

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
OPEN PUBLIC MEETING
VOLUME ONE

December 9, 2019

8:15 a.m.

Jerry Apodaca Education Building - Mabry Hall
300 Don Gaspar
Santa Fe, New Mexico

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2 COMMISSIONERS:
3 MS. PATRICIA GIPSON, Chair
4 MS. TRISH RUIZ, Vice Chair
5 MS. KARYL ANN ARMBRUSTER, Secretary
6 MR. TIM CRONE, Member
7 MS. SONIA RAFTERY, Member
8 MR. DAVID ROBBINS, Member
9 MS. GLENNA VOIGT, Member
10 PED STAFF:
11 MR. ALAN BRAUER Acting Director
12 Options for Parents and Families
13
14 MS. KAREN WOERNER Deputy Director
15 Options for Parents and Families
16 MS. BEVERLY FRIEDMAN PED Custodian of Record
17 and Liaison to the PEC
18
19 PEC COUNSEL:
20
21 MS. AMI JAEGER
22 MR. MARK CHAIKEN
23
24
25

1 THE CHAIR: Good morning, everyone. I'm
2 going to call to order this meeting of the Public
3 Education Commission. It is Monday, December 9, and
4 it is 8:15 a.m.
5 Commissioner Armbruster, will you do roll
6 call, please?
7 COMMISSIONER ARMBRUSTER: Certainly.
8 Commissioner Robbins?
9 COMMISSIONER ROBBINS: Present.
10 COMMISSIONER ARMBRUSTER: Commissioner
11 Voigt?
12 COMMISSIONER VOIGT: Here.
13 COMMISSIONER ARMBRUSTER: Commissioner
14 Armbruster is here.
15 Commissioner Davis is not here.
16 Commissioner Chavez is not here.
17 Commissioner Gipson?
18 THE CHAIR: Is here.
19 COMMISSIONER ARMBRUSTER: Good.
20 THE CHAIR: I think.
21 COMMISSIONER ARMBRUSTER: Commissioner
22 Raftery?
23 COMMISSIONER RAFTERY: Here.
24 COMMISSIONER ARMBRUSTER: Commissioner
25 Crone, not here.

1 INDEX TO PROCEEDINGS
2 PAGE
3 1 Call to Order, Roll Call, Pledge of 4
4 Allegiance and Salute to the
5 New Mexico Flag
6 2 Approval of Agenda 6
7 3 Open Forum - No Speakers 7
8 4 Consent Agenda
9 5 Discussion and Action on 7
10 Charter School Renewal Applications
11
12 A Albuquerque Institute of 7
13 Mathematics and Science @ UNM
14 (Albuquerque)
15
16 B Albuquerque School of Excellence 38
17 (Albuquerque)
18 C South Valley Preparatory School 80
19 (Albuquerque)
20
21 D The MASTERS Program (Santa Fe) 108
22
23 REPORTER'S CERTIFICATE 145
24
25 ATTACHMENTS:
1 All Sign-In Sheets for Visitors
and Speakers

1 Commissioner Ruiz?
2 COMMISSIONER RUIZ: Present.
3 COMMISSIONER ARMBRUSTER: Commissioner
4 Caballero is not here.
5 So we have a quorum of six.
6 THE CHAIR: Six. Thank you very much.
7 And I'm going to ask Commissioner Raftery
8 to lead us in the Pledge, and I will do the Salute
9 to the New Mexico Flag.
10 (Pledge of Allegiance and Salute to the
11 New Mexico Flag conducted.)
12 THE CHAIR: We are on to -- let me just
13 double-check. We're taking -- Tierra Encantada is
14 going onto the Consent Agenda; correct?
15 MS. KAREN WOERNER: I believe they are on
16 there.
17 THE CHAIR: Just, we didn't need to take
18 them off.
19 MS. KAREN WOERNER: Off of our report,
20 which probably won't happen till Friday after the
21 governing board. Everything has been submitted.
22 THE CHAIR: All right. Thanks. So we are
23 on to Item No. 4A, the Consent Agenda, which
24 includes the approval of minutes and transcripts.
25 The notifications that are there as well.

<p style="text-align: right;">Page 6</p> <p>1 COMMISSIONER RUIZ: Motion to approve. 2 COMMISSIONER ROBBINS: (Indicates.) 3 THE CHAIR: There's a motion from 4 Commissioner Ruiz and a second from Commissioner 5 Robbins. All in favor? 6 (Commissioners so indicate.) 7 THE CHAIR: Opposed? 8 (No response.) 9 THE CHAIR: Hearing no opposition, the 10 motion passes. 11 We are now on to Item No. 5, which is 12 Discussion and Action on our Charter Renewal 13 Applications. The Consent Agenda. Which I did not 14 do Item No. 2. Thank you. I skipped it. 15 The Consent Agenda -- I skipped. That was 16 my fault. I skipped the Agenda. So now I have to 17 go back to Item No. 2, Approval of the Agenda. 18 MS. FRIEDMAN: Excuse me. Can everybody 19 turn off their microphone? 20 (A discussion was held off the record.) 21 COMMISSIONER VOIGT: Madam Chair, I move 22 that the Agenda be adopted. 23 COMMISSIONER ROBBINS: Second. 24 THE CHAIR: There's a motion by 25 Commissioner Voigt, a second by Commissioner</p>	<p style="text-align: right;">Page 8</p> <p>1 bearing with us. First ones in the morning are 2 always a little more problematic. 3 So, excuse me. I just want to make -- and 4 I'm going to make a general statement before each of 5 the schools. 6 As the Commissioners are aware, because 7 you've been going through the renewal packets, 8 there's still some incomplete information in the 9 renewal packets for the 2018-2019 school year. And 10 we've been spending a lot of time fleshing out what 11 was going to happen because we were missing that 12 information. And in order for the Commission to 13 make a thorough and complete review and to make a 14 decision that was based on all the information, not 15 only for this year, but also this helps to set the 16 tone for going forward as well, we spent a lot of 17 time talking about what is this going to look like, 18 spent time talking with Mark and Ami about it, spent 19 time talking with the Executive Committee about it, 20 spent quite a bit of time talking with the Charter 21 School director about it, and had a fairly 22 productive meeting last week with the legal counsel 23 for the majority of the schools just to see what -- 24 how we were going to navigate this. 25 Because we've never been in this position</p>
<p style="text-align: right;">Page 7</p> <p>1 Robbins. 2 Roll call? No, we just do a voice vote. 3 COMMISSIONER ARMBRUSTER: Right. 4 THE CHAIR: Right. We did the Consent 5 Agenda; but -- that's okay. All in favor? 6 (Commissioners so indicate.) 7 THE CHAIR: Opposed? 8 (No response.) 9 THE CHAIR: Hearing no opposition, the 10 motion passes. 11 So now we are back to the charter 12 renewals. And Beverly has a sign-up sheet for each 13 school specifically for public comment. So if 14 anyone is here that wishes to offer comment during 15 the timed renewal period hearing, if you would 16 please come up to Beverly and sign in with the 17 specific school. 18 Because we will divide the time up. If 19 there's a lot of people that wish to speak, we will 20 divide the time up. 21 And the first school on our agenda this 22 morning is Albuquerque Institute of Mathematics and 23 Science at UNM. 24 (Chair consults with PEC counsel.) 25 THE CHAIR: Good morning. Thank you for</p>	<p style="text-align: right;">Page 9</p> <p>1 before. And we want to make sure that we're looking 2 at all the information so that we are making a 3 quality and informed decision, and it's also the 4 fairest to the schools. 5 If there is information that certainly 6 could help the school but we've already made the 7 decision, that makes it unfair and difficult and 8 sets everyone up into legal areas that are 9 unnecessary, we think. 10 So I'm going -- I have a statement that's 11 going to go in before every school so that we -- 12 everyone is clear about what is going to happen 13 here. Because we do have the -- the limited 14 information, the renewals that will be happening 15 this week will be renewals with conditions. 16 So PED has not provided a report or review 17 of data for the School Year '18-'19 Accountability. 18 It is important for schools to have the complete 19 academic data as part of its renewal information for 20 this renewal and also for future years. 21 PEC needs complete State Accountability 22 reports to make the best decision on school renewal 23 applications. PEC will review financial and 24 operational performance because that data is 25 complete at this meeting in December 2019.</p>

Page 10

1 If the PEC decides to issue a renewal with
2 conditions, the PEC will clearly state what
3 Accountability information it will review from the
4 PED Accountability Report. When the Accountability
5 data is prepared by PED and the school has had an
6 opportunity to review the data -- and that's at
7 least ten days -- the PEC will review the data and
8 remove the condition or take other action, such as a
9 Corrective Action Plan, or possibly non-renew the
10 charter.

11 At the future meeting, January or
12 February -- because we're still not exactly sure the
13 date in January that it's supposed to be released --
14 the PEC will only consider the issues related to the
15 reason for the conditions and will not consider any
16 other issues related to renewal.

17 So that Commissioners need to be clear
18 today that, absolutely, if it's financial or
19 operational, we close that out today and that there
20 be no discussion about that in January.

21 In addition, the school years -- we start
22 in '16, right, with these?

23 MS. KAREN WOERNER: '15-'16.

24 THE CHAIR: '15-'16. So the '15-'16,
25 '16-'17, '17-'18 school year data is not open for

Page 12

1 this, because it was -- it was a lot to think about,
2 and there was a significant amount of angst over not
3 being able to do this and tie the ribbon in
4 December.

5 So thank you.

6 And thank you for everything that you've
7 done to get yourself ready for today, because we
8 know it is a significant amount of work, and we
9 appreciate that time and effort. And I always
10 appreciate hearing from the schools. So I enjoy it.

11 So welcome. Good morning. And I'll open
12 it up now for PED for anything that CSD wishes to
13 say, and then the school has their 15 minutes.

14 MS. KAREN WOERNER: Madam Chair,
15 Commissioners, school representatives and guests.
16 One thing I just want to point out before we get
17 started is next to your materials today, Mr. Brauer
18 has provided -- Director Brauer -- has provided a
19 worksheet on the ESSA plan, which ties directly to
20 what you were just speaking about, Madam Chair, in
21 terms of the components of the Accountability Report
22 and the areas that will make up that report.

23 And if you look at the back side with the
24 list of points, there are several in that area that
25 are not represented in your Part A. Those would be

Page 11

1 discussion in January and February, and even the '19
2 information that is available now. The only
3 information that will be open for questions when we
4 meet in January or February are those that are
5 specified in the motion. And that is it.

6 So we're not opening up a whole other
7 renewal hearing. So that everyone is clear what the
8 school would -- if the school needs to come back to
9 address something, the school knows specifically
10 what it needs to answer to and that our questions
11 have a very narrow scope as well, so that it should
12 be, hopefully, a fairly easy process.

13 If there are no concerns, then the school
14 will go on the consent agenda. All right?

15 So if -- in our motion, we indicate, for
16 instance, that as long as the school maintains
17 its -- and there's no significant downward trend, as
18 an example, if that's not the case, then the school
19 will just go on the consent agenda for that time.
20 And it should be fairly simple.

21 So if you have -- please, if you have any
22 questions, don't hesitate at any point to ask us so
23 that we're clear when everyone is leaving here.

24 So thank you. And thank everyone for
25 their time, effort, and energy in working us through

Page 13

1 the student growth measures, the English Learner
2 progress, college and career readiness, and
3 graduation rate. All of those are not indicated in
4 your Part A.

5 Also, as other schools, you have next to
6 you a copy of the rubric that is used to -- by CSD
7 to evaluate the Part B that is submitted by the
8 schools.

9 And then on the back there are the
10 statewide reading, math, and science proficiencies
11 for your reference, as those were not indicated in
12 the charts that we provided in Part A. But those
13 are the statewide percentages.

14 And as -- before us, we have Albuquerque
15 Institute of Math and Science, as you know, a school
16 that serves Grades 6 through 12 at UNM, currently
17 enrolling 383 students.

18 In your packet, you have the Part A data
19 that shows the school with very high proficiency
20 rates in math and reading and science, a little bit
21 of dip in math, but still at 74 percent, which also
22 is reflected in their charter school goals, which I
23 know the school responded to and may speak to today.

24 The student growth indices are all on
25 those charts. What we have thus far is, as you see,

1 anything near zero is as expected. And across the
2 board, the school has greater-than-expected outcomes
3 in growth. And their graduation rate, at least as
4 of the last data point we have, was 94 percent.

5 Their financial audit findings for the
6 last year we have data was zero findings. So kudos
7 to the school on that.

8 Retention is high. Teacher retention had
9 taken a dip, but it seems to be upward trend again.

10 In their organizational performance
11 framework, there were three areas. And as you see
12 in your packet in the analysis, based on the rubric,
13 they Met the Standard or Demonstrate Substantial
14 Progress in every area.

15 Regarding the performance framework, there
16 were three areas where they had repeated Workings to
17 Meet ratings. Those were with the students with
18 special needs, English Language Learners, and
19 facilities requirements.

20 I will tell you that the students with
21 special needs concerns revolved primarily around
22 IEPs being completed in a timely fashion. Most of
23 those have been gifted IEPs. But we did have one
24 special education services one that was overdue at
25 the renewal visit.

