excellence 171:5,15 178:19 212:5 212:6</p>	<p>Excellent 100:25 155:16 158:3,12 158:18 159:5,7,22 160:5 exception 175:17 excited 147:15 204:8 excitement 118:1 182:19 221:17 exciting 106:6 162:6 200:8 excluded 162:21 exclusively 130:3,11 excruciating 221:12 excuse 122:22 141:18 160:19 executive 151:5,9 211:20 213:7 Exhibits 226:8,13,18,23 exist 145:18,19 existing 128:21 exists 135:16 186:25 expand 110:22 Expansion 157:5 expect 158:17 166:1 181:25 183:11 184:3,7 188:20 199:2 expectation 118:11 122:7 183:16 183:22 184:4 188:22 expectations 116:4,23 122:16 124:2 186:23 expected 199:3 expenses 158:4 experience 103:11 114:2 116:7 128:15 130:22 132:2 140:23 163:4 expertise 113:1 123:25 205:10 experts 111:18 116:8 205:8 explain 120:8 160:2 163:22 explained 146:7 149:4 151:1,17 151:20 152:5 express 110:12 expressed 110:16 151:6 197:23 extend 126:10 extended 121:18 135:18 139:12 extension 129:11,12 extent 137:7 extra 135:10</p> <hr/> <p style="text-align: center;">F</p> <hr/> <p>F 101:22 142:15 F-A-M-I-G-L-I-E-T-T-A 109:5 F-E-L-I-Z 107:17 F's 175:16,19 177:12 200:19,19 facilitate 169:10 205:8</p>	<p>facilitated 146:22 facilities 198:9 facility 156:9,15 204:18 205:5 211:10 fact 119:4,14 142:25 152:8,18 176:12,23 177:16 182:4,20 183:13 fall 203:19 204:13 Falls 118:21 Famiglietta 109:3,5 families 104:1 105:6,18 110:21 134:19,24 138:20,21 145:4,25 156:17 166:16,19 families' 105:7 family 102:4 106:5 107:22 114:10 208:21 fantastic 163:19 far 103:5 118:21 127:1,10,20 133:1 138:17 139:23 140:2,3 164:19,20 166:2 167:10 172:12 182:10 203:3 farming 131:20 fault 142:9 Fe 95:13 103:23 133:25 176:25 203:24 213:23 218:7 225:13 federally 132:25 feedback 113:8 174:12 feeding 102:21 124:23 125:2 feel 99:21 109:24 168:3 171:16 184:25 186:10 203:25 204:10 204:20 223:25 feeling 165:11 199:11 feels 165:7 feet 184:1 Felipe 217:23 Feliz 107:15,17 fellow 175:6 fellowship 151:10 157:20 160:24 173:19 174:13 felt 145:23 fewer 134:1 fiduciary 159:16 fifth 102:17 121:17 126:10,14 140:19 155:11 179:2 fifth-grade 126:22 127:13 fifth-grader 165:2 fighter 108:19</p>
---	---	---

fights 109:20
figure 211:5
fill 140:5 153:8
filling 218:9
final 115:15 125:21 130:5
finalized 202:15 204:14
finally 103:4 131:3,14 134:18
 147:19 160:12 204:14 212:23
finance 117:15 132:9,11 133:12
financial 116:22 159:14,20
financially 105:6
find 107:25 124:25 154:22,25
 155:4 160:9 161:9,25 176:17,17
 216:12
finding 100:5 137:15 156:6 161:8
fine 148:11 154:3 160:21 181:15
 182:4 217:5,5
finish 128:13 132:4
first 100:14 105:25 106:5,20,25
 115:11 117:5 118:20 122:3
 126:9 136:22 137:2 140:18
 144:16 146:11 147:12,17
 150:10 168:23 171:6 174:17,19
 201:11 203:23
first-time 105:4
fit 162:20
five 102:12 108:20 156:20 162:19
 165:3 170:7 176:8
five-minute 124:18
five-year 205:4
fix 111:1 136:7,14 144:2
flexibility 139:9
Flip 121:4
FLOOR 100:15,18,25 103:20
 104:19,23 105:1 106:19 107:16
 109:2,4 110:5 125:6 132:6
flow 137:8
flowing 137:5
Floyd 103:18,21
focus 102:15 121:20,21 129:5
 130:8,11 131:14
focused 103:1,9 128:17 140:13
 140:19
focuses 140:9,12
focusing 103:4
folks 99:17 100:12 146:3 171:2
 190:18 204:2 206:10

follow 163:18
follow-up 148:6
food 138:18
foregoing 225:10
foremost 107:1
forget 146:11 180:7
forgot 207:4
form 143:5
formal 134:20,21 182:11
formalize 182:17
formally 187:12
format 168:19 204:19 205:11
formation 114:18
formed 117:14
former 174:2
forms 114:20
fortune 110:14
forward 117:23 121:4 195:5
 198:7,10 202:14 204:11 205:16
 208:9
found 145:13 148:14 149:14
 156:4
foundational 171:7
founded 155:19 220:2,2
founder 125:14 186:20
founding 131:25 173:15
four 120:12 122:4 128:22 146:25
 160:24 201:10 205:7,7 218:13
four-member 113:23
fourth 107:20 108:21 174:18
frame 125:23
framework 197:21
Frankly 145:2
Free 119:16
freedom 165:6,25
frenetic 221:13
FRIEDMAN 96:11 222:16,19,24
 223:3,19,21 224:3 226:7
friends 102:3 108:4 133:5
frizz 215:11
front 133:24
fruitful 198:21
fruition 168:5
fulfill 134:16
fulfillment 131:23
full-time 169:3
fully 101:18

fundamentals 173:20
funding 144:1 145:10 158:6
funds 139:6
further 172:6
future 102:10 172:10

G

G 97:1
gainful 178:10
galoshes 207:16
game 209:14,22 210:15
game-changers 165:15
gap 153:8
gaps 126:16 128:23,24 140:5
Garcia 107:15,17
Gaspar 95:13
gazillion 176:6
general 174:17 195:22
generally 212:14
generations 144:10
gentleman 218:5
getting 107:20 109:20,20,21
 135:13 145:10 147:7 182:23
GILBERT 96:3
Gipson 96:3 99:1 112:11 153:9
 190:6 191:24 193:12,20 197:10
 201:15
give 111:16 125:23 128:7 142:19
 142:23,23 143:16 162:25 164:6
 167:21 169:13 179:18
given 116:9 183:4
gives 126:15 165:6 200:18
glad 123:16 213:5 214:6 219:5
glasses 100:13
go 107:20 108:10,24 109:21
 112:6 122:4,13 123:3 125:20
 128:14,24 129:4 133:10,23
 135:8 138:13,22 146:14 147:15
 152:3 153:12 154:4,19 156:25
 161:10 164:12 166:25 169:8
 171:4 172:17 202:15,21 203:24
 211:11 212:12 214:24,24 216:7
 218:1,2 219:23 220:3 221:18
 222:16
goal 116:13 151:2 216:4
goals 124:1 178:13
goes 138:17,25 140:2 162:7

164:19,20 166:3 167:11 199:21
211:6 213:15
going 98:1 100:13,22 108:11
112:21 117:23 120:11 121:3
123:10 125:8,16 128:13,14
130:11,15 131:10 135:5 136:9
142:21 143:15 144:1,10 147:17
150:9,18,18 152:24 153:3 155:8
155:11,12,12,24 156:5 158:20
158:24 159:22 160:10 161:14
161:15 162:21 165:7 166:20
167:5 168:15 172:19 174:22
179:1 182:6,18 183:1,4,5,7
185:11,13,14,16 188:16 195:20
197:24 198:23 205:22 207:3
208:3,13 214:7,23,23 216:7,15
217:12
golly 221:18
good 99:16 100:15 103:20 106:7
106:12,19 107:16 109:4 110:5
125:6 135:5 137:13 144:8
154:24 155:4 173:9 176:7
186:10 187:24 206:15,23
212:15,15,15,22 216:25 217:10
220:13,13 222:9
goodness 220:16
gotten 104:24 105:14
governing 110:19 117:14
government 208:21 209:12
grab 132:17
gracious 218:5 221:4,4
graciously 218:6 222:1
grade 101:22,24 102:17 107:20
108:21 109:19 121:17 126:10
126:14 140:19 155:11 179:2
201:17
graded 104:25
grades 129:25 170:20 175:7
201:12
grading 101:23
graduates 178:9
graduation 123:8,10
Grande 129:17
grandsons 154:2
grant 144:24 158:3 200:3
granted 116:14
grants 183:22

grapple 140:25
grassroots 110:9 111:11
grateful 116:7 137:21 158:9
gray 122:21,23
great 102:11 105:17 108:10
117:25 124:12 147:25 168:22
179:3
greater 101:3 137:5 139:5
green 211:3
Greg 198:17
grew 105:1 109:9 132:20 182:12
ground 184:1
grounding 171:12
group 104:2 143:5,7 146:5,18,21
151:21 155:13 173:15,22
179:20 213:15 222:7
groups 141:21 143:18 146:20
147:4 154:5
grow 108:4 156:15 172:8 176:13
growing 103:5 106:9 130:22
grows 172:12
growth 105:24 144:4 175:24
guarded 198:11
guess 122:15 145:13 146:5 176:4
177:21 185:18 203:8 208:2
213:19 220:12
Guggino 97:5
gum 163:19
guy 146:13 164:23
guys 147:11