1 English Language Learners and properly
2 identifying them, it appears to be being addressed.

3 And the facilities requirements were
4 around the emergency drills. But I will tell you
5 that the team found that last year's, and so far
6 this year, those have been resolved. So the fire
7 drill issues have been resolved.

8 And the affidavits, you see there the
9 petitions, they got 100 percent of their employees
10 and 80 percent of their households to sign the
11 petitions.

12 And regarding facilities, their NMCI score
13 was 1.06, which is really low, and low is good.

14 So the school has provided some response.
15 If you are looking for the school's response
16 specifically, it's at the very back of the section.
17 So if you want to refer to that, feel free to do so.

18 And I stand for any questions.

19 THE CHAIR: So I'm flipping through the
20 combined materials and -- so in the chart, and I
21 think it's in the Part A part, where it's
22 highlighted --

23 MS. KAREN WOERNER: This one?

24 THE CHAIR: -- there's a -- yeah. But I
25 think it's a little bit longer chart. There was --

1 it was redlined, I think, for two years under the
2 performance framework, that the school Fell Far
3 Below or Did Not Meet. And I'm trying to find it.

4 But in the narrative that the school
5 provided, and I think in other narrative, there were
6 statements that they Met or Exceeded their
7 mission -- their --

8 MS. KAREN WOERNER: The mission goals?

9 THE CHAIR: Yeah. But it was redlined
10 in -- and I'm trying to find -- in the chart. And
11 that's the -- I was confused --

12 COMMISSIONER ARMBRUSTER: I saw that, too.

13 THE CHAIR: -- as to why it says that
14 here. But in all the other narratives, they Met or
15 Exceeded all their goals. So I couldn't figure out
16 how it got red-flagged.

17 And they weren't the only school that I
18 know it happened to, as I was going through the
19 renewal packeting, that was redlined. And I'm
20 trying -- I'm trying to find it.

21 MS. KAREN WOERNER: Madam Chair, I think I
22 know where you're referring to. Because the only
23 redline on AIMS' report was around the mission
24 goals.

25 THE CHAIR: Yeah.

1 MS. KAREN WOERNER: And, as you know, when
2 they have multiple mission goals, if one Falls Far
3 Below or Does Not Meet, they get that rating, even
4 though the others are meeting or exceeding.

5 In this case, the analysis from CSD was
6 that the math proficiency was below the --

7 THE CHAIR: In '16 and '19 --

8 MS. KAREN WOERNER: Correct.

9 THE CHAIR: -- Does Not Meet or Falls Far
10 Below. So that's why --

11 MS. KAREN WOERNER: Then they Met for
12 '17-'18, and had that dip for math in '19. However,
13 all their reading goals were Exceeds or Meets in
14 each year.

15 COMMISSIONER VOIGT: Madam Chair,
16 actually, for '16-'17 and '17-'18, all their goals
17 are Meets or Exceeds. It's only the one goal in
18 '18-'19.

19 MS. KAREN WOERNER: Madam Chair?

20 THE CHAIR: See, in '16-'17, under
21 "Academic Performance Indicators," it says "Meets,"
22 which it should. And then in '18-'19, it says
23 "Falls Far Below," because you did not meet in '19.

24 And that, I get. Okay. All right. I think I'm --

25 MS. KAREN WOERNER: Madam Chair, '15-'16

Page 18

1 is not reflected on the chart that's colored in. We
2 only started that in '16 and '17, because -- so in
3 the packet, '15-'16 is listed as a Does Not Meet.
4 But this only shows the next three years, which were
5 Meets, Meets, and then the Falls Far Below.

6 THE CHAIR: Okay. All right. Sorry.
7 Anyone have any other questions for --
8 okay.

9 COMMISSIONER ROBBINS: I guess a quick
10 question. On the math, was that because the change
11 in the test, or was it different students? I mean,
12 what -- you know, because that's quite a bit of a
13 drop.

14 MS. KATHY SANDOVAL: There were actually
15 two factors: One was my arrogance, which was we
16 were sitting at 94 percent, and that's the old days
17 when we had the SBA. And then the test changed.

18 And it's pretty common when a test changes
19 for scores to drop. We never dropped -- and I was
20 like, "Oh, no. We're at 90 percent, yeah. We'll
21 never go to 80."

22 Well, we did. So it took us -- if you
23 look at the chart, it took us two years to get back
24 up. And darned if that test didn't change again
25 last year.

Page 20

1 I'm going to waive my 15 minutes, if it's okay with
2 you.

3 THE CHAIR: That's fine. So anyone's --
4 did anyone sign up? Because I think this was
5 general public comment you gave me, which I don't
6 think we're doing, actually, until Friday.

7 MS. FRIEDMAN: No. No one has signed up.

8 THE CHAIR: No one has signed up? All
9 right.

10 So now we are on to Commissioners'
11 questions.

12 And I think you've addressed a couple of
13 them in terms of I did see in your response the
14 issue that arose when we first went to PARCC and now
15 the somewhat new assessment. It does; it creates
16 issues.

17 I guess one of the questions I had was you
18 had -- and I'm pretty sure -- you had a little bit
19 of a dip in student enrollment, I think it was last
20 year. Can you just talk a little bit about what
21 might have happened, or what -- was there a specific
22 grade that you saw the movement out of?

23 MS. KATHY SANDOVAL: Chair Gipson, what
24 happened there is we had an employment issue. And
25 the employee chose to go back to another high school

Page 19

1 THE CHAIR: I'm sorry. Yeah. We're now
2 on to them with their 15-minute presentation. So
3 thank you so much. And you now have your 15 minutes
4 of fame with us.

5 But if you would just introduce anyone
6 that's here to speak during this time period for the
7 record.

8 MS. KATHY SANDOVAL: Thank you, Chair.
9 With me is Marty Esquibel. He's our lawyer or
10 general counsel.

11 Am I doing that right? Oh, I thought I
12 had to keep holding it.

13 THE CHAIR: You haven't been here in a
14 long time. We used to have a paper clip that held
15 it.

16 MS. KATHY SANDOVAL: And I miss it.
17 Anyway, the school's general counsel, Marty
18 Esquibel; many of you know him. And also I have my
19 governance council chair, Dr. Kathryn Watkins. We
20 also have, if you have questions, our business
21 manager, as well as my assistant principal, Bobby
22 Cordova. And our business manager is Joleen
23 Jaramillo.

24 At this time, this is my third renewal.
25 So I think you guys know the school pretty well.

Page 21

1 within the district, and he took with him children.

2 THE CHAIR: Okay.

3 MS. KATHY SANDOVAL: That's what happened.
4 So that's why it's back up now. That employee --
5 it's now been a year.

6 THE CHAIR: It just seemed to be, you
7 know, odd --

8 MS. KATHY SANDOVAL: Right.

9 THE CHAIR: -- that you had that change.
10 So it just kind of stuck when I looked at it.

11 I note the concern -- my first year on was
12 when we did the negotiations when you did your last
13 renewal. And it has been a while since,
14 fortunately, you've had to come up here. But I do
15 recall from back then there was -- there was that
16 concern about the IEPs with the -- with the gifted.
17 And that just seems to be somewhat of an ongoing
18 concern.

19 MS. KATHY SANDOVAL: It is. Thank you for
20 that question. They are gifted IEPs. And it is
21 very common in the high schools for gifted IEPs to
22 be -- for parents to decline them. They don't want
23 to come in anymore. And the curriculum is about the
24 same.

25 We do not have that population. That

<p style="text-align: right;">Page 22</p> <p>1 population wants to keep those IEPs and just in case 2 they go back. That doesn't happen very often, but 3 it does, and they want to have the IEP. 4 So that's fine. But it does mean you've 5 got about 150 IEPs that you have to do. 6 And he was falling behind. We have 7 since -- we think we have a plan. And the plan is 8 that I have several other people who are certified 9 in gifted education and can do those IEPs as well. 10 THE CHAIR: Okay. Thank you. And this 11 was the -- and I'm -- you can clarify this for me. 12 Because when I was looking through, I didn't see 13 that there was -- there was any kind of final 14 determination -- there was the letter from the 15 previous Secretary-Designate about serving special 16 populations. There was that letter of concern that 17 was attached with the packet. Was it -- I -- do I 18 have the wrong school? 19 MS. KAREN WOERNER: The letter of concern? 20 THE CHAIR: I thought there was a letter 21 attached here -- in here from Secretary-Designate 22 Ruszkowski. Am I wrong? 23 MS. KAREN WOERNER: That wasn't part of 24 the school's response. I didn't attach that. 25 THE CHAIR: I thought it was in the</p>	<p style="text-align: right;">Page 24</p> <p>1 MS. KAREN WOERNER: Annual Determination 2 Letter. 3 THE CHAIR: Because I think it's the only 4 school that I've seen -- going through the packets, 5 it's the only school that I recall seeing a letter 6 like this. 7 So I would -- it -- I was, A, curious, as 8 to -- and I didn't -- and I couldn't find anywhere 9 where there necessarily was any kind of final 10 determination or had the concern been cleared out. 11 So I don't know if anyone from CSD can answer. 12 MS. KAREN WOERNER: So, Madam Chair, 13 Commissioners, this is an Annual Determination 14 Letter that goes to all schools annually from the 15 Bureau. And I believe it was submitted from the 16 school in response to some of the concerns around 17 the -- at the renewal site visit, which we mentioned 18 the special education and IEPs. I think that was 19 documentation they submitted, to show they were in 20 good standing with the Special Ed Bureau. 21 THE CHAIR: To show you were in 22 compliance. Okay. All right. Okay. 23 So can you -- can you give us somewhat of 24 an update as to where you are with your IEPs this 25 year? Are you -- have you been able to catch up or</p>
<p style="text-align: right;">Page 23</p> <p>1 area -- and you can correct me if I'm wrong that 2 it's not here. But I thought I saw that letter 3 attached. Can anyone -- 4 MS. KAREN WOERNER: Madam Chair, I see the 5 letter here that you're referring to. It was -- 6 perhaps this was -- it was provided by the school. 7 But it may have been in response to the renewal site 8 visit. 9 THE CHAIR: Okay. 10 MS. KAREN WOERNER: Because anything that 11 we received from the school was put in the school's 12 response section. And I see the letter on Page 58 13 of 64. And it may have been in response to 14 something from the renewal site visit. I may have 15 to defer to the team on that. 16 THE CHAIR: Are you familiar with the 17 letter? It was dated October 5th of 2018. Annual 18 Determination in 2017-2018 School Year. And, Karen, 19 you're -- 20 MS. KAREN WOERNER: I'm just sharing a 21 copy. 22 THE CHAIR: So you're indicating the 23 school provided this. 24 MS. KAREN WOERNER: They did. 25 MS. KATHY SANDOVAL: News to me.</p>	<p style="text-align: right;">Page 25</p> <p>1 close to catch up? 2 MS. KATHY SANDOVAL: Currently, 3 Madam Chair, the -- the head of our special 4 education has caught up. And he will continue to be 5 caught up. 6 THE CHAIR: Right. And I think you noted 7 that you added -- 8 MS. KATHY SANDOVAL: Yes. 9 THE CHAIR: -- another staff member -- 10 MS. KATHY SANDOVAL: Yes, we did. 11 THE CHAIR: -- to help with that. So 12 that's certainly appreciated. 13 I was -- when I was going through and I 14 was reading some of the interviews with the 15 students, I was kind of surprised, because one of 16 the students made a comment that they wished there 17 were more AP courses offered. And that just kind of 18 surprised me, because I was, like, "How could that 19 be?" So that was just kind of surprising. 20 MS. KATHY SANDOVAL: Yes. And let me tell 21 you how we handle AP. AP is part of our contract. 22 And so all students take AP, and I pay for them. So 23 that student may have been talking about a variety. 24 But what that does is it gives me a really rich idea 25 of how my students actually are doing.</p>