H

hail 132:15
hair 215:10
half 157:25 212:13
Hall 95:12
Hammond 147:11 154:12
hand 131:22 180:5 225:16
handed 113:9 137:3 214:18
handle 117:2 156:5 181:11
219:24
handled 113:3
hands 132:18
handwriting 104:20,23
happen 111:5 193:2
happened 152:12
happening 218:9

happens 154:16,17 206:12
happiness 207:9
happy 149:21 180:24 213:12
214:7
hard 116:9 140:24 171:3
hate 165:20
head 99:22 125:14 150:7 164:25
217:20 219:15
head-on 208:19
heads-up 204:13
healthy 178:17
hear 137:14 138:1 143:20,21
147:7 180:14 181:3 194:17
203:25 214:19 215:5
heard 102:2 103:6 115:19 136:20
144:23 145:1,2 147:11,13
148:19 150:2 162:22,24 174:19
181:2,2 182:7 188:3,19 194:13
209:5
hearing 120:18 121:7 125:17
130:7 134:24 144:17,22 145:14
145:17 146:16 177:23 182:25
183:6 202:10 220:10
hearings 141:21 150:24
heart 124:24 125:1
Hearts 164:3
heavy 131:9
Heights 171:20
heirs 144:25
held 163:8 195:16 224:20 225:12
help 105:6,10,18,19 131:18 158:4
161:11 166:18 177:18
helped 105:15,20 157:22 164:18
173:14
helping 161:3
helps 105:4 221:8
hereunto 225:15
heritage 121:22 128:25 167:22
167:23
hesitancy 188:23
hesitation 124:6
Hey 144:8
high 105:2,3 106:10 116:23
123:10 128:13,25,25 129:1,3,12
138:13 139:16 178:2 209:15
210:7 211:9 221:1
high-level 141:2

high-quality 101:8 116:16
 124:11
higher 137:9 157:6
highest 143:10
highlight 121:6 122:25 125:19
highly 114:3,11 129:2 165:21
 179:5,13,21 208:18
Hindman 160:5,15
hired 174:9 186:19
Hispanic 169:9
hitting 172:11
Hold 202:25
home 102:13 105:5,8,11,16,21
 106:22 156:14,18 195:14
 214:24
homeless 219:25
homes 105:25
Homewise 105:3,3
honor 124:12
hope 108:23 110:2 170:24 177:7
 179:10 187:21 216:11 222:12
hopeful 205:11
hopefully 195:14 198:6 200:3
 201:4
hotly 152:20
hour 133:3 151:19
hours 135:24 136:3 175:1 205:2
 205:7
house 106:6 199:4
households 105:21
huge 154:5
humans 127:25 128:1
humbly 133:17
humidity 208:7
hurting 112:20

I

I-Y-E-R 132:8
ICE 149:17
ID 117:18
idea 130:12,18 146:10,12 164:4
 204:5
ideas 171:10 205:13
identification 184:17
identified 134:9
identify 100:23 125:10 139:17
 164:4,8

identifying 114:22
identity 121:21 130:18 178:16
image 222:4
imagine 154:5
immediate 180:16
immediately 211:22
immigrant 110:20
immigration 149:18
impact 125:25 130:23
impacted 181:9
impacting 181:19
impacts 104:11 162:8 164:14
imperative 103:5 104:5
implementation 117:3,11
importance 104:9 132:24
important 102:1 114:19 123:25
 140:16 149:7 156:19 157:15
 182:6 183:13 184:6 199:17
 202:6 205:10 209:8 211:11
 212:9 213:2 214:3
importantly 101:13 113:4
impressed 167:24
improve 105:7 107:10
improved 170:19
improvement 210:5,22
improving 101:10,19 210:6
in-depth 102:22
in-state 182:3
inappropriately 220:22
included 147:1 212:8 213:9
including 114:22 149:11 175:2
 175:15 187:14
inclusion 176:6
income 106:4
incomprehensible 183:14
incorporate 113:17
increase 105:11
incredibly 214:8
incremental 144:9,12
independently 171:8
India 132:15,15,16
indicated 139:13 186:14
indicator 119:10
individual 115:14 156:2
individually 115:11 129:13
 146:20 147:5,5 154:3,10
individuals 134:24 141:24

indulge 124:17 207:3
industry 178:11
informal 182:12
information 100:2 113:18 120:24
 124:21 131:5 162:9,9,10,18
 180:22,23 202:14 203:16
informational-based 140:15
infusion 137:5
inherent 136:6
initial 117:15
Initially 108:2
innocent 177:25
innovation 121:14 125:25
innovative 102:9 103:15 121:9
 126:4
input 99:18 100:11 116:1 120:18
 121:7 122:1 125:17 130:7
 134:23 135:4 141:20 144:17,22
 145:17
Input/Comments 97:13
Inspired 151:5 160:23
instance 161:13 212:20
Institute 167:21
Instituto 145:1 168:8,18,22
 169:5
instruction 168:12 169:1 221:6
instructors 168:24
insulin 106:21
integrating 103:10 130:18
integrity 222:6
intellectual 131:9 141:3
intend 158:17,21 181:25 182:2
 183:11 184:3,7 188:20
intense 116:8 117:2
intensified 139:11
intent 183:15,16 184:4 185:9
 188:22
intention 128:18 131:16 164:22
intentional 103:15 140:12,13
 141:7 172:2,15
intentionality 141:5
intentions 110:22 150:24
interact 157:4
interactions 153:15,16
interactive 199:2,3
interdependence 104:5
interest 114:14,16 169:6 170:2

interested 105:14 131:19,20,21
169:13 218:2
interesting 146:8 148:14 199:1
212:2 219:5
Interestingly 127:14
interests 159:9 188:17
interface 153:18
interfaith 142:4 147:9 151:19
154:10 171:19
internal 209:15
International 154:21 169:14
interview 116:11 119:8,9,24
120:16 123:20
interviews 115:10,17
introduce 146:15
invest 138:19
invitations 204:11
invite 114:11 203:22 204:3
205:16 206:10
invited 147:17 148:8 204:2
inviting 205:22 219:16
involved 147:10 151:24 152:22
153:12 166:12
involvement 213:4
Isaac 110:4,7
Isleta 169:22
issuance 189:9
issue 135:15 146:14 149:8,20
151:15 177:22 179:10 182:6,23
183:11,12,14 185:5,10,15
issues 148:24,25 149:1,1 164:17
198:19 205:15
it'll 172:11 202:21
it,' 150:3
item 195:17 197:17 203:18
items 122:18 201:12
Ivey-Soto 136:15,16,22 137:1
139:7 143:16 144:15 157:9,19
162:14 185:2 195:6,10
Iyer 132:1,8

J

J 103:22
JAEGER 96:14
JAMES 96:5
janitorial 158:1
January 216:14

Jerry 95:12
Jimmy 143:25
job 95:25 107:6 144:9 214:11,21
225:25 226:2
John 222:9
Johnston 96:6 99:4,5,24 100:1
124:20,23 161:20,21 166:5
167:7,14,18 168:1 169:16 189:3
190:3,4 192:2,3 194:18,19
196:7,8 203:10,15 204:23 211:6
217:14 218:17,20 219:1,8 220:4
220:9 221:20
jointly 198:7
journey 170:15 195:14
journeys 195:15
joy 117:25
judgment 151:7
Julie 150:7
July 197:19,20
June 197:19
Junior 105:2
justification 115:25
justifications 116:3
juvenile 219:25 220:1

K

Kara 150:20 154:14
Karen 96:10 112:11,14,18,23
KARYL 96:4
Katie 96:9 208:16 214:6 215:9,9
220:12
keep 122:6 163:17,19 199:6
201:25 202:3 206:11 209:10
210:8 221:8
keeps 210:9
Kennedy 222:9
Kennedys 222:10
kept 199:6 212:20
kid 163:15 165:4 166:25 167:1
221:2
kiddos 107:1
kids 106:6,11 108:2,9,19 129:7
138:9 140:24,25 163:6 165:15
175:14,21,22 177:5 182:18
Kids' 164:2
kind 103:15 141:21 164:24
205:24

Kip 154:12
knew 209:9
knock 166:23
know 102:4 104:3,9 108:15,17
111:8 114:19 115:2 119:19
123:15 124:24 128:1,4 131:5
132:16 135:23 136:2,5,6,7,8,10
136:13 137:1,3,9,14,25 138:11
138:23,24 139:2,20,21 141:18
141:24 142:3,8,16,17 143:11,21
144:5,19,20 146:8,13 149:19
150:8,25 153:7 154:10,16,20
155:2,14 156:3 157:3 158:6
160:7,15,18 161:1,12,17 163:1
165:17,21,23 166:1,18 170:16
171:2,4,17 172:1,17 173:14
179:4,11 181:17 182:24 183:17
183:22 185:19 186:10,11,17,22
193:2 199:11,23 200:1,6,7,8,22
200:23 201:2 206:5 207:3,7,14
207:19 208:1,1,3 209:8,9
210:13 211:14,17 212:10 213:2
213:3,7,11 214:17 215:17,17
216:4,17 218:7,25 220:2 221:17
223:3
knowledge 102:22 178:22
knowledgeable 123:24 124:1
known 153:2 154:13,14 215:15
knows 138:6 215:18,18
Kudos 221:10

L

L-O-F-T-I-N 104:21
La 146:18 147:13
lack 198:4
ladder 157:7
Lafrea 104:17,17
laid 121:12,25
land 144:24 156:13,24,25
landed 202:12
language 106:3 131:15 140:10
141:9 168:12 169:7,9,14 183:4
large 123:18 129:25
larger 129:7
late 98:8 112:4
lately 107:23
law 137:24 214:17

lawsuit 195:19
lay 132:18
layers 130:10
LCPS 136:2
lead 114:2 115:25 147:8 151:18
leader 125:14 157:8
leaders 110:15 114:7 178:15
 182:12 203:20
leadership 178:10,20,22 205:9
leading 215:14
leads 151:10
learn 210:14
learned 163:10 209:13
learning 97:6 101:19 103:16
 178:1 188:6,7 210:23 216:12
lease 202:10
leave 125:2 130:6 157:2 169:11
 188:23 205:3 210:1
leaving 189:4
Lecturer 132:10
led 112:24
left 106:22 139:15 195:9 212:18
legal 159:8 184:22 195:21
legislative 198:7,20 203:20
legislators 204:2
lengthy 198:17
LESC 197:19,20,22 198:2,12
 199:16 209:3 211:21 213:17
Let's 194:20 219:10 223:21
letter 101:21 120:9 134:2 146:17
 195:4,21 203:11,14
letters 114:16 120:21 121:1
 134:21,21
level 127:13,17 128:16 137:9
 165:16 176:15 178:19
LFC 209:5 214:4
Liaison 96:12
Librarian 217:21
libraries 218:3
Library 217:18 219:10
license 112:5 189:11
licensed 113:24,25 114:1 168:25
life 101:20 107:6 138:8 153:10
lifting 131:9
liked 182:13
Likewise 195:6
limit 131:7

limited 191:2
lined 207:22
list 100:14 122:18 134:13,17
 163:18 174:15
listen 176:8 211:16
listened 153:1 211:13
listening 130:12 131:6 173:10
lists 209:11
literacy 103:10 121:19,20,21
 126:23
literally 170:19
little 101:14 127:5 134:7 135:18
 144:9,17 154:4 160:19 165:2,14
 174:15 188:21 204:19
live 142:7 173:11 221:18
lives 133:16 166:23
living 102:4 109:18
loans 109:23
local 135:21 159:4 176:21 203:20
locally 114:7
location 147:23 156:17 172:2
Loftin 104:20
long 121:13 163:2 170:15 174:15
 210:2
long-term 105:8 136:9 139:19
 157:1
longer 135:22 201:20,22 213:15
longitudinal 209:5 210:21
 211:17
look 134:2 139:24 140:6 142:17
 143:13 156:24 167:9 175:7
 195:5 201:12,20 204:11,19,20
 205:16 212:1 214:2 216:13
 218:23,24 223:4,22 224:1,4
looked 129:12 149:10 156:4
looking 140:3,4 141:4 145:6,24
 156:23 167:4 170:7,19 188:5
 198:8,10 199:24 205:1 208:9
 209:10 212:21,21 218:14
looks 204:10
Los 175:5 176:24
lose 104:4 144:1,10
losing 166:8 181:9
lost 138:12 141:14
lot 104:25 105:24 106:1,2,3,9
 110:16,24 111:20 129:21 130:6
 135:3,4 138:1 145:2,14 146:9

152:21 155:17 156:12 160:17
 161:10 163:10 164:16 166:15
 182:12,13,19 183:21 199:12,12
 204:6,7 206:3 207:7,17
loud 112:19
love 107:12 127:25 135:24
 138:19 173:5 206:9 224:18
love-hate 205:25
lovely 211:10 223:17
low-income 156:17
lower 106:4 182:8,11 209:16,25
lowest 175:19 176:12,15
lowest-quartile 175:14
loyalty 159:8
luck 161:7
Luna 110:4,7 148:20 149:16
 150:2
lunch 119:15,16 198:17

M

M-I-C-H-E-L-L-E 101:1
ma'am 99:25
Mabry 95:12
Madam 99:24 103:21 106:20
 110:6 111:23 112:3 120:3 125:6
 136:15 154:1 157:9 160:1
 161:22 180:4,18,20 184:10
 185:3,19 187:3 189:3 195:10
 200:11 201:9 206:7 208:15
 214:25 217:16
magic 136:14
main 120:12
maintain 220:19,20,21
major 117:5
majority 127:24 132:14 134:11
 147:2
making 106:1 123:5 128:11
 174:16 177:1
malice 221:1
manage 138:3
management 158:21 163:11,12
 166:3 182:2 184:19
manager 167:13
mañana 210:16
manically 128:17
Mario 97:5
MARK 96:14

Mary 106:18,25
Mary's 109:12
Massachusetts 209:24
Master's 127:23 173:25
mastery 162:20
material 188:9
math 121:20 126:23 127:8
 130:20 139:11 140:7,7,17,20,21
 141:1,14
mathematicians 130:14
mathematics 130:15
Matt 201:8,9,23 202:20,23 203:5
 203:18 204:24 205:20 206:6,15
 206:23
matter 225:14
matters 167:2 191:1
McKinley 105:2
mean 116:21 138:12,13 143:11
 144:7 146:12 149:20 151:11
 152:2 155:6 175:2 185:6,10,20
 216:6,8,14 222:13,21
means 104:10 146:19
measure 202:6
meet 110:14 115:7 116:23 117:3
 147:21,22 156:1 203:6 213:25
meeting 95:10 98:2,7 117:16
 120:20 146:1 147:12,14,18
 148:18,21,22,24 150:21 151:23
 152:12 165:9 197:3 204:13
 213:17,24 216:3 217:19,23
 218:6 222:20,22,25 223:14,15
 223:16,23 226:3
meetings 206:10 219:12
meets 113:19 119:10 217:21
meltdown 165:8
member 96:4,5,5,6,6,7 101:6,17
 112:15,23 115:13,16 116:11
 148:4,9 165:9
members 103:21 106:20 110:6
 111:17 112:12 115:14,18 116:1
 123:22 131:25 132:6,7 134:22
 134:22 136:16 146:18 156:10
 159:3,6 164:1 171:19 174:11
 205:22
mental 140:20 141:1,14
mention 222:19
mentioned 101:11 113:20 180:10

199:15 201:1 222:20
Mesa 105:23 126:2
met 110:23 118:3,23 119:3
 122:19
meter 124:24 125:2
Mexico 95:2,13,21 101:22 104:8
 107:2,7 109:6 110:8 113:24,25
 114:1,12 121:23 126:8,21 127:5
 127:12,14 129:15 131:15,16
 132:10 155:16 158:4,12,19,24
 159:4,6,8,23 160:5,6 177:11
 199:1 209:10,17,20 225:2,9,12
 225:13,21
Mexico's 178:10
Michelle 100:14 101:1,1
microphone 100:21 112:17
 180:25
middle 101:21 102:12,16,19
 107:21 126:10,12,13,18 127:5
 127:21,22,23,24 128:6,8,8,18
 129:6,10,22,24 130:2 134:1
 137:16,18,19 138:7,8,14 139:14
 139:15 140:23 155:3 162:5
 163:11 166:10 170:1,4,5,5
 171:1 172:9,24 173:3,4 175:13
 180:11,13,15,16 181:8 202:11
 209:1
middle-school 103:1 104:3
 127:25 128:16 165:16
middle-school-only 121:17
 129:16,19
middle-schoolers 102:25 128:20
 134:6 162:3 165:19
Mike 104:17,20
miles 170:7,23
mind 120:6,8 121:3 162:25
 192:19 201:25 202:3
mine 174:3,6,9
minimal 131:6
minimize 131:4 182:22
minimum 115:7 118:10 122:6
minister 171:18
Ministry 169:14
minutes 99:20 100:10,11 102:7
 102:13 108:13 125:4 133:2
 163:1 165:3,8 168:21 176:9
misplaced 203:15

missed 151:8
misses 166:25
mission 105:7,9 124:1 177:21,24
 178:3,18 179:1,11 219:3
mistake 183:11
mode 131:12
model 102:20 121:17 127:21
 130:4 145:15,15 153:8 158:23
models 129:16
modulars 156:14,25
mom 107:1 109:10,22
Monday 165:24 198:18
money 106:1 132:25 138:23
 161:15 176:11 183:7,20
monitoring 197:24
monitors 218:1
month 141:19 205:18 213:20,21
months 141:20 152:4
Moriarty 211:4
morning 99:16 100:15 103:20
 106:19 107:16 109:4 110:5
 125:6 147:22 148:19 163:2
 175:3 212:15,15,16,22
mornings 204:20
mother 101:14
motion 191:3 192:25 193:5,11
 194:11,14 195:1,20,25 197:15
 224:7,12
motivation 143:19
MOUs 184:16
mouth 163:19
move 112:6 156:19 157:6 168:15
 179:25 189:6 190:25 193:7
 198:7 207:2 208:25 223:6
 224:10,13
moved 155:2
moving 120:25 122:2,9 124:22
 208:4
MTA 222:13
multi-generational 101:15
multiple 123:22 128:7 130:9,9
 140:4 156:11 167:6 173:24

N

N 96:1 97:1,1
NACA 151:5 160:23 161:1
 175:10

NACSA 198:18,24 200:3 218:10
name 100:24 103:21 107:16
 109:4 110:6 112:14 125:13
 132:7,8 148:13 157:4
national 119:15 169:8 188:13
natural 127:16
near 209:21
nearly 104:8
necessarily 142:13 155:25
need 100:18 102:5 104:1 123:5
 126:1,13 132:4 133:22 140:20
 166:18,24 168:9,11 169:3,17
 171:16,17 172:12,13 185:1
 205:15 206:5 207:17 214:16
 223:25
needed 170:9 171:24 178:23
 208:19
needs 103:9,15 106:14 128:8
 129:12 142:14 149:21 156:1,21
 162:4 170:25 175:22 199:13
negative 185:7,17
neglect 100:7
negotiation 184:21 185:21,22,25
negotiations 184:14 187:20
neighborhood 105:12 106:11,14
 108:8,12,15 132:20 146:1
neighborhoods 105:10,12
neighbors 105:10
nervous 101:14 165:12
network 146:19 151:5 160:23
never 104:19,23 145:21 150:22
 183:8,18 185:10,15 192:19
 208:17 209:13 220:13
new 95:2,13,21 97:2 101:22
 104:8 107:2,7 109:6 110:8
 112:24 113:24,25 114:1,12
 121:23 126:7,21 127:5,11,14
 129:15 131:15,16 132:10
 155:11,16 158:4,12,19,24 159:4
 159:6,8,23 160:5,6 162:9,9,10
 177:11 178:10 197:21,24 199:1
 205:13 209:10,17,20 212:11
 225:2,9,12,13,21
newer 172:16
newspaper 210:9
nice 199:14 200:17 211:22
 221:23

night 175:2
nighttime 147:2
nine 107:20 190:17
NM 95:19 97:5 225:19
NMPED 114:6
NMSA 180:2 189:8
non-charters 177:17
non-negotiables 163:16
nonprofit 105:4 151:13 183:21
nonprofits 146:6
Nor'easters 208:11,12
Norma 164:1
Norte 105:3
Northeast 171:20
note 119:6 201:14
notes 201:11
notice 206:20
noticed 118:17 123:20
November 117:5,13 204:15
 218:25
nudge 211:14
number 122:14 134:14,19 139:13
 164:4 166:14 173:1,7 179:3
 198:22 199:9 200:10 201:17
 204:1 212:24 226:2
numbered 122:14
numbers 117:18 133:23 134:17
 172:8 199:24 201:14 202:7
 212:11,14
nurture 162:25
NW 95:21 225:20