<p style="text-align: right;">Page 26</p> <p>1 I'm not going through and picking the best 2 and brightest to take an AP exam. Every kid takes 3 an AP History, two Histories, two AP Englishes, 4 English 11 and 12. And then we also have AP 5 Government that they must take. 6 And so that's in addition to their 7 concurrent enrollment. 8 So because of that, I get to see how my 9 students actually are doing. 10 THE CHAIR: Right. So it's -- but if they 11 want to take other AP courses, it's -- 12 MS. KATHY SANDOVAL: They can. 13 THE CHAIR: It's -- because so many of 14 them, or all of them, you can -- online. So it's 15 not like you need a specific staff person to do 16 that; right? 17 MS. KATHY SANDOVAL: That is correct, 18 yeah. 19 THE CHAIR: Right. So it may just very 20 well have been, like you said, that they didn't want 21 to be penned into just those maybe to count for them 22 when you're looking. That -- maybe. 23 MS. KATHY SANDOVAL: That -- I would agree 24 with you on that, yes. 25 THE CHAIR: Thank you.</p>	<p style="text-align: right;">Page 28</p> <p>1 I did actually read all this. If I'm missing it, 2 just say, "Hey, I wrote it." 3 So you have a teacher who is 4 special-ed-certified. Because GATE is not 5 special-ed-certified. Am I correct in understanding 6 what you were saying? 7 MS. KATHY SANDOVAL: Correct. I have a 8 teacher who is special-ed-certified. But the 9 director of our special ed is Dr. Eckert. And he 10 has his doctorates in special education. 11 THE CHAIR: And how many students with 12 disabilities do you have for dual exceptional 13 students? 14 MS. KATHY SANDOVAL: Okay. So for gifted 15 education, I have about 158. I have 12 that are not 16 gifted education that have a variety of 17 disabilities. 18 COMMISSIONER ARMBRUSTER: And some of 19 those are duly exceptional or just regular folk? 20 MS. KATHY SANDOVAL: Not necessarily. 21 COMMISSIONER ARMBRUSTER: So on -- I 22 thought I read that everyone takes AP Calculus. 23 MS. KATHY SANDOVAL: Correct. 24 COMMISSIONER ARMBRUSTER: That's an AP 25 class that they're taking now? And so what do you</p>
<p style="text-align: right;">Page 27</p> <p>1 Commissioner Ruiz? 2 COMMISSIONER RUIZ: Sorry. I had to get 3 the water. 4 Good morning, and thank you all for being 5 here. 6 So in the wake of the Yazzie-Martinez 7 rulings, I wanted you to talk a little bit more to 8 me about what you're doing -- I know you've been 9 Working to Meet standards on the needs and the 10 rights of your English Language Learners. Please? 11 MS. KATHY SANDOVAL: I have a dedicat- -- 12 thank you, Commissioner Ruiz, for that question. 13 I have a dedicated staff member who is 14 ELL-certified. And, in addition to the commission 15 that we are gathering together the beginning of this 16 month, we also have a person that is dedicated 17 simply to ELL status. And so he works with those 18 children. 19 Technically, I think we have about two or 20 three children that are still in the process of 21 taking the tests and testing out. 22 COMMISSIONER RUIZ: Thank you. 23 THE CHAIR: Commissioner Armbruster? 24 COMMISSIONER ARMBRUSTER: Yes. I'm on the 25 special ed issue. So I have several questions. And</p>	<p style="text-align: right;">Page 29</p> <p>1 do to help, in both English and history, your 2 students with disabilities? Do you have them take 3 an AP class test? 4 MS. KATHY SANDOVAL: Thank you for the 5 question. And we have -- of course, each student 6 would have accommodations. And those accommodations 7 are sent to the teachers. But the accommodations 8 for the AP test itself has to be done through AP, 9 and the parents have to apply for that. 10 COMMISSIONER ARMBRUSTER: And how many of 11 your students with disabilities passed that AP test? 12 MS. KATHY SANDOVAL: One. 13 COMMISSIONER ARMBRUSTER: So it's not -- I 14 would understand why they wouldn't. I mean -- let 15 me -- not to put you on the spot. 16 MS. KATHY SANDOVAL: Sure. 17 COMMISSIONER ARMBRUSTER: It would seem 18 that they wouldn't or couldn't. But they can still 19 take the classes, and they still get the 20 information. 21 MS. KATHY SANDOVAL: Absolutely. 22 COMMISSIONER ARMBRUSTER: I think that's 23 it for a minute. Thank you. 24 THE CHAIR: Commissioner Raftery? 25 COMMISSIONER RAFTERY: Yes. Going back to</p>

<p style="text-align: right;">Page 30</p> <p>1 the ELL, you are serving the ELL to learn the 2 English. Do you have any plans to do a bilingual 3 for a different language to develop their language? 4 MS. KATHY SANDOVAL: Thank you for that 5 question. In order to graduate from AIMS, students 6 must take two years of a critical language, 7 either -- in our case, either Chinese or Japanese, 8 to help develop their language. They also can take 9 any number of classes at UNM or CNM. That's their 10 choice. 11 COMMISSIONER RAFTERY: And is that paid 12 through the charter? Or how does that work? 13 MS. KATHY SANDOVAL: It's through the 14 charter, and they're dual-credit classes. 15 COMMISSIONER RAFTERY: Okay. Thank you. 16 MS. KATHY SANDOVAL: You bet. 17 THE CHAIR: Commissioners, any other 18 questions? 19 Okay. So as a reminder, we have proposed 20 motions. And there's also a -- another sheet 21 that -- renewal with -- that's labeled "Renewal with 22 Conditions." 23 COMMISSIONER VOIGT: Madam Chair, I'll 24 take a stab at making a motion. 25 THE CHAIR: Okay. And we can see if it</p>	<p style="text-align: right;">Page 32</p> <p>1 in January. And I had a list. 2 MS. KAREN WOERNER: Madam Chair? If I 3 may, it's everything that's on that list, other than 4 math and reading proficiency and the science 5 proficiency. 6 THE CHAIR: On which list? 7 COMMISSIONER VOIGT: The second page of 8 the ESSA, the bottom table. Is that right, Karen? 9 MS. KAREN WOERNER: Yes, ma'am. 10 COMMISSIONER VOIGT: This right here. 11 Madam Chairwoman, it's right here. 12 MS. KAREN WOERNER: We have the math and 13 reading proficiency, which is the highest points, 14 and then the science proficiency. But the rest of 15 this list is not available for the last school year. 16 THE CHAIR: So everything that's in green. 17 MS. KAREN WOERNER: Green, brown. 18 THE CHAIR: Brown. 19 MS. KAREN WOERNER: Most of the purple and 20 the yellow. 21 COMMISSIONER VOIGT: Would it not be more 22 streamlined simply to say the ESSA indicators? 23 MS. KAREN WOERNER: Except for -- 24 THE CHAIR: We need to be specific in the 25 motion. It would be streamlined, yes.</p>
<p style="text-align: right;">Page 31</p> <p>1 has to be tweaked. 2 COMMISSIONER VOIGT: Okay. Right. 3 I move that the Public Education 4 Commission approve the renewal of the Albuquerque 5 Institute of Math and Science at UNM with the 6 condition that the 2018-'19 School Year academic 7 progress is met. 8 Is that succinct enough? 9 (Chair consults PEC counsel.) 10 COMMISSIONER VOIGT: I have another 11 version. 12 (Chair consults with PEC counsel.) 13 THE CHAIR: We need the list of all of the 14 indicators that -- so you're not -- 15 COMMISSIONER VOIGT: Okay. Yeah. 16 THE CHAIR: We have to go back, and we 17 need to specifically list the indicators that are 18 missing. 19 COMMISSIONER VOIGT: Of the academic 20 performance framework? 21 THE CHAIR: Of the Accountability -- State 22 Accountability system. So we need to list those 23 charts that are missing, yeah. So that's what needs 24 to be in the motion so that it's clear that those 25 would be the only indicators we would be looking at</p>	<p style="text-align: right;">Page 33</p> <p>1 COMMISSIONER VOIGT: Do you want me to 2 give it another go? 3 THE CHAIR: Yes. 4 COMMISSIONER VOIGT: All right. I move 5 that the Public Education Commission approve the 6 renewal of the Albuquerque Institute for Math and 7 Science at UNM with the following conditions: That 8 math and reading proficiencies, student growth of 9 the highest quartile, student growth of the middle 10 quartile, student growth of the lowest quartile, the 11 English Learner progress, science proficiency, 12 chronic absenteeism, college and career readiness, 13 educational climate, growth in a four-year 14 graduation rate for 2018-'19 be met. 15 THE CHAIR: Show similar performance. 16 COMMISSIONER VOIGT: Wait. Show 17 statistically significant -- 18 THE CHAIR: No. Show similar performance 19 for SY '18-'19. 20 COMMISSIONER VOIGT: Okay. Show similar 21 performance for School Year 2018-'19, period. 22 THE CHAIR: Have you got that, Cindy? 23 THE REPORTER: (Indicates.) It's all 24 there. 25 DIRECTOR BRAUER: No. Madam Chair, we do.</p>

Page 34	Page 36
<p>1 I just put one -- Commissioner Voigt, wonderful job 2 at trying to get all of that in there. 3 One point of order. We do actually have 4 the math and reading proficiency, and then the 5 science proficiency, we also have. 6 And so I think if we want to make sure the 7 motion is cleaned up with those two things extracted 8 from there... 9 COMMISSIONER VOIGT: Do you want me to do 10 it one more time? Third time is a charm. 11 (Chair consults with PEC counsel.) 12 COMMISSIONER VOIGT: Do you want me to put 13 the graduation rate in? 14 THE CHAIR: No, I don't think so. 15 (Chair consults with PEC counsel). 16 THE CHAIR: We're going to start all over, 17 because the motion was not seconded. So we've got a 18 new motion out there. 19 COMMISSIONER VOIGT: Let me try -- I got 20 this now. Okay. Here goes. This is the real deal. 21 All right. I move that the Public 22 Education Commission approve the renewal of the 23 Albuquerque Institute of Math and Science at UNM 24 with the following conditions of student growth, 25 highest quartile, student growth middle quartile,</p>	<p>1 Robbins? 2 COMMISSIONER ROBBINS: Yes. 3 COMMISSIONER ARMBRUSTER: Commissioner 4 Gipson? 5 THE CHAIR: Yes. 6 COMMISSIONER ARMBRUSTER: Commissioner 7 Voigt? 8 COMMISSIONER VOIGT: Yes. 9 COMMISSIONER ARMBRUSTER: Commissioner 10 Armbruster votes "Yes." 11 And I'm assuming Commissioner Crone is not 12 voting, but he's here. I don't know. 13 THE CHAIR: Oh, I didn't see him come in. 14 COMMISSIONER ARMBRUSTER: He just came in 15 now. I'm assuming he's not voting. 16 THE CHAIR: Did you see him come in? 17 THE REPORTER: (Indicates.) 18 (Commissioner Crone present.) 19 COMMISSIONER ARMBRUSTER: So six. 20 THE CHAIR: The motion passes. The record 21 had not even reflected that Commissioner Crone had 22 come in. 23 So we're good. The motion passes 24 six-zero. 25 So just so we're clear, as clear as we can</p>
Page 35	Page 37
<p>1 student growth lowest quartile, English Language 2 Learner progress, chronic absenteeism, college and 3 career readiness, educational climate, growth in a 4 four-year graduation rate be met for School Year 5 2018-'19. 6 THE CHAIR: Show similar performance. 7 COMMISSIONER VOIGT: Okay. Show similar 8 performance for 2018-'19. 9 COMMISSIONER ROBBINS: Second. 10 THE CHAIR: There's a motion by 11 Commissioner Voigt, a second by Commissioner 12 Robbins. 13 Any further discussion? Are we clear on 14 what we're voting on? 15 COMMISSIONER VOIGT: Just can't say it, 16 but we're clear. 17 THE CHAIR: Roll call, please. 18 COMMISSIONER ARMBRUSTER: Oh, sure. Are 19 we ready? 20 Commissioner Ruiz? 21 COMMISSIONER RUIZ: Yes. 22 COMMISSIONER ARMBRUSTER: Commissioner 23 Raftery? 24 COMMISSIONER RAFTERY: Yes. 25 COMMISSIONER ARMBRUSTER: Commissioner</p>	<p>1 be, that as long as the school has shown similar 2 progress to prior years in those specific areas, 3 then you'll go on the Consent Agenda. You'll be 4 notified that you're on the Consent Agenda, and we 5 should be good to go. 6 MS. KATHY SANDOVAL: Thank you. 7 THE CHAIR: Thank you so much, and thank 8 you for everything you do every day. We appreciate 9 it. 10 Can we take a quick break? 11 (Recess taken, 9:02 a.m. to 9:11 a.m.) 12 THE CHAIR: So if the record will now 13 reflect that Commissioner Crone is now present. He 14 just comes in, and it's like I didn't even -- 15 COMMISSIONER ARMBRUSTER: I'm sorry if I 16 confused you. But I didn't know what to do because 17 he was sort of technically here but hadn't been 18 here, and you didn't know he was here. 19 THE CHAIR: Just so that everyone knows, 20 it's important for us to note when people are coming 21 and going so that the number of votes that are taken 22 are reflecting the number of people that are listed 23 as present. 24 We had a little time there where there 25 were, you know, seven people voted on this, but</p>