O

O 97:1,1
obligation 159:8 185:8
observe 115:18 166:11
obvious 116:13 173:10
obviously 136:11
occur 126:16 159:21
occurred 140:6
occurring 127:19
October 203:23 216:22 218:8,18
 219:7 222:21 223:14,15,23
odd 128:2
offended 171:23
offensive 153:14
offer 130:2 134:14 137:13

offered 121:15 134:11 174:12
offering 101:8 153:7,8 168:7,14
office 164:12
official 114:1
officially 213:16
officials 114:8
offline 151:12
oftentimes 106:4 171:10
oh 110:25 123:7 138:15 172:22
 180:3 185:11 200:17 207:2
 216:18 217:11,14 220:16 222:3
 222:14 224:8
okay 99:23 100:10 112:10 123:6
 171:12 176:8,16 177:24 184:5
 184:11 186:16 188:1 189:2
 194:15 195:17 202:20 203:17
 206:24 208:6 215:2,4 218:20
 224:6
Oklahoma 132:11
old 109:12 220:25
oldest 107:19
once 99:16 110:12 111:1,10,14
 138:17 168:14 202:14 207:3,6
ones 116:22 131:10 149:13 160:2
 209:16 213:18
ongoing 162:16 185:25 200:1
 210:21
Ooh 104:22
open 95:10 116:16 124:10 172:10
 179:16 199:18 200:4,20 219:12
 226:3
opening 135:17
opens 172:11
operating 117:16
operation 169:2 202:2
operations 101:3 167:13 168:23
 186:3
opinion 103:2
opportunities 106:7,15 129:18
 151:8
opportunity 102:10 106:11
 108:10 109:24 112:13 128:24
 164:7 198:16 207:5
oppose 141:25 142:25 143:2
 152:14
opposed 156:19 179:18 224:14
opposers 120:23

opposing 141:22
opposition 120:21 141:21,23
 143:14
option 107:24 108:24 119:17
 132:3,22 145:6,7 163:6 170:13
 172:13
options 101:8 102:5 104:1
 107:21 108:16,18 109:15
 129:22 130:1 134:1 145:4
 170:12
oral 103:10 121:20 130:16
 168:16
order 158:4 159:18 168:20
 174:10 200:21 217:7
organization 101:5,7,11 105:4
 165:20 168:8 187:10 188:13
organizational 116:22
organizations 110:9 111:12
 145:11,15 148:21 151:13
 152:22 174:20 187:19
organized 165:21
organizer 147:8 151:18
Originally 155:23
Ortiz 217:24 218:5
out-of-town 213:17,18
outlay 203:3
outlined 115:23 122:5 123:5
Outreach 114:10
outside 150:13 205:13
over-populated 129:23
overall 115:6 120:11,15
overarching 198:3
overcrowding 106:9
overlap 155:9,13
overreaction 214:14
oversight 198:4
overwhelmed 206:22
ownership 105:8,11

P

P 96:1,1 97:1
p.m 224:21
packet 118:15 120:4,6,9
Page 97:2 122:4,5,13,15
pages 121:13 160:24 225:10
PAHL 201:9,23 202:20,23 203:5
 203:18 204:24 205:20 206:6,15

206:23
paper 120:5 161:24 168:13
 201:24 202:7
papers 104:25 211:16
paperwork 183:19
par 108:6
parade 206:14
parent 103:25 107:7,18 108:17
 109:7
parents 101:9 107:4,4 132:23
 133:15 145:2,4 182:13
parents' 102:1
park 112:7
parked 112:4
parking 112:5 124:25
part 103:8 105:9 108:14 121:10
 122:7 130:5 132:13 133:9 137:9
 137:10,14 139:4 144:20 149:6
 153:18 154:17,24 160:11,22
 161:3 167:16 168:7 181:12
 213:5,13,15 214:3 217:16
participants 115:22
participate 198:23
participating 114:21 119:15
particular 146:5
particularly 165:15,16 174:16,20
partner 128:20 187:19
partners 111:17 158:13 185:25
party 181:4
pass 139:24 165:6 215:3
passed 192:25
passes 195:1 197:15
passing 133:4
passion 137:16,23 138:16,17
 162:4 170:3 171:11
passionate 126:12 163:5
patch 211:4
path 102:10
patience 221:14
PATRICIA 96:3
Pattie 211:25 216:2,5,11
pause 131:24
pay 136:4
paying 135:20
PEC 96:12,13,14,14 97:8 103:14
 113:16 160:11,17 213:10,16
 215:14 222:22,25

PEC's 114:23
PED 96:8,11 114:11 119:25
 124:13 180:14 181:4,15 212:3
 213:9 226:7
pedological 141:12
peers 108:11 164:14
people 98:6 100:7 105:11,25
 106:1 110:24 111:3 120:20
 137:15,21 138:19 143:21,24,25
 144:19 145:22 148:8,23 151:10
 151:15 152:22 153:4,6 154:11
 155:15,21 157:12 161:2 173:16
 177:13,19 179:17 185:11,23
 186:17 203:25 204:3,5,9 206:21
 210:8,10,11 212:7,13 213:14
 214:2,20 216:7 217:9
Peralta 96:3 98:23,24 189:22,23
 191:6,8,21,22 194:5,6 197:1,2
 203:1,8 215:1,2 223:9
percent 101:20,23 119:11,13,14
 119:21 131:7 143:11,13 144:6
performance 197:21
performing 142:11
period 128:9
permanent 156:14,15,18,18
permission 220:5
person 164:25 165:5 167:18
 174:11 176:9,21,22 208:17,18
 215:11
person's 148:13
personally 171:22
pertaining 189:9
Peter 144:23
petroglyphs 169:23
ph 104:17,18
Ph.D 132:11 133:12 173:25
philosophies 171:11
philosophy 150:16 166:2
phone 98:11 100:4 199:18
 212:11,11,17
pick 118:8 167:1
picked 109:20 211:16
piece 135:7 156:23 213:13
pink 165:6
place 112:7 121:11 124:25
 149:23 154:23,25 155:4 156:4,6
 156:19 165:21 213:12 221:23

Plaintiff 97:6
plan 117:21 118:7 148:10 149:17
 156:9 157:2 166:6 205:4,5
planned 221:2
planning 147:16 149:6,25 150:5
 158:5,6
plans 150:21 151:1 156:22
 172:10
plate 112:5
play 136:13 209:14 210:15
played 209:22
please 100:20,23 117:8 119:19
 120:4 125:11 173:13 189:16
pleased 197:24
pleasure 124:12 208:1
ploy 174:23
plus 164:7
point 100:4 109:8 122:17 124:7
 126:5 127:16,20 131:24 138:20
 153:11 160:20 175:12 177:16
 178:25 179:1 186:5 206:9,15
 217:1 221:8
points 119:12,18,18,18,20 120:22
 122:16 123:1,11 125:19 162:18
 176:2
policies 115:20 117:16 149:5
 150:9 185:23 198:7 216:12
policy 146:9 149:4 150:15 162:13
 198:19 218:11
politely 151:25
political 151:18 174:21,23
population 156:2 163:7 172:7
 180:13,15,16 181:9,18
populations 117:22 134:10
position 164:22 172:19
positive 177:18 197:22 199:11
positives 177:20
possible 97:5 159:12 195:18
 215:23
possibly 176:23 223:23
post-secondary 178:9
posted 114:5
potential 143:8 168:4 179:21
Poulos 96:9 120:10 176:23
 180:20 200:11,15 202:15,21
 207:12 208:4,9
poverty 177:9

practice 179:6
practices 96:10 102:25 103:1
 110:17
pre-packaged 159:2
precise 186:18
predictable 165:17
preference 119:18
preparatory 134:13 178:6
prepare 157:23 178:4,9,12,14,18
prepared 117:6 129:2 178:2,16
preparedness 116:16
Presbyterian 171:18,20
present 98:10,14,17,21 99:5,15
 112:13 113:5
presentation 136:19 209:4 213:6
 214:9,12
presentations 130:16
presented 125:8 179:2
presently 170:1
president 101:3 103:22 107:6
 176:21
press 202:8
pressing 223:25
pretty 131:6 135:5 176:7
prevent 215:10
prevention 149:4
preview 204:17
previous 183:2
previously 140:6 172:16
primary 97:6 106:3 152:20
 188:14
principal 148:9 157:25 219:14
Principals 212:4
printout 113:13
prior 114:21 135:16 150:24
 218:22
private 109:23
proactive 172:6
probably 107:25 109:25 112:8
 170:16 177:3 186:14 204:12
 206:18 207:14 215:14 216:20
 218:8 220:9 222:10
problem 136:6 137:9 184:8
problems 144:2 208:17
procedure 218:11
procedures 110:18 117:17
proceedings 95:10 224:21 225:11

226:3
process 112:25 113:1,2 114:5
 116:14 118:9 128:5 148:17
 150:11,12,14,22 152:6 174:25
 184:21 185:21,22,25 186:1,6,7
 186:9,24,25 187:1 200:2 201:2
 218:1,2,4 219:4
processes 219:13
procurement 114:5
products 215:10
professional 95:20 169:4
professionals 114:4
Professor 132:9
proficiency 144:3,6 168:16
profound 169:6
program 119:15,16 139:15
 145:24 151:10 157:21,22,22
 178:6
programs 139:18 209:18,19
progress 202:5 212:4
project 117:5 198:24
promote 148:2
prompt 115:23 116:5,10
prompts 113:16,21 124:4
proper 148:15
proposal 111:19 121:10 187:18
proposals 111:7
proposed 101:16 110:15 125:14
 131:25 136:17 146:25 157:7
 159:9 163:25
proposing 126:9,14 143:4
Prospective 132:6
protect 177:25
protecting 116:24
protective 167:4 170:10
protestants 182:7
protocols 149:17,22
proud 101:17
prove 185:7,14,16
provide 102:9 113:18 120:15
 123:21 133:15 161:11 169:1
provided 113:13 119:25 160:23
 184:20
providing 102:12 119:16 143:8
 178:5
PSCOC 202:10
PSFA 156:8

pub 222:9
public 95:1,10 97:13 98:2 99:18
 100:10 107:2,8,9 114:5 117:6
 128:9 132:23 133:6,7 137:6
 142:1,2 153:19 158:19 159:18
 159:21 163:8,9 164:1 175:15
 176:20 181:7,8 187:13 193:7
 201:6 207:6 225:1,12 226:3
pueblo 166:21,23 169:23 217:23
puffed 220:18
pull 151:23 152:10,13 180:19
pulling 130:13
pulls 143:24,25
pump 106:22
punitive 150:17 162:14 164:11
 167:3
purchase 158:18 181:25
purchased 184:18
purchasing 159:1
purpose 113:19 116:13
purposes 113:17
pursuant 180:2 189:8
Pursuing 212:5,5
purview 167:8
push 163:6
pushing 213:4
put 109:11 131:8 132:25 138:18
 154:3 158:15 160:12 163:13,15
 168:13 171:17,17 174:22
 176:10 179:8 183:15 206:20
 212:25 213:1
putting 159:25 161:13 164:21
puzzled 141:22 142:6 143:14
Pyle 137:18

Q

quadrant 130:23 134:5
quality 102:5,12 104:1,5 106:10
 108:25 125:25 199:23 215:22
quarterly 217:22 218:8
quartile 175:19 176:12,15
query 160:12
question 116:10 119:7 123:23
 126:3 138:9,25 139:10 167:20
 168:3 169:18 173:7,12 175:20
 181:16
questioned 128:5

questioning 139:18
questions 99:22 115:19 123:14
 124:4,15 125:21 135:3 144:13
 161:23 170:18 173:2,8 180:9
Quezada 172:3
qui 97:6 195:19,23
quick 137:11 197:18
quickly 141:1 197:17
quite 202:4,12 206:3 207:14
quizzed 150:6,20 151:4
quizzing 150:23
quo 143:3
quorum 99:14 206:20

R

R 96:1,4 97:1
Rachael 125:12,13 128:4 133:20
 133:21 137:16,21 139:22 156:7
 163:3 166:9 167:9,17,25 168:6
 171:25 173:17 179:23 195:7,12
Radoslovich 150:7
raids 149:18
rain 211:6
raise 108:3 148:25
raised 148:25 149:1,2,2 159:14
raising 185:4
ran 223:12,15
Rancho 107:3
Rankin 204:18
ranking 143:9
rates 105:11 144:3,4
reach 146:3,5 162:20
reach-out 135:8,11
reached 115:15 145:16,20,21,22
 146:19,20,23 147:4 160:15
 172:3 177:17
reaching 144:21
read 113:11 141:23 151:6 167:21
 201:24
reading 139:12 140:8 162:17
ready 107:20 116:25 117:2 129:3
 129:3 135:13 207:17
real 108:7 131:21 133:20 137:10
 168:10 184:2 219:23
realize 210:16
realized 108:5 132:24
realizing 142:1

really 104:11 106:12,15,23,24
 107:21 111:19 123:5 132:3
 145:3 151:14 163:5,23 166:2
 169:17,20 175:3,11 177:14,14
 177:18 181:21 203:24 204:5,8,9
 205:1,8,9,11 208:22 210:1,7,21
 211:10,22 212:1 215:17,18
 217:10 219:4,11 221:16 222:3,6
 222:8 223:25
Realtor 109:6
Realtors 156:11
reapply 115:5
reason 105:5 110:1,11 126:17
 132:13 133:10 205:24
reasons 128:7 165:4 215:15
REC'D 226:10,15,20,25
recall 113:24 173:2 177:22
RECEIPT 226:1
receive 102:18 173:18 183:20
received 119:22,24,25 120:1
 121:2,5 146:17 149:11,13
receiving 195:4
reception 197:22
recess 98:7 125:3 224:21
recognize 131:1
recognizing 139:4
recommend 111:14 222:3
recommendation 99:19 110:12
 119:25 120:10
recommended 168:19
recommends 124:13
reconvene 98:1 223:24
record 96:11 98:10 100:24
 111:24 113:12 159:25 160:2
 171:17 176:19 195:16 224:20
recruitment 205:4
red 118:24 146:19 147:13
reduce 135:25
Reduced 119:16
reducing 136:3
refer 118:15 120:4 138:7
referenced 115:22 149:8
references 174:8
referencing 122:6
refers 153:9
reflective 170:21
regard 182:24 211:1

regarding 110:16 119:8 195:22
regardless 101:19 152:11 199:21
 200:2
regulations 115:20
reinforce 134:18
reinvent 179:7
rel 97:5
relate 110:25
related 219:13
relating 115:19
relationship 159:7,20 165:1,5,10
 165:14 166:16 167:1,19 168:4
 205:25
relationships 145:11 157:14
 158:10,11 163:24
relatively 206:11
relax 214:24
releases 202:8
remarks 221:21
remember 182:25
remind 100:23 182:10 224:16
reminder 98:5 113:4 202:24
reminding 100:6 223:1
remove 183:1
renewal 189:10
repeat 113:3 183:10
repeatedly 116:19
replicate 110:22 155:25
replicating 151:1
replication 150:21,25 155:22
report 97:7 148:20 159:4 197:17
 197:20 200:8 201:13 202:5
 209:16,20,25 210:2,7,13,13
 212:4 224:18
reported 95:19 154:8
Reporter 225:9
REPORTER'S 97:11 225:7
Reporting 95:20
represent 102:2 151:14 221:21
representation 110:19 152:24
 153:3
representative 101:12 217:18
representatives 206:8
representing 110:7,8 111:11
represents 148:20 182:7
request 133:17
requested 181:4 217:24

required 117:18
requirement 118:25 152:7
requirements 114:25 115:7
 117:4 118:12 123:8
requires 127:18 166:7
research 127:1,10 139:11,23
 140:1 174:8
research-based 140:14
researcher 129:9
resident 101:15
residents 146:2
resources 117:7 132:18 138:3
 159:15
respect 169:24 170:11 187:6
respond 123:23 171:25
responded 121:8 147:5,6 186:8
 220:22
respondents' 114:15
response 118:21 119:9 120:1,7
 121:5,25 122:11,19,23 125:18
 133:23 139:21 146:7 157:12
 158:16 183:12 187:25 212:3
responses 119:1 123:22 124:3,6
responsibility 159:16 167:12
 178:21,23
responsible 159:5
rest 164:14 213:23
result 199:20
resulting 114:17
resumes 114:16
retain 162:9
retrieve 166:7
returning 171:16
revealed 127:1,11
review 113:23 114:21 115:13
 116:1,11 119:9 120:15 122:8,20
 122:20,23,24 123:15 160:22
 174:12 214:20
reviewed 114:17 173:23
reviewer 114:20
reviewers 115:2 123:21
reviewing 174:18
revocation 189:10
reworded 177:25
rewriting 151:25
RFQ 114:5,15
rhetorical 138:25

Richmond 198:17
ride 166:24 211:3 222:13
riding 109:13
right 107:19 109:15 111:1,5
 136:21 138:5 153:11 167:17
 169:16 184:3 185:7,21 190:22
 192:22 212:25 216:8 218:13
 222:23 223:19,20 224:3,6
rightfully 118:4
rigor 178:8
rigorous 118:4 157:22 178:6
 220:15
Rio 107:3 129:17
river 155:3
RMR 225:8
RMR-CRR 95:19 225:19
road 198:13
roads 161:13
Robbins 96:6 98:13,14 141:16,17
 153:23 170:17 187:3,5,6 190:9
 190:10 191:11,12 193:10,13,23
 193:24 195:24 196:2,10,11
 207:10,11,25 208:12 224:10,13
Robbins' 169:18
Robert 109:3,5
robust 125:16
role 136:13 214:11
roll 189:15
roll-call 98:9
Romero 146:23 147:6 149:2
 152:2
room 199:11 205:8,10 211:19
Rosa 209:4 211:3,8 213:19
rough 200:9
rubric 114:17,24 115:24 116:5
 124:8 186:7
rubrics 113:17
rude 163:21
Ruiz 99:8
rules 163:18
run 157:17 158:25 215:19
running 163:18 199:7