<p style="text-align: right;">Page 38</p> <p>1 there were eight people listed as present. So what 2 happened there? And we weren't reflecting that 3 people were coming and going for a short time. So 4 we just have to be a little bit more aware of that. 5 If a vote is taken during that time period and 6 you're not here, the -- the record's going to show 7 that we're short a person. 8 "Why didn't someone vote?" 9 COMMISSIONER ARMBRUSTER: Right. That's 10 why I didn't know what to do, because someone was 11 here. 12 THE CHAIR: We just have to be a little 13 more aware of that. 14 All right. So welcome. We're on to our 15 second school, which is Albuquerque School of 16 Excellence. 17 And we have a new face that we haven't 18 seen before. So, welcome. And, once again, I will 19 remind anyone who wishes to speak for the school to 20 please make sure that you have signed up here. 21 MS. SUE FOX: Sorry. 22 THE CHAIR: Okay. So we are now on to 23 CSD. Anything? 24 MS. KAREN WOERNER: Madam Chair, 25 Commissioners, school representatives, good morning.</p>	<p style="text-align: right;">Page 40</p> <p>1 last year in all areas, showing that they're growing 2 more than expected for their students. 3 Their subgroup proficiency rates are also 4 showing an upward trend, primarily. And their 5 graduation rate was at 92 percent. Their 6 charter-specific goals, they met or exceeded every 7 single one; I say "every single one," because there 8 were five of them in the last contract. Exceeded or 9 met all of those goals each of the years. 10 Attendance is high. 11 Their membership, as you can see on 12 Page 20 of 66 is a sharp upward trend, increasing -- 13 as you know, they came before you for an enrollment 14 cap increase. And I will mention, in Director 15 Brauer's report -- probably not till Friday -- be 16 sharing that the school is looking at adding a 17 building on site in the future if -- assuming 18 approval here, and to separate their elementary and 19 secondary schools because of their enrollment 20 increases. 21 They're retaining their students from year 22 to year. Their teacher retention rate is a little 23 lower than we would like to see on Page 22 of 66. 24 And then in terms of the performance 25 framework, on Page 3 of 66, we listed the indicators</p>
<p style="text-align: right;">Page 39</p> <p>1 I just want to remind everyone that we are 2 using the rubric for the school -- the rubric that 3 is before you for Part B analysis. But this is 4 Albuquerque School of Excellence, authorized to 5 serve Grades K through 12, currently serving 6 Grades 1 through 12, with approximately 689 7 students. And they emphasize math, science, 8 technology, and higher education goals. 9 In the data analysis provided by CSD in 10 your packet, you will see the school is a 11 high-performing school with their proficiency rates 12 increasing through the years. 13 I should note that because they serve 14 grades first and second grade, the transition 15 assessment scores on Page 8 of 66 show 16 49-and-a-half percent reading proficiency. 17 Actually, with the Istation factored in, that 18 dropped a half a percent. So it's 49 percent, with 19 the Istation. We did not have the Istation numbers 20 when we did this chart. 21 Their science proficiency rate was at 22 60 percent. As you see, on the index subgroup 23 growth indices, again, close to zero is as expected. 24 And if you look at the charts there -- I'm sure you 25 have -- they are above the line in all of -- in the</p>	<p style="text-align: right;">Page 41</p> <p>1 that had a repeat Workings to Meet, as outlined in 2 the application. Those were students with special 3 needs. And, primarily, there was some concern 4 through the years of a gifted teacher, but they 5 resolved that concern. 6 Also, with resources for special education 7 students, English Language Learners, there were some 8 issues with properly identifying them. You'll 9 probably hear me say that a lot, because that is a 10 problem across the state. 11 Recurrent enrollment, they were below what 12 was set for the goal, below 85 percent. But I 13 should mention that they are above 75 percent, which 14 is the new contract goal. So they are in pretty 15 good standing in the recurrent enrollment, even 16 though, on the last contract, they weren't quite 17 meeting the standard. 18 Financial compliance, their findings, they 19 had three findings in the last year, two in the 20 prior years. But I should mention that the last 21 year that we have data for, there were no material 22 weaknesses or significant deficiencies, and the 23 three findings were Other Non-compliance, not to say 24 that that that's good, but it's less serious. 25 Also their issues around employee rights</p>

<p style="text-align: right;">Page 42</p> <p>1 had to do with verification of employment and 2 official transcripts, as well as summative reports 3 for their teachers' evaluation system. Those have 4 since been resolved at the school. 5 And the health-and-safety concern was 6 around the master immunization log, which they've 7 also worked to resolve. 8 One final note is their governing board 9 training is indicated in the report as the last year 10 there were some governing board members who were not 11 able to meet their hours. 12 But, otherwise, I think -- 100 percent of 13 the employees and over 83 percent of their 14 households did sign petitions. 15 And I think that some -- oh. And their 16 NMCI index was 14.45, significantly lower than the 17 average of 23. And, remember, lower is better. 18 So thank you. 19 THE CHAIR: Thank you. Good morning, once 20 again. 21 FROM THE FLOOR: Good morning. 22 THE CHAIR: And I need to get out my -- my 23 script. 24 Just to remind everyone that renewals will 25 be with conditions. PED has not provided a report</p>	<p style="text-align: right;">Page 44</p> <p>1 are now on to your 15 minutes of telling us whatever 2 you wish. And I will remind you to please identify 3 for the record all the folks that are here with you 4 that may be speaking. 5 FROM THE FLOOR: All right. Good morning 6 everyone. Today I have my administrators -- 7 THE CHAIR: Is your mic -- I'm sorry. Is 8 your microphone on? 9 FROM THE FLOOR: It's on. 10 MS. KAREN WOERNER: A little closer. 11 MR. MUSTAFA AYIK: My name is Mustafa 12 Ayik. I am the new Head Administrator of 13 Albuquerque School of Excellence. I had three years 14 of principal experience, before I come over here, in 15 another state. 16 And so today with me I have Ms. Del Curto, 17 our school principal. She was with us since the 18 beginning of the school year back in 2010. 19 And then I have Ms. Wichinsky [ph]. 20 And then we also have Michael Vigil, our 21 manager, financial manager. 22 And I have also Patricia Martinez, our 23 special program director. 24 And then we have Mr. Hakan Yanar. 25 (Reporter requests clarification.)</p>
<p style="text-align: right;">Page 43</p> <p>1 or review of data for the SY '18-'19 Accountability. 2 It is important for schools to have the complete 3 academic data as part of the renewal information for 4 this renewal and also for future years. 5 PEC needs complete State Accountability 6 reports to make the best decision on school renewal 7 applications. 8 The PEC will review financial and 9 operational performance, because the data is 10 complete at this meeting in December 2019. If the 11 PEC decides to issue a renewal with conditions, the 12 PEC will clearly state what Accountability 13 information it will review from the PED 14 Accountability Report. 15 When the Accountability data is prepared 16 by PED and the school has had an opportunity to 17 review the data -- no less than ten days -- the PEC 18 will review the data and remove the condition or 19 take other action, such as a Corrective Action Plan 20 or possibly non-renew the charter. 21 At a future meeting, January or 22 February 2020, the PEC will only consider the issues 23 related to the reasons for the conditions and will 24 not consider any other issues related to renewal. 25 So thank you for your indulgence. And we</p>	<p style="text-align: right;">Page 45</p> <p>1 MR. MUSTAFA AYIK: So before I start my 2 presentation, I would like to first recognize 3 Charter School Division for their exceptional 4 service that they have provided. In being a new 5 administrator, I got a lot of supports and guidance 6 from the Charter School Division. 7 And I was on the call with Karen and Megan 8 quite a lot, and despite how busy they were, they 9 were very much supportive and they answered all my 10 question, and I appreciate. 11 I also thank Alan for visiting our campus 12 at the beginning of the school year and also hosting 13 weekly charter leader calls. They were quite 14 helpful. 15 (The reporter cautions.) 16 MR. MUSTAFA AYIK: So before -- I would 17 like to first mention about my presentation will be 18 all about our school mission since our mission is at 19 the core of our charter school contract. So I will 20 guide you through my presentation to go over our 21 mission statement and then highlight its 22 implementation and results that we have received 23 during our charter term. 24 The mission of the Albuquerque School of 25 Excellence is to provide a safe and collaborative</p>

<p style="text-align: right;">Page 46</p> <p>1 environment which will cultivate the academic and 2 social development for all students, regardless of 3 their social and economic status, by emphasizing 4 math, science, and technology, for the purpose of 5 students setting and meeting higher education goals. 6 And I would like to actually break down 7 our mission statement and explain how we provide a 8 safe and collaborative environment at our school and 9 how we integrate math, science, and technology in 10 our school function, and finally talk about the 11 results for reaching higher education goals. 12 So let's get started with providing a safe 13 environment. 14 To provide a safe environment at our 15 school, ASE implements a discipline point system and 16 holds students accountable for their behavior. And 17 those points that they receive, they are PRS points 18 students receive as a result of unwanted behavior. 19 And then also they receive positive reinforcement of 20 points as a result of good things that they do, like 21 volunteering at school, making and improving their 22 behavior, and so -- and active participation in 23 class. 24 Those points are entered into school 25 database by teachers and staff, and as soon as they</p>	<p style="text-align: right;">Page 48</p> <p>1 teachers. 2 Home visit plays an important role in 3 maintaining effective student and parent 4 collaboration at ASE. Based on the study conducted 5 by California State University, the home visit 6 program gives teachers and parents a better 7 opportunity for connection, communication, and 8 collaboration. 9 So far, 96 percent of our teachers and 10 administrators conducted at least one home visit. 11 And we -- so far, we have visited 192 students in 12 just four months. 13 Aside from home visit, we also do four 14 parent-teacher conferences throughout the year to 15 maintain constant collaboration and inform our 16 parents about children's academic and social 17 progress. 18 To promote collaboration between 19 administrator and teachers, we also do three teacher 20 prep meetings throughout the year, one at the 21 beginning of the year, one in mid-year, and the last 22 one, we do at the end of the year. 23 During those meetings, we set academic 24 goals, communicate our performance expectations, and 25 seek feedback from our teachers for any improvement</p>
<p style="text-align: right;">Page 47</p> <p>1 are entered, parents receive notification, and 2 through the school app or using the school website. 3 This point system creates awareness among students 4 and parents and also helps the schools to gather the 5 data for making new policies and procedures 6 dependent on the need. 7 And we also use Raptor system. It's a 8 visitor management system that enhances visitor 9 security by reading visitor driver license and 10 comparing information to national database, alerting 11 school administrators and local police if match is 12 found. 13 So once the person is cleared through the 14 system, a visitor badge is produced that includes 15 their photo. 16 ASE also offers Character Education 17 classes and uses research-based curriculum called 18 "Second Step." This curriculum is designed in a way 19 to promote the social and emotional development, 20 safety, and well-being of children. 21 And so those are some of the things that 22 we do in order to maintain, as stated in our mission 23 statement, a safe environment. 24 Also, now let's talk about how we promote 25 collaboration with our students, parents, and</p>	<p style="text-align: right;">Page 49</p> <p>1 areas. 2 Administrators at ASE highly value student 3 voice and provide opportunities for them to develop 4 their leadership by organizing and carrying out 5 school activities and service projects. 6 (Reporter cautions.) 7 MR. MUSTAFA AYIK: So going back to, 8 during those meetings, we set academic goals, 9 communicate our performance expectations, and seek 10 feedback from teachers for improvement areas. 11 Administrators at ASE highly value student 12 voice and provide opportunities for them to develop 13 their leadership by organizing and carrying out 14 school activities and service projects. 15 Student council members meet with the 16 school principal, as needed, to go over their 17 project ideas. Currently, our secondary student 18 council is working on the Book Buddy/Tutoring 19 program for elementary students. And our elementary 20 student council is doing a coat drive to assist 21 needy people. 22 All right. So aside from -- so I would 23 like to now talk a little bit about our STEM focus. 24 And so let me go here. 25 So aside from emphasizing science,</p>

<p style="text-align: right;">Page 50</p> <p>1 technology and mathematics, as indicated in our 2 mission statement, we also focus on art and 3 engineering. We offer STEAM electives and 4 after-school clubs, such as Cybersecurity, 5 MathCounts and Math League, Science Olympiad, 6 Forensic Science, Science Bowl, Art Contest. We 7 provide an opportunity for our students to 8 participate in STEAM competitions. 9 Here are some of our accomplishments: 10 Three first-place teams in different 11 categories in New Mexico Junior FLL Robotics League 12 in 2018. 13 Fourth place in Regional MathCounts and 14 advanced to State Qualifying Contest, 2018. 15 Seventh place in International RoboRAVE 16 contest, high school category, Kaga, Japan, 2017. 17 First, second, and third place for 18 Hispanic Heritage Youth Art Contest, Sandia 19 Laboratories, 2017. 20 Two special awards for Grade 9-12, 21 Regional Science Fair, 2017. 22 Two special awards for Grades 6-8, 23 Regional Science Fair, 2017. 24 So those are some of the accomplishments 25 our students receive from STEAM competitions.</p>	<p style="text-align: right;">Page 52</p> <p>1 respectively back in 2016, 2017, and 2018. 2 School academic growth points increased 3 from 6.52 in 2017 to 9.14 in 2018, while State 4 benchmark was 5.8, based on Part A preliminary 5 report. 6 ASE graduation rate for 2018 was 7 92 percent compared to 71 percent for State and 8 68 percent for district. 9 The New Mexico Public Education Department 10 report released in July 2018 included ASE -- ASE in 11 its rating of the ten highest performing State 12 charters in term of growth in ELA and math. 13 Albuquerque School of Excellence ranked 14 No. 1 for two years' math growth in '17 and '18 and 15 No. 2 for four-year growth in '15 to '18. 16 At this point, 68 percent of our tenth-, 17 eleventh-, and twelfth-grade students are taking 18 online development courses. And also ASE's teachers 19 uses Lexis programs at this point to have access to 20 more than 20,000 professionals online. Teachers 21 have a chance to connect to professionals to their 22 classroom, getting information about their specific 23 job and experience as well as answer any of their 24 questions. 25 So what happened in -- from 2015 to 2019,</p>
<p style="text-align: right;">Page 51</p> <p>1 Aside from giving students opportunity to 2 participate in those competition, our school also 3 holds after-school events to promote science, 4 technology, engineering, and mathematics at our 5 school. 6 So following are some of the events that 7 we have hold this year so far: 8 Schoolwide Science Fair. This is actually 9 going to be happening on January 18th. 10 Multicultural Night. We have about 11 300 participation happening December 6th. 12 Math and Science Night with 13 130 participants happened in September '17. 14 And then we are going to be holding an 15 air-balling contest sponsored by the collaboration 16 with Art and Science Department, and which will be 17 happening December 20. 18 And so moving on. 19 And so with all those concentration on 20 safety and collaboration and also STEAM focus, 21 following are some of the -- following are some of 22 the accomplishments and achievements that we have 23 received in regards to preparing students for 24 college and career. 25 So ASE received a "B" and "A" rating</p>	<p style="text-align: right;">Page 53</p> <p>1 our enrollment almost doubled. Despite this 2 enrollment increase and we receiving new students, 3 our school continued to show academic progress and 4 improvement. And despite this challenge -- despite 5 this increase, we have also some challenges and 6 opportunities. 7 A major concern of school staff, student, 8 parents, and this community has been providing the 9 facilities that supports the mission of the school 10 and meet the students' needs. 11 In 2015, ASE addressed the needs of the 12 school by acquiring the north half of the building 13 and creating a multi-purpose gymnasium to serve 14 students' extracurricular needs. Since then 15 Albuquerque School of Excellence enrollment 16 increased from 313 to 674. 17 Albuquerque School of Excellence has 18 identified the needs for additional space to allow 19 the schools to reach its charter capacity and 20 maintain its educational program. 21 For the next school year, ASE will like to 22 add a second building adjacent to the current 23 building that will house elementary students from K 24 through fifth grade. The additional building will 25 help the campus reduce the number of students in</p>