S

S 96:1 97:1
S-E-W-A-R-D-S 125:13
saddened 171:22,23

safe 178:6	182:16,25 188:20 189:11 193:9	security 105:8
safeguard 117:6	199:10,21,23 200:7,19,25	see 100:4 118:23 121:11 122:8,15
salary 135:21	201:12,17 205:22,25 206:2,8,25	123:3 127:17 129:21 133:4
salient 183:24	207:1,21 211:9 214:9,15,21	135:14,15 161:2 162:5,6,14
San 217:23	215:19 218:3 219:15,16,22	169:24 170:22 176:8 179:20,21
Sanchez 144:23 151:18	220:6,11 221:1 224:18 226:4	180:5 183:18 185:23 201:4
sanity 128:4 138:9	school's 104:12 118:14	202:7,13 203:8,25 204:3,6,9
Santa 95:13 103:23 133:25	school-of-choice 132:2	206:11 207:1 211:11,11,12
176:25 203:24 209:4 211:3,8	schools 96:10 101:21 104:1,8	212:18 213:12 214:16 216:3
213:19,23 218:7 225:13	105:15,17 106:9,10 107:9 108:5	219:10 220:3 221:8 223:6
sat 168:8 211:13	108:20 112:24 113:10 114:13	seeing 135:19 177:12
satisfied 135:12	126:1,20 127:2,4,6 128:21	seek 156:13
save 204:16 205:16 217:3,13	129:15,24 132:21,23 134:7,8	seeking 115:3
saw 160:9 171:13 214:12,13,13	135:20,22 142:1,1,2,15 143:25	seeks 159:10
saying 138:1 143:6,21 148:7	151:5,11 155:16,25 156:1 158:3	seen 136:19 175:25 201:13
167:1,16 172:1 179:18 210:9,11	158:12,18 159:5,7,22 160:5,18	selected 114:4 115:1
216:10	161:1 163:4,5 164:2 170:1,20	selection 114:18
says 162:14 179:1 188:20	171:1,3 172:16,17 174:18 175:7	self-proclaim 153:4
schedule 168:2	175:8,15,16,24,25 176:1 177:13	self-regulate 164:19
scheduled 204:12 222:25	179:3,5 180:11 181:6,8,20	self-select 163:7
school 97:2,4 102:8,12,16,17,19	182:20 183:20 188:6 199:25,25	sell 188:7
103:9,10,14,23 104:6,11,13	200:6,12,15 201:3,7,18,19,22	Semester 131:19
105:3,17,20 106:7,12,14,16	202:4 203:24 204:1,6,8,9 205:3	semi-specialized 127:7
107:2,8,21 108:3,3,5,8,10,22,25	205:12 211:1 212:6 215:24	Senator 209:9 212:19
109:13,19,22,24 110:13,15,22	science 126:24 127:8 130:25	send 102:7 109:12,23 129:6
111:2,15,19 112:1 113:14,25	score 115:6,24,25 120:11,13	168:24 202:19 203:14 206:19
114:1,2,7 116:17 117:20 118:2	186:11	224:4
118:18 119:15 121:15,18	scored 114:17 115:12 119:9,13	sending 166:21 201:2
123:10 124:2,11 126:11,12,13	119:20 120:16 143:10 186:15	Senior 101:2
126:17,18,20 127:5,11,19,21,22	scores 118:13 143:11 186:18	sense 130:17 171:1 178:22 198:1
127:23,24,25 128:6,8,8,13,18	scoring 113:21 114:21 115:15	sent 114:6,9 219:15,19
128:19,19,25 129:1,1,3,6,10,11	118:11 119:13 120:8 122:6	separate 140:12 141:8,10,11
129:12,20,22,25 130:2,2,3	Scott 155:18	213:13
132:22 133:1,6,7 134:2,13,15	seat 165:3	September 152:7 202:11 216:21
134:20 135:19,24 136:17	seats 134:6,8,11,12,14	216:22 218:13,15 219:9 222:21
137:16,18,19,25 138:7,9,13,14	second 105:9 107:6 118:25	222:22 223:15,24 224:2
139:14,15,16 140:18,24 143:5	127:20 181:16 189:12,13,14	seriously 144:7 215:13
143:24 144:25 145:7 150:13	191:5,6,7 193:10,12 195:25	serve 155:1 159:10
151:7 153:13,19,19 154:19	196:1 203:18 207:11	served 170:6
155:2,3 157:3,5,8,24 158:23,25	Secondly 202:17	serves 102:17
159:9,16 160:23,25 162:5 163:8	Secretary 96:4,9	service 95:20 182:2
163:9,11 165:13,25 166:10,22	section 118:15 119:2 120:4,12	services 158:21 167:4
166:22,24 167:2,5 168:7,20	122:9,17 123:4,6,11 157:11	serving 114:14 116:25 117:22
170:5,5,5,10 171:7,21 172:4,9	190:21	session 125:20 180:1 189:7
172:11,13,25 173:3,4 174:8,17	sections 113:9,13 120:12 180:3	190:23 191:1,2,4 192:9,15,24
175:13 176:3,4,10,14,20 177:2	189:8,9	196:4,15 198:11,20 201:16
178:2,14 180:13,15,16 181:8,19	secure 178:16	216:13 224:17

sessions 204:23,24,25
set 118:11 160:16 161:12 204:21
 209:15 210:6 225:15
setting 224:1
settle 223:6
settled 179:11
seven 107:1
seventh-grade 154:2
severely 154:18
Sewards 125:12,13 128:4 133:20
 133:21 139:22 143:16 145:25
 146:19 147:24 148:3,18 149:4
 150:16 151:25 152:5 156:7
 157:20 163:3 166:9 167:9,17,25
 168:6 171:25 173:17 179:23
 195:7,12
shame 210:11
share 132:2
shared 116:6
sharply 200:22
she'd 108:11
sheet 97:13 120:25
sheets 97:14 118:17 121:2 122:12
shop 100:3
short 124:19
shortly 184:4
shoulders 164:17
show 111:24 122:14 210:21,25
 212:10
showed 171:14
showing 212:4
shown 116:19 210:4 215:22,23
shows 122:4
shy 158:10
Sí 157:18
sign-in 97:13,14 121:2
signed 100:12 114:20
significant 104:7 210:20
significantly 134:1
silence 100:8
similar 133:25 137:16
similarly 140:17
simple 163:17
simply 140:10 161:2 162:13
 163:13 164:11 208:18
single 132:22
Singleton 137:2

sit 115:16 144:5 219:2
site 203:20 205:23
sitting 115:8
situation 151:16 164:15 172:20
 187:8
six 129:15 217:11
sixth 109:19 140:19
size 133:25
skill 164:10
skilled 114:3
skills 140:14,15,19 178:20,22
skip 121:3 123:6
small 178:1 206:11
smaller 130:3
Smith 217:20
snow 208:8,23
social 126:25 127:9,14,17,18
 130:24 178:20
Solare 97:4 101:11,16 102:14,24
 103:11,24 104:14 105:20
 109:17 110:2,13,15 111:15
 118:2,13,19 125:15 126:4
 130:21 133:14 136:17 158:17
 158:20 159:1,3 164:20 181:23
 181:25 182:1 183:15 189:10
 193:8 217:4 226:4
Solare's 102:15 120:5
solicit 114:13
solicited 114:4
solution 138:24 143:8
solutions 111:7
somebody 146:10 158:25 160:10
 161:15 166:21,22 181:3 212:10
 213:16 219:2
son 102:7
sorry 100:17 106:24 112:16
 124:25 172:22,25 173:1,12
 179:18 180:3 194:10,17 217:8
 219:6,19 222:14 224:8
sort 128:10 209:8
sorts 212:3
sought 177:18
sound 177:7
source 159:2
South 101:6,16,17,25 102:4,16
 103:6,7 105:23 107:18 109:10
 109:15,18 110:10,20,24 111:4

111:12 121:16 125:1 134:12,17
 137:18 150:8 152:19,25 153:2
 154:17 155:1,8 157:16 175:10
Southeast 154:17 160:11
southern 181:11
southwest 97:6 105:23 126:2
 129:19 130:22 134:5
space 112:5 161:8
Spain 169:15
Spanish 106:4 121:22 131:15
 157:16 167:23 168:7,11,14
 169:3,7
speak 100:22 103:24 169:19
 171:21
speaker 131:6 208:8
speaking 130:12 131:11 152:23
 153:5 168:18 206:25
speaks 146:6
special 117:22 165:4 175:14,22
specialist 127:22
specialization 102:19,20 126:19
 127:7,13
specialized 128:7
specific 113:21 123:14 129:5
 140:8 156:23
specifically 113:10 123:20 134:9
 147:8
specifics 113:6 117:22 134:3
specified 191:2
spell 100:24
spelled 101:2 109:5 132:8
spend 130:8 138:8
spending 188:11 205:1
spent 127:24 130:6 132:24 135:3
 135:4 137:17 138:12 183:8
spoke 120:20 134:25
spoken 157:16
spokes 179:8
sponsored 132:25 155:13
spurs 170:24
squirrely 165:2
St 109:12
staff 96:8 115:16 158:1 165:9
 167:11
staffing 117:21
stake 105:12 169:25
stakeholders 198:25 199:10

203:21
stand 111:10
stand-alone 157:5
standards 116:23 127:15 130:12
 140:16 163:8 209:15,16,20,25
 210:6
standing 109:25
start 112:21 116:25 121:17
 126:10,14 127:16 153:13
 184:11 205:3,4
started 98:6 109:19 198:18,24
 209:12
starting 126:17 151:10 157:23
 164:20
state 95:2 97:5 101:10 109:6
 114:7 117:7 126:7,21 127:2,4
 127:11,14 128:6 129:15 132:11
 139:3 144:11 158:6,22,22
 160:12 181:12 187:12,13 188:8
 202:4 205:13 208:20 209:12,13
 210:4,14,17 217:18 225:2,9,13
State-chartered 200:5
stated 225:14
statement 103:8 171:9 214:5
statements 114:16 159:12 219:3
states 209:14,23
statistically 104:4
statistics 142:10 210:20
status 143:3
statutes 115:19
stay 133:6 136:1 155:6 165:3
 190:18 216:9 224:18
stayed 211:15
staying 200:20 224:19
steps 118:9 167:6
stereotypes 164:24
Stewart 209:9 212:20
sticking 162:18
stop 106:23 150:18
storm 208:25
story 169:17
strategically 131:3
Street 95:21 225:20
streets 222:13
strength 116:20 122:25 123:18
 155:14 168:3
strengthen 105:9 111:18

Strengthens 121:21
strengths 117:9 123:12
stress 117:8
strong 109:16 118:6 165:10
 173:24 174:1 178:15,20
strongly 103:25 107:3
structure 152:6 165:20
struggling 135:20
stuck 222:12
student 103:4 107:10 119:17
 130:8,18,18,21 131:17 134:9
 144:1 162:11 164:7 181:9 205:4
 209:6
students 101:9 102:18 104:4
 107:19 109:7 110:21 116:18,24
 126:22 128:19,23 129:24
 130:20 131:1,9,18,21 133:14,16
 134:2 138:12 139:15 140:5
 141:11 142:11 144:3 150:17
 157:3 163:6,23 164:10,18,23
 165:24 166:7,14 168:10,16
 169:6 176:13 177:4,8 178:2,4,8
 178:12,15,18,21 180:13 210:5
 210:22 211:13 219:24 220:17
 220:23
studies 126:25 127:9,15,17,18
 130:25 139:13
study 127:18 169:12 209:5
 210:21 211:18 212:2
stuff 111:5 140:22 199:4 210:24
subject 130:14 180:2 189:7
subjects 180:1
submitted 116:2 156:8
Subramanian 132:8
Subu 132:1
succeed 178:23
success 104:12,12 132:13,14
 133:9
successful 129:2 163:14 178:4
 179:4,6,22 200:6
successfully 117:10 128:24
sudden 145:8
suggestions 179:16
suicide 149:3,7,14
suit 156:20 195:23
Suite 95:21 225:20
summarize 118:12 120:19,22

122:11
summarizes 120:10
summary 119:24 120:14,16,24
 122:5 214:20
superintendent 157:25
superintendents 211:12
support 101:11 103:24 104:7,10
 104:14 106:16 107:3,8,11 108:7
 109:17 110:20 120:21 131:11
 134:20,25 169:11 173:18 185:8
 195:22 207:21
supported 134:23
supporters 120:23
supporting 105:20 106:13 110:2
 144:25 178:19 207:22
supposed 155:7
sure 137:20 148:11,12 159:11
 162:19 185:16 199:22 202:13
 202:14 203:21 211:19,25
 222:18
surprised 144:17
survey 203:2
survive 208:20
suspension 189:10
suspicious 160:19
sustain 136:10
synthesize 162:10
system 101:23 133:6,8 162:25
 164:2 219:25 220:1
systems 165:17

T

T 97:1
T-R-U-J-I-L-L-O 103:22
table 107:22 138:18 216:23
take 100:13 109:23 118:8 124:19
 133:1 162:9 167:6 169:13
 173:13 186:16 195:13 206:6,16
 207:6 222:1 223:22
taken 125:3 179:6,8 186:5 191:3
 208:19
takes 131:5 162:12
talk 125:24,24,25 126:1 130:14
 138:14 146:11,24 147:1,15,16
 147:17 151:11 162:1 163:20
 173:10 179:12 181:17 198:19
 204:6 215:10,11

talked 115:11 129:9 151:23
 156:22 157:1 162:2,3 164:11,13
 183:18 185:20 213:7
talking 104:2 107:22 112:19
 130:7 131:4 132:4 151:12,14
 163:20 168:7 176:3,4 180:12
 182:13,25 221:13
tam 97:6 195:19,23
targeting 145:3
task 198:9
taught 131:8 137:20 176:5
teach 137:20 138:22 141:12
 175:13,21
teacher 107:7 113:24 114:10
 121:18 127:8,9 131:8 141:9,9
 163:14 164:16 168:25 169:3
 174:2 176:7,8 220:13,14
teachers 114:12 131:4,7,12
 135:21 138:14 141:8,11 169:4
 176:6 212:5
teaching 127:23,24 131:13 136:3
 137:17 163:10 177:7 182:18
team 110:8 112:24 113:2 114:2
 114:14 115:2,13,13,18,24 116:1
 116:12 117:9 118:2,7 119:7,9
 120:15 122:20 123:19,21,23
 124:10 174:11 180:23 181:2,13
 205:9,14 221:10
team's 120:1 122:23,24
teams 113:23 114:18 115:3 116:7
 116:15,19 122:8
tearing 160:25
technical 173:24
technologies 178:11
teleconference 198:24 199:5
telephone 99:11
Telephonically 96:4
tell 103:7 118:1 152:16 153:14
 157:16,17 165:19 169:17 176:7
 181:12 210:10 214:11,11
telling 210:8 219:4
tells 108:20 182:5
ten 163:18
term 213:14 214:2
terms 145:23,24 159:21 207:15
 216:16
testimony 225:15

testing 169:13
text 174:5 211:20 212:15
texted 212:22
texting 100:3
textual 141:9
thank 99:12 100:6 103:17,18
 104:14,16 106:17,18 107:13,14
 109:1,2 110:2,4 111:21,22
 112:12 124:16,17,18 125:7,12
 128:2 133:18,19 135:1,2 139:7
 141:15,17 144:14,15 147:6
 153:22,23 159:24 161:18,19,21
 166:5 167:25 171:24 172:21
 174:14 179:22,23 180:6,19
 184:10 185:3,3 187:16 188:24
 188:25 193:4,4 194:15,16 195:3
 195:11,12 196:17 197:15,15
 201:3,9,10 202:23 204:24
 206:23 207:22 214:25 215:9,13
 215:24 217:16 221:14,24 223:1
thank-you 201:6 207:6
Thankfully 203:16
thanks 196:18 206:16,24 220:12
 220:12
them's 106:3
they'd 108:4
thing 121:4 128:6 136:25 148:15
 148:16 151:12 167:3 181:22
 185:6,18 187:4 209:7 217:2
 222:3
things 121:15 131:2 135:6
 139:25 140:20 142:22 143:12
 145:13 152:17,18 155:23
 161:14 163:22 166:11 167:1,15
 170:18 179:3 183:2 198:13
 201:24 202:8,9 208:19 210:19
 215:19 216:11,14,15 217:3
 220:18 221:8
think 104:17 110:24 112:18
 118:15 121:6,25 126:12 130:20
 135:5,11,13 136:12 137:13
 141:13 143:18 147:19 153:8
 154:11 155:21 157:15 162:13
 162:13 164:14,15 167:22
 170:16 171:14 174:4,5 176:14
 177:18,20 179:10,14,14,15,16
 181:12 182:19 184:7,15 186:17

187:13,17 197:21 198:10
 199:10,12,17 201:8,25 202:25
 205:15 206:4,9,18 208:18,24,25
 209:7 210:10 211:10 212:9
 213:3 214:3 215:20,22 216:23
 218:7 219:14 223:5,21,22
thinking 131:13
third 95:21 115:8 119:11 169:2
 181:3 225:20
thorough 173:9
thought 108:2 112:20 179:15
 204:16 206:7 214:10,21 217:11
 217:12 218:17
thoughtful 116:8
thoughts 172:4
thousands 222:10
threat 176:5
three 107:19 108:9 109:7 115:2,3
 118:12 119:1 129:25 160:24
 163:1,15 168:21 170:7,23 199:8
 201:10 202:1,9 205:2,6
three-hour 198:23
throw 217:12
TIM 96:5
time 103:13 104:15 111:5 112:2
 121:16 126:13,16,23 128:10
 130:7,8 131:8 135:1,4,10
 138:12,20 139:2,12 141:7
 142:19,20,22 147:23 153:10
 162:7 166:6 168:11 171:5
 174:19 183:18 198:19 203:25
 205:14 210:17 213:6,19,25
 214:19 216:12 224:2 226:10,15
 226:20,25
times 138:10 139:12 146:25
 150:3 163:12 208:16 220:22
tired 177:12
today 98:11 102:2 103:13 109:25
 110:11 111:10 112:13 113:3,11
 113:15,15 115:9 118:13 125:8
 125:16,24 134:25 141:18
 142:24 162:2,22,24 165:11
 201:11 214:9,13
today's 197:3 221:11
told 146:22 147:19 152:9 183:2
 214:6 217:10 219:17
tone 170:21,22

tool's 122:22
tools 113:18 197:25
top 209:21
topic 205:9
topics 223:4
total 122:16 202:1
totally 160:10 174:23 181:14
tough 164:23
Toulouse 96:7 98:16,17 153:25
 154:1 157:10,18 159:24 189:18
 189:19 191:14,15 193:17,18
 196:23,24 198:14 208:14,15
 211:8 213:22 214:1 219:18,21
 220:7
tourist 112:9
town 154:18,24
traditional 126:19 130:17 175:15
 176:20 204:21
traditionally 198:3 223:13
Trail 103:23
training 114:22 173:19 204:18
 218:11,12 219:11
transcript 95:10 120:19 225:11
 226:8,13,18,23
transfer 212:12
transferred 212:19
transformational 128:9 132:3
transit 133:2
transition 121:18
transitioning 131:12
transparent 118:3
transportation 119:17 217:25
travel 133:2
travels 207:13
treasurer 132:1
treated 161:3
trees 217:12
Trey 154:12
trickled 218:3
tried 120:19,22 122:11,24 160:9
truant 166:8
trudging 208:24
true 103:8 104:20 146:4 157:19
 181:14 204:7 225:10
Trujillo 103:19,22
truly 126:6 184:6
truthful 107:24

try 139:9 146:14 194:20
trying 138:3 151:2 163:12 206:10
Tuesday 199:8
tune 150:18
turf 151:15
turn 164:12,13 180:24 217:15
turning 164:23
turns 153:4
Turquoise 103:23
two 95:11 100:11 101:15 102:6
 105:22 108:16,23 110:15 113:9
 127:4 135:5 139:13,16 140:8,10
 140:18 141:19 151:22 152:11
 154:2 161:2,4,23 164:21 165:8
 168:23 169:25 175:1,8,9 200:23
 205:7 206:21,21 213:18 222:24
 226:3

U

ugly 220:18
ultimately 104:12 186:2
unable 218:11,21
unconscious 128:12
unconvinced 170:9
underserved 154:18
understand 104:6 111:4 130:20
 130:24,24 133:13 143:23
 159:13,15 175:22,23 210:25
 221:7
understanding 170:25 181:6
 182:15 184:1 186:12 206:4
understood 183:25
undeveloped 156:12
undocumented 110:21
unfortunately 102:13 110:23
 112:8
UNIDENTIFIED 208:8
unions 142:5
unique 102:15 121:9 126:4,6
 151:8 177:24
uniqueness 121:14 127:20 130:5
university 132:9,12 177:19
unmatched 102:15
unrelated 160:11
untold 175:1
upcoming 198:20
update 203:1

upset 112:19 174:20 175:4
urge 106:15
urgency 171:1
use 112:21 114:23 141:7 171:22
 203:24
usually 100:7 212:12
Utah 112:5
utilize 158:21 182:2
utilizing 102:24