Page 54	Page 56
<p>1 existing building, opening more space for additional 2 ESL and SpEd and ancillary rooms, as well as 3 building a makerspace, providing students hands-on 4 STEM learning opportunities. 5 MS. FRIEDMAN: You have two minutes. 6 MR. MUSTAFA AYIK: ASE plans to have a 7 population of 450 at the new facility and would like 8 to keep the current building no more than 650. 9 This ends my presentation, and I think our 10 attorney would like to add something. 11 MS. SUSAN FOX: Madam Chair and members? 12 THE CHAIR: So you're making your comment 13 now instead of public comment? 14 MS. SUSAN FOX: Can I, yes, since I have a 15 minute and a half? Sue Fox. I'm legal counsel for 16 ASE. 17 I'm just going to state a preliminary 18 statement in relation to the bifurcation or the 19 proposed bifurcation. The school objects to any 20 bifurcation or extension of the charter renewal 21 process that's intended to or would result in the 22 PEC's decision not being a final decision until 23 after the statutory deadline requirement in the 24 Charter Schools Act. And it reserves all its appeal 25 rights under New Mexico law.</p>	<p>1 FROM THE FLOOR: I wrote it all down, so 2 I'll be quick. So I was coming to ask to speak -- 3 Oh, sorry. My name is Daniella M. Nuñez. And I am 4 here to speak about the effectiveness and 5 performance of ASE. 6 I have two children. One is currently 7 enrolled in -- in fourth grade. And he is 8 performing at what I feel is the average of the 9 school. He is -- has been on honor roll since first 10 grade. He currently has 37 PRS points, which is 11 Positive Reinforcement points, so I feel he's doing 12 very well at the school. 13 I also have an older son who graduated in 14 2016, well-adjusted, wonderful young man. And I owe 15 a lot of that to the school. 16 They have a disciplinary point system also 17 which, yes, he was on very frequently. He did spend 18 detention. He did have after-school -- you know -- 19 he was a very difficult kid. But he learned. He 20 learned so much. The teachers that he had then and 21 the ones that are still working there now, he's very 22 close with. 23 He learned how to communicate and -- not 24 just his feelings, but what he needed, in a 25 professional manner. And it has worked wonders for</p>
<p>Page 55</p> <p>1 Based on the school's presentation and the 2 data before the PEC, the school requests that the 3 PEC vote to grant it a five-year charter without 4 conditions and without further consideration of the 5 2018-2019 final PED Spotlight designation. 6 THE CHAIR: Thanks. 7 MS. SUSAN FOX: Thanks. 8 THE CHAIR: We are now into the Public 9 Comment portion. And only two people now have 10 signed up for public comment. 11 So there's 10 minutes allotted total. 12 Each person can take up to five minutes, which is a 13 lot of time. 14 But the first person on the list is 15 Daniella M. Nuñez. 16 THE CHAIR: And, Bev, is she going to use 17 your microphone? 18 MS. FRIEDMAN: She certainly can. 19 THE CHAIR: Okay. That might be easier. 20 FROM THE FLOOR: Thank you very much. 21 MS. FRIEDMAN: And, Madam Chair, you have 22 eight minutes on the agenda. 23 THE CHAIR: Oh, I'm sorry. I thought I 24 had ten. Oh, I do. Eight. So you have four 25 minutes.</p>	<p>Page 57</p> <p>1 him. 2 So I owe a lot of that to this school, and 3 I feel that they are such a gem in our community. 4 They have outreach. They have communication. They 5 have such -- a good presence around the community, 6 and I want to congratulate them, too. 7 So that's all I have. Thank you. 8 THE CHAIR: Thank you. And finally on the 9 list is Angela Lopez. 10 FROM THE FLOOR: Hi, there. My name is 11 Angela Lopez, and I'm a parent of two students at 12 ASE. 13 I'm what you call a very social parent. I 14 like to talk to my son's friends. I like to talk to 15 friends of their friends, and the activities that 16 they're in, I like to introduce myself, not only to 17 parents, but also to students. 18 And the reason I like to do that is 19 because I love receiving children's perspective. I 20 think that they have a phenomenal outlook on the 21 world in what they see, and they often see a lot of 22 things and hear a lot of things that we don't 23 realize that they hear. 24 Normally when I speak to children, I get a 25 very generic response to the questions of "Why do</p>

<p style="text-align: right;">Page 58</p> <p>1 you go to school," "What do you like about school," 2 "What are your favorite things to do," and "What did 3 you learn today?" 4 I have volunteered at a variety of 5 different schools, so I've received a variety of 6 responses. And I can say that within my time at the 7 Albuquerque School of Excellence, the responses that 8 I've received from children are just superb. 9 They're very eloquent in their responses 10 in their speaking. They're very respectful, and 11 they have really unique answers as to why they go to 12 school. Instead of saying, "I go to school because 13 my parents make me" -- that's usually their 14 response -- "I go to school because I really love 15 this project that I'm working on in science." 16 My own particular son, he wasn't 17 challenged enough in the math area, I felt, in the 18 different school we were in. And he comes to school 19 and he says, "Mom, let me tell you about geometry." 20 And I'm, like, "You're not even in 21 geometry, honey." 22 And he says, "Yeah. But let me tell you 23 about geometry. I looked it up, and my teacher 24 showed me a few different things." 25 In any case, what I'm getting at is these</p>	<p style="text-align: right;">Page 60</p> <p>1 be enriched is the arts programming. Because 2 there's not a whole lot of space right now, so that 3 it's more of a STEAM, as opposed to just a -- I'm a 4 humanities person; so I -- I hope that that's going 5 to be able to happen with the -- with the increase 6 in space. 7 I did -- I did see that your demographics, 8 you have somewhat fewer Hispanic and Free and 9 Reduced Lunch students than APS and statewide; yet 10 you have a higher percentage of English Language 11 Learners in your building. 12 It just seems like an odd thing, that 13 that's -- statistically you have fewer Hispanic, 14 Native American. Is it because of a neighborhood 15 that you pull from? It just seemed -- it just 16 struck me as odd. But I don't know if there is an 17 answer to that. 18 MR. MUSTAFA AYIK: Madam Chair, right now 19 we have 63 percent economically disadvantaged 20 students we have based on our database that I 21 gathered the data yesterday. And then we have 22 127 English Language Learners. And then it was 23 140-some-odd -- 140 SpEd students, we have. 24 We, normally, based on our business plan 25 that was done about two years ago shows a graph</p>
<p style="text-align: right;">Page 59</p> <p>1 children have a different outlook on school at this 2 institution. They view it more as excitement, and 3 they view it more as things that they want to learn, 4 as opposed to things that they're being forced to 5 learn. 6 So with the charter renewal, I would love 7 to see that culture continued. It's just a very 8 rare thing in my volunteer work, and I've really 9 experienced a lot of that at this institution. 10 So thank you for your time. 11 THE CHAIR: Thank you so much. 12 And thank you all, once again. 13 We saw some of you not that long ago with 14 contract negotiations. So we appreciate that and 15 the good discussion that we had and being able to 16 move forward. I think it's going to make any future 17 contract negotiations a little bit easier. 18 And I appreciate the fact that the school 19 is looking to get that second facility, because I -- 20 I think it's problematic often when you've got 21 elementary, middle, and high school all in the -- in 22 the same -- in the same facility. 23 But I did see -- I don't remember if it 24 was a parent comment or in the school's comment -- 25 that hopefully one of the areas that will be able to</p>	<p style="text-align: right;">Page 61</p> <p>1 showing where the students are coming. And it's all 2 the surrounding areas, actually, they are coming. 3 And so we have -- we have all around the 4 schools that -- and I think we also included that in 5 our application, that graph, [inaudible] business. 6 I don't remember top of my head, but that is all 7 surrounding areas where we get the students the 8 most. 9 THE CHAIR: Okay. And I appreciate the 10 fact that it looks like, overall, you had a little 11 bit of a dip in proficiencies in growth in '17. But 12 it just seemed to be more of an aberration than 13 anything else. Because what you didn't -- it 14 doesn't appear that with the -- with the new 15 assessment, you were able to pull yourself out of 16 whatever occurred in '17. 17 So I appreciate the fact that there must 18 have been some good conversations that occurred to 19 say, "What happened here," and, "Let's figure this 20 out." 21 And they were valuable conversations, 22 because '18 has, so far, shown that whatever you did 23 to change worked. And that's all you can ask people 24 to do. Sometimes things happen, and it's important 25 that you can look at it and make whatever</p>

Page 62

1 modifications that you have to. So I truly do
 2 appreciate that.
 3 And just remind me. Your intention is to
 4 be in that new building for the next school year?
 5 That's --
 6 MR. MUSTAFA AYIK: Yes. It's our
 7 intention. I know it's -- timewise it doesn't look
 8 that it will happen. And we had this conversation
 9 with the contractor. And they are already given us
 10 by the mid-July that they will finish. And they
 11 will work weekends and overnights and holidays, and
 12 they are committing that they will finish.
 13 THE CHAIR: Okay. Well, that's exciting.
 14 And I truly hope it happens on time. It'll be about
 15 the -- only once if that construction happens on
 16 time. You need to put that as a headline, because
 17 that just -- you know, it's horrible, but it just
 18 doesn't happen.
 19 Commissioner Robbins?
 20 COMMISSIONER ROBBINS: Thank you. I do
 21 want to commend you on the continued academic
 22 performance that Albuquerque School of Excellence
 23 provides to its students and the enlightened, I
 24 would say, atmosphere that the students have.
 25 I would -- I look forward to visiting the

Page 63

1 students again. I know the students when I see them
 2 walking in the neighborhood and things like that.
 3 Very well-behaved. And when I visited before,
 4 students are always attentive. The previous
 5 headmaster, he knew almost everyone -- every student
 6 by name, which is very impressive. That's one of
 7 the advantages, I think, of smaller schools.
 8 I did want to ask you about the audit
 9 findings and what the school has taken, or will
 10 take, in order to address those and in order to
 11 avoid repeat findings.
 12 MR. MICHAEL VIGIL: Madam Chair, my name
 13 is Mike -- Madam Chair, my name is Michael Vigil. I
 14 am the owner of the Vigil Group, and we are the
 15 contracted business manager for the school.
 16 So the school did receive three
 17 non-compliance findings. And we have worked with
 18 the school to implement processes. They were, I'll
 19 tell you, cash receipts, an issue with the 24-hour
 20 deposit rule, which is difficult for many schools to
 21 meet. So we've got that done.
 22 It wasn't that they weren't deposited in
 23 24 hours; it was they couldn't document the
 24 timeline.
 25 We've put the documentation in place.

Page 64

1 There was a travel per diem getting an
 2 approval for the director. So the director does not
 3 sign off on his own travel anymore; we have the
 4 governing council sign off on it.
 5 And the last one was an accounting
 6 closeout at the end of the year, so we have a review
 7 process we put in place. There were just three
 8 non-compliance issues that were very easy to fix.
 9 COMMISSIONER ROBBINS: Thank you very
 10 much. Appreciate it.
 11 MR. MUSTAFA AYIK: I would like to also
 12 add that we are no longer accepting cash from our
 13 students and parents.
 14 COMMISSIONER ROBBINS: That is a smart
 15 policy to have.
 16 THE CHAIR: Commissioner Ruiz?
 17 COMMISSIONER RUIZ: Thank you for that
 18 clarification on the financial audit, because I had
 19 some of the same questions.
 20 The other question I have is on the -- so
 21 in 2016-'17, you had a Falls Far Below standard, and
 22 then '17-'18 and '18-'19, Working to Meet standard
 23 for protecting the rights of students with special
 24 needs, IDEA, 504, and gifted.
 25 Can you talk to me a little bit about

Page 65

1 that, please, what specifically you were doing to
 2 work on that?
 3 Thank you.
 4 FROM THE FLOOR: Hi. I'm Patty Martinez.
 5 I'm the coordinator of special education services.
 6 I guess our biggest was compliance.
 7 Compliance is a really big one. And so we had to
 8 work on our gifted compliance. We had to work on
 9 our IEPs being in compliance from initials to the
 10 SAT process.
 11 We really worked hard on making a strong
 12 SAT process that leads to meet the needs of our
 13 students, whether it's going for testing or meeting
 14 the needs in Tier 1, Tier 2 kind of thing, so we
 15 have a very strong SAT process.
 16 Then if it does go to initials, we've
 17 worked with really getting good -- I can only say
 18 they are angels from heaven diags that really
 19 explain the process for teachers and staff and
 20 parents of what this is going to be and what's best
 21 practices for our students, and is in compliance.
 22 We had to work really hard on our IEPs
 23 being in compliance, and we had to work really hard
 24 on our gifted IEPs being in compliance. So within
 25 that year, we did that. A lot of meetings.