V

v 97:6
V625CY 112:5
vague 177:7
Valley 101:6,16,17,25 102:4,16
 103:6,7 105:23 107:18 109:10
 109:15,18 110:10,20,24 111:4
 111:12 121:16 134:12,17
 137:18 146:6 150:8 152:19,21
 152:25 153:2 154:17 155:1,8
 157:16 175:10 182:8,11
valuable 158:12
value 126:15 129:7 133:13 141:6
value-add 168:10
various 146:18
verbal 124:4
vetted 150:13 184:22 187:1
Vice 96:3 101:3
vision 138:2 219:3
visit 219:21 220:5 221:23
visited 181:7,8
visiting 220:10
Visitor 97:14
visits 203:20 205:23,23
vital 101:9
vitriol 174:19
voice 103:4 121:21 125:21 130:9
 130:16,19 131:17 148:15,16
voices 102:1
Volume 95:11 226:3
vote 98:9 153:3,6 171:4 191:3
 192:21 194:14,24 197:3 203:11
 203:16
voted 153:6 193:2 203:13
votes 189:21 191:17 194:4 197:6
 203:3

W

W-E-E-K-S 106:25	151:12 153:7,8 163:7,8 164:21	words 117:7 158:19 161:24
W-O-E-R-N-E-R 112:14	165:18 167:3,4,5 168:14 176:3	163:15
wait 134:13,17	177:21 183:4,5 184:3 185:11,13	work 111:16 116:9 117:2,10,11
Waiting 111:6	185:15 190:21 192:8,23 198:8	117:23 135:16,22 141:3 146:9
walk 106:12 120:6 165:6,18,22	199:19,19,23 204:8 205:1,11	149:21 152:8 153:17 156:10
165:23 166:1	206:10 210:7 213:24 217:12	166:19 205:14 206:5 207:8,22
want 105:5,18,19 106:6,10	218:14 219:2	208:1 216:13 224:17
108:16 109:21 112:21 122:17	we've 105:14,15,20 125:8 134:19	worked 142:4 156:17 160:16
125:24,25 126:1,10 128:17,20	140:1 150:2 158:11 160:16	166:10 168:2 172:16 186:6,8
129:5 130:6,19 131:1,7,18,24	186:4,5,8 194:11 197:25 207:7	197:25 207:19
133:15 134:3,16,18 141:25	weakness 155:15	working 104:7 106:1 117:21
142:20,22 143:6,20,23 145:4	weaknesses 123:1	138:2 140:23 143:7 144:12
148:5 153:11 154:4 155:6,25,25	website 114:6	161:9 170:2 171:2,3 177:19
156:3 157:3,4,6,10,13 158:8,14	Wednesday 209:4	195:5 219:2
160:1,20 164:6 168:13 170:12	week 120:2 121:5 141:18 147:20	works 146:13 153:20 166:22
172:1 173:13 175:8 176:19	147:21 148:7 165:23 168:14,21	workshop 205:2 218:12
183:10 184:12 187:8 188:2	198:12,18 204:16 205:17	world 128:1 130:24 154:12
199:22 200:5 201:6 206:13	weekends 147:2	175:20 178:5
207:6 208:22,25 210:25 213:14	weeks 106:18,25 151:22 152:11	worried 185:11
214:1,6,8,19 215:5,9,13 216:13	221:12 222:24	worse 220:16
216:15 221:24 223:6 224:1	weight 164:16	worst 220:17
wanted 125:19 126:5 148:2,12	welfare 209:18	wouldn't 109:25 206:22 209:21
150:8,25 157:2 159:11 168:17	well-being 159:17	wow 104:22 204:22,25
169:24 177:16 199:3 212:1	well-taken 206:9	wrapped 218:25
218:25 222:19 223:4,9,11	went 98:7 137:24 139:16 144:6,8	write 162:1 167:23 173:14
wanting 109:10	145:25 169:21,21,22 170:4	writer 173:24
wants 138:8 151:11 182:17 219:2	173:24 183:25 185:7 211:22	writing 134:20 153:12 173:21,23
War 154:20,20	217:19 220:24	174:1,9,10 182:5 183:16
wasn't 112:20 140:24 166:11	weren't 108:6 123:24 145:10	written 115:6 120:14 124:3 156:8
168:15 211:19	147:16 173:4 192:20	168:16
way 118:7 130:21 133:3 136:3,4	west 129:17	wrong 173:13
137:4 141:2 142:14 143:9 148:7	whatnot 109:23	wrote 115:25 147:24 148:10
149:10 150:19 152:8 153:6	wheel 179:7,9	173:11,17
160:6 161:6,10 163:13,13	whereof 225:15	
166:17,18 169:21,22,23 173:13	whew 101:14	<hr/> X <hr/>
182:18 211:3 215:21 216:9	whining 220:15	X 97:1
218:2 220:21	white 121:1	
ways 133:1 141:12	willing 152:10,13	<hr/> Y <hr/>
we'll 99:22 110:25 130:8 147:25	wish 161:7 207:9,12 208:22	yammering 220:16
150:3,3 156:24 169:2 201:4	209:2 221:16,17 224:5	yeah 110:25 138:15 144:15 168:6
202:13 203:21,24 204:3,3	withstood 220:15	185:2 216:18,22,23
206:11,16 207:2 216:18	Woerner 96:10 112:11,14,18,23	year 101:22 102:18 111:16
we're 98:8 104:2 105:20 106:13	woes 172:17	112:25 115:5 117:1,3,4,11
109:17 110:1 125:15 135:19	wondered 193:1	121:19 133:4 135:13 137:17,24
139:3,3 140:2,4 141:4,7 145:3	wonderful 171:10	149:6,25 150:5 152:3,20 158:5
145:24 149:21,25 150:4 151:1,2	word 149:14 171:23 173:17	158:7 164:21 169:2 174:18
	174:3,6	175:18 177:6 186:7 200:7 201:5

<p>201:16 202:2,2 207:20 209:12 210:3,3 223:12 year's 204:19 years 104:9 105:22 109:12 116:6 128:22 135:20 138:7 139:16 140:18 142:21 149:13 153:9 154:14 156:20 162:19 166:13 168:23 173:3,4 200:23 208:20 210:12,12,15 211:9 220:25 221:5 yesterday 98:6,7,8 110:14 112:19 112:25 113:5,8,9 115:5,11 116:6 118:10,17 147:22 148:19 148:22,22,24 149:12 160:21 180:7 186:13,14 196:4 201:1 214:10,15 219:12 221:13 yesterday's 118:18 120:7 you-all 187:1 younger 109:9</p> <hr/> <p style="text-align: center;">Z</p> <hr/> <p>zero 129:14,16 190:17 ZIP 126:2 133:24 Zone 154:20,20 zoom 134:4 Zuni 105:2</p> <hr/> <p style="text-align: center;">0</p> <hr/> <p style="text-align: center;">1</p> <hr/> <p>1 97:13 131:19 152:7 1,300 129:24 1,500 129:25 10 122:13 200:9,18 10- 180:3 10-15-1(H)(1) 189:9 10:00 147:22 148:19 100 119:14 134:7 143:13 174:4 101 119:13 143:11 10th 204:15 11 109:12 200:9,10,18 11:11 190:23 11:34 190:24 112 134:8 12 200:18,18 12:13 224:21 13 200:9 14 195:4</p>	<p>15 99:20 100:10 125:4 15th 117:5,13 1630 95:21 225:20 17 134:21 18th 203:4,6 1912 210:17 195 97:5 197 97:7 1978 180:2 189:8 19th 203:4,7</p> <hr/> <p style="text-align: center;">2</p> <hr/> <p>2 97:14 122:4 20 104:9 142:21 2000 172:7 201 95:21 225:20 2012 210:17 2015 175:18 2018 95:11 175:18 225:16 207 97:8 20th 222:21 219 95:19 225:8,19 21st 178:23 222:22 22-8B-3 113:10 22-8B-6 113:11 224 97:9 225 97:11 22nd 219:7 24 95:11 24-hour 175:2 25 144:6,8 26 144:6 283 134:12 29 225:16</p> <hr/> <p style="text-align: center;">3</p> <hr/> <p>3 122:5 200:18 3:00 175:3,3 30 110:9 111:11 131:7 142:21 148:21 208:20 300 95:13 35 144:8 36 173:3</p> <hr/> <p style="text-align: center;">4</p> <hr/> <p>4 101:23 4,000 105:15 40 108:13 220:25</p>	<p>40-minute 108:1 416 128:19,20 157:3 45 102:7 133:2 49 210:12</p> <hr/> <p style="text-align: center;">5</p> <hr/> <p>5 97:2 127:15 50 101:20 168:21 50-minute 126:24,25 545 134:6 5B 97:4</p> <hr/> <p style="text-align: center;">6</p> <hr/> <p>6 97:5 195:18 60-day 198:10 60-plus 134:22 600 105:21 69 209:12</p> <hr/> <p style="text-align: center;">7</p> <hr/> <p>7 97:7 197:17</p> <hr/> <p style="text-align: center;">8</p> <hr/> <p>8 97:8 127:15 8/24/18 226:2 87102 95:21 225:21 87121 126:2 133:24 156:11,24 172:4</p> <hr/> <p style="text-align: center;">9</p> <hr/> <p>9 97:9 122:15 9:00 95:12 9:38 125:3 9:48 125:3 90 186:15 903N 95:25 225:25 226:2 95 119:11 99 97:4 119:21 9th 204:15</p>
---	---	--