<p style="text-align: right;">Page 66</p> <p>1 It continues to be a process. We have a 2 lot of new students. I don't know if this is 3 throughout New Mexico, but special education 4 students move around a lot. And so because of that, 5 you have to have IEPs. Within this first four 6 months of school, we've had to have 95 IEPs, 7 transfer IEPs. That's a lot of time and a lot of 8 paperwork. But we've worked hard, and we're 9 compliant, and I'm very proud of that. 10 In the same instance, we've also 11 strengthened our 504s. I think that's an area in 12 schools that hasn't been necessarily addressed. And 13 it is still an important part of students getting 14 their needs met and the accommodations and 15 modifications. 16 Does that answer your question? 17 COMMISSIONER RUIZ: Yes. Thank you so 18 much. 19 FROM THE FLOOR: Thank you. 20 THE CHAIR: Well, can I just ask? Was the 21 non-compliance that IEPs -- or maybe it was a 22 combination -- IEPs hadn't been completed, or that 23 services hadn't been -- hadn't been completed? 24 FROM THE FLOOR: I don't know if I would 25 use the word "completed." They were non-compliant</p>	<p style="text-align: right;">Page 68</p> <p>1 and the information was accepted in '17 and '18. 2 But then again in '19, it's not accepted. 3 So I'm just a little confused there. And 4 I think the notation was that it was the -- the 5 manner in which the information was provided, it 6 couldn't be rated. And I don't know why it would 7 have changed between '18 and 19. So I don't know if 8 you've got any response to that, or -- 9 MR. MUSTAFA AYIK: I mean, this year, we 10 do have data collection, and we can show every 11 single data. 12 Last year, I think what was submitted was 13 a little bit misleading, because if I am remembering 14 correctly, our goal was giving assurances for 15 participation, like all of the parents will be 16 offered to have a home visit. 17 THE CHAIR: Right. 18 MR. MUSTAFA AYIK: So it was not 19 necessarily a goal of a certain percentage; but it 20 was more like, "These parents will have a chance to 21 receive home visits." 22 And so I think that in the previous years, 23 it was in the applications and orientations that 24 parents would be able to sign up and whether they 25 want to have home visit or not.</p>
<p style="text-align: right;">Page 67</p> <p>1 because they were out of date. 2 THE CHAIR: Okay. Okay. And was there 3 any concern about services being provided, that 4 there was a lack of services being provided? 5 FROM THE FLOOR: No. Services have always 6 been provided. 7 THE CHAIR: Okay. Thank you. 8 MR. MUSTAFA AYIK: But, again, the new 9 building will definitely going to help us out 10 offering more classes and hiring more teachers to be 11 able to help them out. 12 THE CHAIR: So let's touch a little bit on 13 the not-rated for your -- 14 MS. KAREN WOERNER: Mission goals. 15 THE CHAIR: -- yeah -- for your mission 16 goal. 17 For the one mission goal, two years. In 18 '16 and in '19, it wasn't -- it's the home visit? 19 So I'm just not sure what happened there. Because I 20 would guess that you would be using the same form of 21 providing the information to the Charter School 22 Division to show that you met it. 23 So I'm not sure why, in -- I can kind of 24 see that maybe in '16, the reporting wouldn't have 25 been accepted and you would have had a conversation,</p>	<p style="text-align: right;">Page 69</p> <p>1 And it might be possible that that sign-up 2 sheet maybe not provided last year. Maybe Karen can 3 answer that as well. 4 But I know that it was on our side also, I 5 think, as far as submitting proper data. Like 6 previous years, I think it was provided, those 7 sign-up sheets during the orientation, showing that 8 school actually offered an opportunity for parents 9 to receive home visits. 10 THE CHAIR: But it wasn't rated in this 11 past year. 12 MS. KAREN WOERNER: And I'm looking -- 13 pardon me. It's hard to remember all the different 14 details of everything, so I'm looking really quickly 15 in the reports to hopefully answer your question. 16 THE CHAIR: Okay. So while you do that, 17 Commissioner Crone, have you a question? 18 COMMISSIONER CRONE: Just more of a 19 comment. I wanted to follow up on what you said 20 about the humanities. 21 I'm a firm believer in liberal education, 22 a well-rounded education. I believe that because of 23 our economy and our current value system that we 24 emphasize some things at the expense of others. 25 Being very old-school and conservative in</p>

<p style="text-align: right;">Page 70</p> <p>1 this regard, I would like to see Latin and Greek 2 taught in the schools. My degrees are in science, 3 but my minors were in literature and philosophy. So 4 I do want to encourage you to make sure that they 5 get those things. 6 Thank you. 7 MR. MUSTAFA AYIK: Thank you. 8 MS. KAREN WOERNER: Sorry. Megan is 9 signaling to me, because she -- as you know, Megan 10 does a lot of this work. And she did this analysis. 11 So I did find the analysis from last 12 year's report regarding home visits. And I will 13 tell you that the analysis indicates that of the 14 349 students in Grades 6 through 12, the staff 15 visited 102 homes. And that was presented in a 16 narrative and a school-created data table. 17 They also included a home visit tracker 18 with 69 students. And of those, 62 had a notation 19 suggesting a home visit was either offered, 20 scheduled, or visited. 21 So the way that material was presented, it 22 was hard to -- to determine a percentage, because it 23 should have had over 300 students in the tracker for 24 us to be able to determine the percentage. 25 So -- and they only listed 69 students in</p>	<p style="text-align: right;">Page 72</p> <p>1 to attend -- the charter -- the conference, the 2 yearly conference and completed all my training 3 requirements. 4 One summer I was on travel at that time 5 and I couldn't complete. And I used to depend on 6 the online trainings. And I think they are no 7 longer available, so I missed. And I believe other 8 governing council members might have been in similar 9 situation. 10 But now we are hosting. We have one this 11 year, and we will be hosting every year. And 12 governing council approved requirements and all of 13 us attend the training. 14 (Chair consults PEC counsel.) 15 THE CHAIR: So let's just get a 16 clarification on the hosting. Is -- you're hosting 17 Charter School Division coming down, just like you 18 did Saturday at Las Montañas, that they're the host 19 school for it? 20 MS. MELISSA BROWN: Yes. There are no 21 more locations within Albuquerque that will allow us 22 to train on a Saturday. And so we seek out the 23 schools and ask them to host. 24 THE CHAIR: You are working on more 25 online.</p>
<p style="text-align: right;">Page 71</p> <p>1 the documents they provided. So I do believe that 2 they are offering home visits, and they are 3 completing some. Whether or not it was the 80 to 4 89 percent that they said was hard to verify or 5 impossible to verify. 6 THE CHAIR: All right. Thanks. 7 Let's just touch a little bit on the 8 concern about governance council training. So is 9 the governance council currently up to date on their 10 training? 11 MR. OSMAN ANDEROGLU: My name is Osman 12 Anderoglu. I am the current governing council 13 president, and I have been in the board of the 14 school since the school started. 15 We had one year that we were behind 16 expectation in terms of the trainings. But what we 17 did, we started hosting a session at ASE every year 18 starting this year. And I believe most of the 19 governing council members attended the training and 20 completed the training. 21 So we will be looking into close the -- 22 completing all the training requirements. 23 Part of the problem, there used to be 24 online trainings. If you are on travel -- for 25 myself, I can speak. I typically attend -- I used</p>	<p style="text-align: right;">Page 73</p> <p>1 MS. MELISSA BROWN: There's a biweekly 2 online training every other week, an hour. 3 MR. OSMAN ANDEROGLU: In addition, I think 4 the new opportunity -- for instance, our business 5 manager, Mike Vigil, one of our finance meetings, 6 he -- before the actual meeting he came and gave a 7 one-hour training as well. That has been actually 8 tremendous help. So we are adopting those specific 9 trainings that we need, all of us need. 10 THE CHAIR: That will give you the hours, 11 yes. Thank you. So there is -- currently, there is 12 not a concern about training hours for the school. 13 MS. KAREN WOERNER: For the current school 14 year. 15 MR. ALAN BRAUER: No. 16 THE CHAIR: Right. 17 MS. KAREN WOERNER: There is not a 18 concern; although, all of the hours are not due 19 until the end of the year. 20 THE CHAIR: Right. 21 Commissioner Armbruster? 22 COMMISSIONER ARMBRUSTER: Just had some 23 various and different types of questions from my 24 usual. 25 One is I'm -- it's just a concern or a</p>

Page 74	Page 76
<p>1 comment. On your mission statement, it mentions 2 students going to college, being prepared to go to 3 college. 4 Great. 5 But everyone isn't going to college. So 6 it -- so you do prepare kids for careers? Is that 7 through the dual language? Because I also noted 8 that you have a certain percentage of your 9 graduating students went into the military, which I 10 don't consider college. I mean, it's fine; but it's 11 not college. 12 MR. MUSTAFA AYIK: Thank you for the 13 question. You are right. That's why I mentioned in 14 my presentation what we do for college and career 15 readiness. And like you said, not all students may 16 be able to go to college. 17 So right now what we are doing is there's 18 a program called "YouScience." This program is an 19 assessment tool for middle-school students and also 20 early-high-school students. 21 [Inaudible] have, like, some kind of 22 games, and that, as a result, it determines 23 students' strengths and their skills and also 24 identifies their interest. So we are already 25 adopted this program and we are giving out this year</p>	<p>1 finalist. 2 MR. MUSTAFA AYIK: Yeah. We had one 3 finalist. 4 COMMISSIONER ARMBRUSTER: And the other 5 thing. On your ELL students, are they all 6 Spanish-speaking, or do they have other languages as 7 well? 8 MS. KRISTI DEL CURTO: There are other 9 languages. We have a variety of languages that 10 we -- that our students speak; mostly Arabic and 11 Spanish is the highest level of our ELLs. 12 COMMISSIONER ARMBRUSTER: Right. So that 13 can kind of go with Free and Reduced Lunches as 14 well. 15 MS. KRISTI DEL CURTO: Right. Right. 16 COMMISSIONER ARMBRUSTER: I'm just looking 17 at you-all, thinking perhaps Spanish isn't the only 18 thing. That's generally how we think of it, even 19 though it's incorrect doing that. 20 And I think it's -- I'm, like -- I was 21 reading about taking your students starting at 22 eighth grade, I believe it was, to in-state as well 23 as out-of-state colleges. And so that comes out of 24 your money that you get from the State to take 25 students there?</p>
Page 75	Page 77
<p>1 to all of our middle-school students, so that -- in 2 an effort to collect data so that we offer career 3 pathways in our high school. 4 So that's very important, and that's 5 something I had in my previous schools. We had six 6 different career pathways. We had certification 7 programs in all those. 8 So those are quite important, and we are 9 on the right path to provide that opportunity for 10 our students. So we are going to identify their 11 strengths, and then we are going to identify career 12 pathways to help them out and prepare them for their 13 future careers. 14 COMMISSIONER ARMBRUSTER: I suppose if I 15 were a parent and I wanted to send my child to the 16 school, it might concern me that your mission 17 statement only talks about college. I'm just giving 18 you that as a -- as a heads-up. That would be one 19 thing. 20 So since your goal is for a college 21 student, did you have any National Merit Scholarship 22 winners, or contenders, I should say? 23 MR. MUSTAFA AYIK: This year, we had one 24 finalist. Mr. Yanar can explain. 25 MR. HAKAN YANAR: Okay. We had just one</p>	<p>1 MR. MUSTAFA AYIK: Right now, since we 2 stop collecting cash from students -- so we 3 technically pay for all educational trips for the 4 transportation and registration. So if it's 5 involving transportation and registration, the 6 school pays. But if it's their, like, lunch and 7 things like that, student brings their own money and 8 pays right away there. 9 COMMISSIONER ARMBRUSTER: Okay. I think 10 that's it. Thank you for explaining that. 11 THE CHAIR: Commissioner Robbins? 12 COMMISSIONER ROBBINS: Unless there's 13 other questions... 14 THE CHAIR: Oh, have at it. 15 COMMISSIONER ROBBINS: I move the Public 16 Education Commission -- before I make a motion, I do 17 want to acknowledge what counsel had said. But in 18 spite of that, I think it's inappropriate for the 19 Commission to not put conditions, because we don't 20 have all of the indicators from PED. And until such 21 time as we have those, I think it would be 22 inappropriate to just give unconditional approval. 23 So with that, I move the Public Education 24 Commission approve the renewed charter for the 25 Albuquerque School of Excellence, with the condition</p>

<p style="text-align: right;">Page 78</p> <p>1 on the receipt, and that these following indicators 2 show similar performance for the 2018-'19 school 3 year. Those include student growth highest 4 quartile, student growth middle quartiles, student 5 growth lowest quartiles, English Language Learners, 6 chronic absenteeism, college and career readiness, 7 educational climate, growth in the four-year 8 graduation rate in the four, five, and six-year 9 graduation rates. 10 COMMISSIONER VOIGT: Second. 11 THE CHAIR: I think the motion has to be 12 amended, because I believe you said for a new 13 charter. So the word -- we can check with Cindy if 14 the word -- does it say "new charter"? 15 (The record was read as requested.) 16 COMMISSIONER VOIGT: I second. 17 THE CHAIR: There's a motion by 18 Commissioner Robbins, a second by Commissioner 19 Voigt. 20 Any further discussion? 21 (No response.) 22 THE CHAIR: If not... 23 COMMISSIONER ARMBRUSTER: Commissioner 24 Armbruster votes "Yes." 25 Commissioner Robbins?</p>	<p style="text-align: right;">Page 80</p> <p>1 with us. 2 So we are on to our third school now, 3 which is South Valley Preparatory School. So thank 4 you once again for coming up. And before we start, 5 once again to remind Commissioners, we are doing 6 renewal of charters with conditions. 7 PED has not provided a report or a review 8 of data for the School Year '18-'19 Accountability. 9 It is important for schools to have the complete 10 academic data as part of its renewal information for 11 this renewal and also for future years. 12 The PEC needs complete State 13 Accountability reports to make the best decision on 14 school renewal applications. 15 The PEC will review financial and 16 operational performance, because the data is 17 complete at this meeting in December 2019. 18 If the PEC decides to issue a renewal with 19 conditions, the PEC will clearly state what 20 Accountability information it will review from the 21 PED Accountability Report. 22 When the Accountability data is prepared 23 by PED and the school has had an opportunity to 24 review the data -- approximately ten days -- the PEC 25 will review the data and remove the condition or</p>
<p style="text-align: right;">Page 79</p> <p>1 COMMISSIONER ROBBINS: Yes. 2 COMMISSIONER ARMBRUSTER: Commissioner 3 Gipson? 4 THE CHAIR: Yes. 5 COMMISSIONER ARMBRUSTER: Commissioner 6 Voigt? 7 COMMISSIONER VOIGT: Yes. 8 COMMISSIONER ARMBRUSTER: Commissioner 9 Raftery? 10 COMMISSIONER RAFTERY: Yes. 11 COMMISSIONER ARMBRUSTER: Commissioner 12 Crone? 13 COMMISSIONER CRONE: Yes. 14 COMMISSIONER ARMBRUSTER: Commissioner 15 Ruiz? 16 COMMISSIONER RUIZ: Yes. 17 COMMISSIONER ARMBRUSTER: It's a 18 seven-zero vote. 19 THE CHAIR: Motion passes, seven-zero. 20 Congratulations, and good luck with that new 21 building. Keep us posted. 22 (Recess taken, 10:05 a.m. to 10:21 a.m.) 23 THE CHAIR: Good morning. 24 FROM THE FLOOR: Good morning. 25 THE CHAIR: Thank you for your patience</p>	<p style="text-align: right;">Page 81</p> <p>1 take other action such as a Corrective Action Plan 2 or possibly non-renew the charter. 3 At a future meeting, January or February 4 2020, the PEC will only consider the issues related 5 to the reason for the conditions and will not 6 consider any other issues related to renewal. 7 So thank you. And I'll remind anyone that 8 does want to speak during the Public Comment 9 portion, the sign-up sheet is over here. So if you 10 would please do so. Thank you. 11 And we're now on to CSD. 12 MS. KAREN WOERNER: Thank you, 13 Madam Chair, Commissioners, school representatives. 14 So South Valley Preparatory School serves Grades 6 15 through 8, with approximately 168 current students, 16 and is a small -- described in their mission as a 17 small, safe, and unique family learning opportunity, 18 where students are prepared for high school and 19 beyond. 20 I must apologize, first and foremost. I 21 did not, on this PDF document, reassign numbers. So 22 if you're looking at the printed copy, they're 23 numbered by each section rather than overall 24 numbers. So I apologize for that. There are a few 25 schools that I neglected to do that, and this is one</p>

<p style="text-align: right;">Page 82</p> <p>1 of them.</p> <p>2 In the online materials, it starts on</p> <p>3 Page 293 in your packet. In your printed, it's a</p> <p>4 little easier to see.</p> <p>5 The Part A data analysis did show, as</p> <p>6 indicated on Page 3 of the data analysis, that their</p> <p>7 proficiency rates have been steadily declining each</p> <p>8 year through this contract term to their current</p> <p>9 standing, which, in both reading and math, they're</p> <p>10 above the State average.</p> <p>11 Same is true with their science.</p> <p>12 Proficiency rate was at 37 percent, the State</p> <p>13 average being 35 percent.</p> <p>14 And the indices for subgroup growth, are</p> <p>15 all above the line. And as we mentioned earlier, a</p> <p>16 zero means as expected. So above the line means</p> <p>17 they're doing better than expected, at least for the</p> <p>18 years that we had the data.</p> <p>19 The same is true with their subgroup</p> <p>20 proficiencies, which we do have that data on Page 9</p> <p>21 of Part A, again, with significant increases each</p> <p>22 year, a steady upward trend in increasing their</p> <p>23 proficiency.</p> <p>24 Also the -- their percentage of students</p> <p>25 who remain enrolled within the year as well as</p>	<p style="text-align: right;">Page 84</p> <p>1 Another slight concern is the index --</p> <p>2 PSFA's index is 32.06 for the school, where the</p> <p>3 current Statewide average is 23. So, in this case,</p> <p>4 theirs is a little higher than we would like to see,</p> <p>5 and, remember, lower is better. So I just want to</p> <p>6 point that out.</p> <p>7 And, otherwise, I think -- again, their</p> <p>8 performance framework indicators, you can also see,</p> <p>9 again, continuous improvement over the course of</p> <p>10 their contract, similarly as to their academic</p> <p>11 performance.</p> <p>12 THE CHAIR: Okay. Thanks.</p> <p>13 And you've got your 15 minutes to present</p> <p>14 whatever you choose to. I will just ask you to</p> <p>15 please identify everyone that's going to speak for</p> <p>16 the record.</p> <p>17 MS. ALDERETE-TRUJILLO: Absolutely.</p> <p>18 MS. KAREN WOERNER: I'm sorry,</p> <p>19 Madam Chair. I neglected to point out the school</p> <p>20 did not initially provide a response. But I know</p> <p>21 that they brought some materials that they would</p> <p>22 like for the PEC to have.</p> <p>23 Would you like us to pass those out to</p> <p>24 them? And so just about their school that goes</p> <p>25 along with their presentation today.</p>
<p style="text-align: right;">Page 83</p> <p>1 return each year is high, over 85 percent every</p> <p>2 year, sometimes in the 90s.</p> <p>3 One concern in the Part A was a dip in the</p> <p>4 teacher retention rate last year. And as you saw on</p> <p>5 their analysis for the organization performance</p> <p>6 framework, there were two areas that the school had</p> <p>7 repeat Workings to Meet. One was financial</p> <p>8 compliance, and that was because there were audit</p> <p>9 findings each year. However, I should note that</p> <p>10 there were -- in the last three years, there was one</p> <p>11 audit finding, then two, and then one.</p> <p>12 In that middle year when there were two,</p> <p>13 there was one that was a material weakness or</p> <p>14 significant deficiency. But this last year was just</p> <p>15 the one, and it was, again, another non-compliance</p> <p>16 concern, so not a real serious one.</p> <p>17 Also the other indicator that had a repeat</p> <p>18 Workings to Meet was the teacher and staff</p> <p>19 credentialing. And those concerns were around a</p> <p>20 long-term sub and/or endorsement waivers, getting</p> <p>21 the waivers and getting notifications out to parents</p> <p>22 on those. And the school has rectified that and</p> <p>23 made sure to resolve those issues.</p> <p>24 97 percent of employees and 94 percent of</p> <p>25 households signed petitions.</p>	<p style="text-align: right;">Page 85</p> <p>1 MS. ALDERETE-TRUJILLO: And, Chairwoman</p> <p>2 Gipson, I'll have Ms. Munsey pass those out to you.</p> <p>3 And I apologize. I'm struggling with some stomach</p> <p>4 flu --</p> <p>5 THE CHAIR: Join the club.</p> <p>6 MS. ALDERETE-TRUJILLO: -- and other</p> <p>7 issues.</p> <p>8 But, as always, it's a pleasure to be</p> <p>9 here. My name is Charlotte Alderete-Trujillo. I'm</p> <p>10 the Executive Director of South Valley Preparatory</p> <p>11 School.</p> <p>12 With me today I have our assistant</p> <p>13 principal -- I think she has probably 15 titles,</p> <p>14 lead teacher, gifted teacher, science teacher --</p> <p>15 Janie Munsey, and our governing board chair,</p> <p>16 Bernadette Fritz. I also have our governing board</p> <p>17 members Michaela Trujillo and Monica Aguilar, and</p> <p>18 our business manager, Al Martinez.</p> <p>19 So, again, Chairwoman Gipson and</p> <p>20 Commissioners, I thank you very much for allowing us</p> <p>21 to be here.</p> <p>22 I wanted to read you the statement -- it's</p> <p>23 probably pretty much what I had, and I added some</p> <p>24 information in the packet to you.</p> <p>25 But over the last ten years, South Valley</p>

<p style="text-align: right;">Page 86</p> <p>1 Preparatory School has successfully transformed the 2 middle-school experience for close to 500 families 3 and students. Each year since 2010, we have worked 4 diligently to fine-tune and continuously improve our 5 work to address the needs of the whole child. 6 We do this work specifically by creating a 7 middle-school environment where every student is, 8 first and foremost, feels like they are part of our 9 family. We really do try to create a family 10 environment at our school, and I think we have been 11 successful at that. 12 We also want to -- we have created a 13 middle-school environment where every student is 14 healthy by learning and teaching them what it takes, 15 what they need personally to be healthy, to be 16 physically, socially, and emotionally well, where 17 every student is safe in an environment where they 18 are unafraid to take risks both academically and 19 socially, and where they are comfortable being 20 themselves without social pressures, and where every 21 student can learn in an environment where their 22 culture and traditions are honored. 23 I think that's been a very significant 24 portion for our school, that our kids have really 25 grown, and we have grown as teachers, in being able</p>	<p style="text-align: right;">Page 88</p> <p>1 our work starts over each year. And with every new 2 class we are honored to serve, we strive to 3 consistently provide an environment where every 4 student has access to the knowledge and skills they 5 need to be successful in high school and beyond. 6 That's my spiel. I'm going to leave the 7 rest of my time to Sue Fox, if that's okay. 8 THE CHAIR: Sure. 9 MS. SUSAN FOX: I'm going to make the same 10 statement as I made for the last school. 11 The school objects to any bifurcation or 12 extension of the charter renewal process that's 13 intended to, or would result in, the PEC's decision 14 not being a final decision until after the statutory 15 deadline requirement at NMSA 22-8B-12I, and reserves 16 all its appeal rights under New Mexico law. 17 Based on the school's presentation and the 18 data before the PEC currently, the school requests 19 that the PEC vote to grant a five-year charter 20 without conditions and without further consideration 21 of the 2018-'19 final Spotlight designation from the 22 PED. 23 Thanks. 24 THE CHAIR: Okay. Thanks. 25 MS. ALDERETE-TRUJILLO: I did, in your</p>
<p style="text-align: right;">Page 87</p> <p>1 to provide that environment. And also where every 2 student can leave us with the ability to advocate 3 for their own personal desires and academic, social, 4 and emotional needs. That's very important for us 5 for when our students leave us. 6 South Valley Preparatory School serves a 7 student population from a variety of long-standing 8 traditional communities where almost every single 9 negative social determinant has historically 10 created, and continues to create, obstacles to 11 success. South Valley Prep does not serve a similar 12 student demographic makeup when compared to the 13 large district in which we exist. 14 At SVP, a significantly higher percentage 15 of our student population is economically 16 disadvantaged. We are 100 percent Free and Reduced 17 Lunch. We serve a far greater percentage of 18 students with disabilities and a higher percentage 19 of English Language Learners than the average 20 district school. 21 However, despite those obstacles and 22 social determinants that our students and families 23 face each day, as you know, they continue to close 24 the achievement gap. While South Valley Prep is 25 nowhere near perfect, we recognize and acknowledge</p>	<p style="text-align: right;">Page 89</p> <p>1 packet, Chairwoman Gipson and Commissioners, try to 2 focus specifically on the data we had, specifically 3 from the transition assessment, just so you had that 4 to look at. 5 THE CHAIR: Okay. Thank you. We are now 6 on to the Public Comment portion. And there is only 7 one person now that has signed up. So they can take 8 eight full minutes if they choose to. 9 And it is Michaela Trujillo. 10 FROM THE FLOOR: Good morning, 11 Madam Chairwoman, Commission. Thank you. I do not 12 need eight minutes. I just wanted to say I am 13 currently a board member at South Valley Prep, but 14 I'm speaking today as a parent. 15 My three children attended South Valley 16 prep for all three years of middle school. 17 And I am also born and raised in the 18 South Valley. And I'm so proud to see a school 19 providing rigorous education, while still continuing 20 the family and community sense that is so important 21 to us in the South Valley. 22 My three children were not only prepared 23 academically for high school and beyond, but were 24 provided with skills, lessons, and opportunities 25 that left them committed to their community as well</p>

<p style="text-align: right;">Page 90</p> <p>1 as global citizens. 2 My oldest daughter is in her senior year 3 of her undergraduate degree, and she is focused on 4 how she can serve her community and care about her 5 environment. And I know that those values were 6 fostered at South Valley Prep. 7 I can confidently say and truly say that 8 they do focus on the whole child; mind, body, and 9 soul. 10 Thank you. 11 THE CHAIR: Thank you. So thank you for 12 coming up. And without a doubt, thank you for 13 everything you do every day. Because what you do is 14 not only important, but what you do, certainly you 15 see the results of it in terms of truly serving the 16 community and absolutely serving those students. 17 As some people know, my affinity is not 18 for middle-school students. 19 MS. ALDERETE-TRUJILLO: It's difficult, 20 for sure. 21 THE CHAIR: It is not. And I bless 22 anyone -- because even though my affinity is not for 23 middle-school students, we know that that becomes 24 the black hole for a lot of students. And their 25 educational career is made or broken during those</p>	<p style="text-align: right;">Page 92</p> <p>1 that they have to complete working in the Wisdom 2 Garden, and they get tuition paid from UNM. 3 So our students work alongside those 4 students at UNM, as well as the students from 5 La Placita. A lot of our cultural and identity 6 learning comes at the farm through La Placita. 7 And this year, we've added Los Jardines 8 Institute in adding some of the comprehensive 9 sessions with our students in terms of culture, 10 identity, environmental justice. That has tied in 11 nicely, because we have a social worker that brought 12 in two social work interns, one of which worked at 13 SWOP, Southwest Organizing Project; so she is 14 supporting all additional restorative justice 15 practices at school, and then also working with the 16 Wisdom Garden and Los Jardines. So it's been 17 awesome this year. 18 THE CHAIR: Great. Great. And I 19 certainly hope, going forward, that your school 20 helps to be one of those leaders in modeling for -- 21 for schools as we -- as we move forward with making 22 sure that our schools are being more culturally 23 responsive. You're one of our best examples of how 24 it can be done and how it also helps to provide that 25 basis and foundation for students to be successful</p>
<p style="text-align: right;">Page 91</p> <p>1 years. 2 They can be the -- I worked with someone 3 who referred to it with their children as, "The Dark 4 Years. We don't talk about those years anymore." 5 But they are so critically important. And 6 I think what you have developed with that -- what do 7 you call -- looping system and that -- that 8 consistency and that attachment to those core 9 teachers is, without a doubt, something that works. 10 Let me ask you. I think you had spoken 11 about a farm. 12 MS. ALDERETE-TRUJILLO: We do do service 13 learning at -- with -- in collaboration with 14 La Placita Institute. And we work at Sanchez Farm. 15 We -- for the last four years, we worked 16 in the Sanchez Farm, where they do -- where 17 La Placita produces all of their produce for -- and 18 they sell it to the community. 19 This last year, we went from the Sanchez 20 Farm, which is right next door, to something called 21 the Wisdom Garden, which the Wisdom Garden now is 22 a -- it's run by both La Placita and UNM. But it 23 serves as a -- almost like a work-study for UNM 24 students that come from the rural areas of 25 New Mexico. And they have a certain amount of hours</p>	<p style="text-align: right;">Page 93</p> <p>1 in school as well. 2 So that I truly appreciate the 3 conversations that you must have, apparently often, 4 in your school environment. But it is -- it is 5 evident with -- and going to the school and the 6 opportunity that I had to go to the school, the 7 students are so proud. Even though you don't have a 8 good index, I know what an important move that was 9 that you made into -- into that building. 10 So let's -- let's just talk a little bit 11 about -- is there any -- is there any talk about 12 improvements that can or will be done to the 13 building? 14 MS. ALDERETE-TRUJILLO: Absolutely. We're 15 in the process of -- we just started the process of 16 our annual -- renewing our facility master plan, in 17 conjunction with doing some community schools 18 frameworking. So we are -- with our enrollment cap 19 approval that we've received, we are doing some 20 construction upstairs to add square footage. 21 We have some blank square footage above 22 the existing classrooms that are not counted. The 23 issue with that going forward is that we are going 24 to have to put in a sprinkler system, which is -- 25 you know, high cost to the school in order to</p>

<p style="text-align: right;">Page 94</p> <p>1 develop those spaces. 2 I think we are good in terms of the next 3 two years in fulfilling our enrollment cap with the 4 existing space; but we will have to take away some 5 office spaces and reorganize ourselves a little bit. 6 But in addition to that, we have been in 7 conversation with purchasing the lot, the empty lot 8 next door that we lease, and also in conversation 9 with the owner of the rest of the building that's 10 connected to us. They are looking to move because 11 they've outgrown their space. And it just seems 12 like a natural fit for us to be able to look into 13 purchasing that facility, the rest of that facility. 14 We paid off the building -- I don't know 15 if you know. I'm assuming you know that. Part of 16 our renewal application was the title. 17 THE CHAIR: Right. 18 MS. ALDERETE-TRUJILLO: So we have some 19 collateral to be able to do that, look into going 20 into a lease-purchase hopefully for the rest of the 21 building. 22 Future goals are not expanding beyond 23 middle school. We have a lot of the parents that 24 would like us to expand into high school. I -- I -- 25 you know, I -- it's taken us this long to even start</p>	<p style="text-align: right;">Page 96</p> <p>1 COMMISSIONER VOIGT: Madam Chair? 2 THE CHAIR: Commissioner Voigt? 3 COMMISSIONER VOIGT: Thank you. Thank 4 you. Good morning. Thank you for coming in today. 5 You know, I just wanted to give you kudos on your 6 intentionality behind your growth and that 7 sustainability that you've built in over time. 8 And it's very methodical. I can see, over 9 the years since South Valley Prep began, the method 10 in which you purposefully built and waited for the 11 right time to plan and take those growth steps. And 12 it's really coming to fruition now that you have 13 this beautiful new space. And you bought it. That 14 is huge. Congratulations. 15 MS. ALDERETE-TRUJILLO: Thank you. 16 COMMISSIONER VOIGT: And I also wanted to 17 extend thanks for this, putting this together 18 probably within the last two weeks; right? This is 19 a wealth of information. I think this is the first 20 I've seen from any charter school from the data from 21 the assessments. Your work you're doing is 22 tremendous. 23 I love the fact that you're grounded in 24 relationship-building with your families. And the 25 service learning is going to speak really great to</p>
<p style="text-align: right;">Page 95</p> <p>1 a bilingual program. We've been criticized for a 2 long time about not having a bilingual program. 3 But as a leader and as -- in the position 4 we've been in the last ten years, I don't like to 5 start something unless I know we can do it right. 6 And I don't want to do something that's not going to 7 benefit our kids. 8 And so for us, it was very important to 9 have this foundation, to be in this building, to be 10 a little more secure and not have to worry about 11 those things and start worrying about the other 12 things that we always wanted to do but we could 13 never get to. 14 So I believe that expanding the bilingual 15 strand and then also looking into some preschools, 16 not necessarily state preschools ourself, but 17 opening our space to the community with a city 18 preschool program as well as a YDI program, and then 19 also expanding that into a pilot with a possible 20 collaboration, where we're providing a licensed 21 teacher in those situations, in those settings. 22 So it's -- it's a long way off, maybe four 23 or five years; but it is something that we are -- 24 are making headway and talking about and planning 25 for.</p>	<p style="text-align: right;">Page 97</p> <p>1 the mid-school kids. 2 I love middle school, because those are 3 the kids that's -- they're in the biggest change of 4 their life. And you're doing that work at such a 5 crucial point. So great work. Thank you. 6 MS. ALDERETE-TRUJILLO: Thank you. 7 THE CHAIR: Commissioner Robbins? 8 COMMISSIONER ROBBINS: Well, I'll touch on 9 the audit again. And I noticed in the material, 10 that had to do with a late payment. And what steps 11 has the school taken to ensure, you know, that we 12 don't get a repeat of that late payment? 13 I just want to also make sure that it was 14 not due to lack of funds. 15 MS. ALDERETE-TRUJILLO: No, Commissioner 16 Robbins. Thank you for the question. That specific 17 audit finding was a conversation, long-going 18 conversation between us and -- who are the people we 19 used to the rent the portables from? -- Williams 20 Scotsman. Because Williams Scotsman was charging us 21 a different amount than our actual lease. 22 And so we were going back and forth about 23 not paying that portion of the -- of the excessive 24 amount that they were charging us. 25 Our internal controls have been reviewed</p>

1 and modified.
 2 And I don't know if Mr. Martinez wants to
 3 add anything. But we have, you know, taken a lot of
 4 time to look at the internal controls and the
 5 processes in place. Mr. Martinez is our business
 6 manager. He's been our business manager for two
 7 years. So a lot of his internal controls that he
 8 was having -- that he had used previously, and in
 9 his experience, along with ours, trying to meld
 10 those and come up with what's best for the school, I
 11 think we've done a good job of doing that. So I
 12 don't see -- foresee us having that issue again.

13 COMMISSIONER ROBBINS: Okay. The other
 14 thing I noticed in the handout you gave us, you had
 15 a huge increase in students with disabilities. How
 16 has the school dealt with and addressed that?

17 Because this is a phenomenal increase.

18 MS. ALDERETE-TRUJILLO: It's huge, yeah.

19 COMMISSIONER ROBBINS: You go -- over a
 20 ten-year period, you had a 500 percent increase, you
 21 know. It is enormous. I guess, question. How are
 22 you dealing with it, and what do you attribute the
 23 increase to?

24 MS. ALDERETE-TRUJILLO: So, first, I think
 25 we attribute -- I, personally, and I think in the

1 Math has been a little bit more of a
 2 struggle. However, with hiring that second teacher,
 3 we've been able to provide every type of environment
 4 for those kids, whether it's inclusion --

5 (Cell phone interruption.)

6 MS. ALDERETE-TRUJILLO: -- whether it's
 7 full inclusion with the support of an EA, or a
 8 pullout system, or a combination of both, we've
 9 really had to be flexible with our math program in
 10 that section. It has really -- as I'm going to use
 11 Commissioner Voigt's words -- come to fruition for
 12 us, because we have finally been able to sustain a
 13 second math teacher, and they have been solid.

14 We trained her right. We picked her up as
 15 a sub. We mentored her for almost an entire school
 16 year. And then when she was licensed, we hired her.

17 She knew the system. She took the -- you
 18 know, the job and ran with it. And her and the
 19 other math teacher and the two special ed teachers
 20 really work well with each other to serve the needs
 21 of the kids.

22 COMMISSIONER ROBBINS: And is the
 23 school -- are you having to put additional resources
 24 in order to maintain IEPs and keep them current?
 25 Because that -- with such a large percentage of your

1 conversations among the staff and the families, the
 2 increase in the students with disabilities, one, has
 3 come from parents seeking a small school that's
 4 going to serve the needs of their student.

5 And I think we have had some really good
 6 word-of-mouth advertisement, I would say, from the
 7 students that we have served previously and the
 8 families. And -- and they seek us out. And, you
 9 know, they're just like any other kid in the
 10 lottery. We don't know.

11 But we've had -- I think last year, our
 12 students-with-disability count was 36. It increased
 13 by 10 this -- this year. But, previously, it
 14 hovered around 20 for a couple of years, and then it
 15 just sprung.

16 We have hired a second special ed teacher,
 17 FTE. We have hired a special ed EA. And so under
 18 the guidance of both of those teachers, the majority
 19 of our work that we have I would say focused on is
 20 working with our kids in math.

21 Reading is a little bit easier, because
 22 every teacher at our school teaches reading, and
 23 every teacher is highly qualified to teach reading.
 24 So our SpEd teachers are able to maneuver throughout
 25 that system easier than they are math.

1 population being -- having a disability, it would
 2 seem that, you know, work with the IEPs and with the
 3 parents and with the staff on that would be an extra
 4 burden.

5 MS. ALDERETE-TRUJILLO: It is an extra
 6 burden. Our -- our special ed teacher that has been
 7 there for -- our veteran special ed teacher, I want
 8 to say, has taken the first nine weeks to fulfill
 9 those obligations of -- of all the IEP work, whether
 10 they're transfer IEPs or renewal or annual IEPs or
 11 new IEPs. She takes on that work as the director of
 12 the special ed services.

13 And then the other special ed teacher is
 14 the one that works mostly the math. She'll do some
 15 of the pullout. But she -- it is an extra burden.

16 We have looked this year into hiring a .5
 17 FTE special ed. We have difficulty finding somebody
 18 that's certified. We have picked up another
 19 substitute that she just started last week that is
 20 in the process of getting her teaching degree. She
 21 was a licensed teacher in California. I shouldn't
 22 say "licensed," because I don't think -- she was
 23 teaching at a private school in California for many
 24 years, didn't have the license to teach in
 25 New Mexico, but is transferring over and is

<p style="text-align: right;">Page 102</p> <p>1 fulfilling that part. 2 The special ed teacher that we picked up 3 is an alternative license teacher whom we've 4 mentored and supported for the last two years to get 5 him strong enough, and, you know, ready to take on 6 the veteran teacher's role, because I think she's 7 getting ready to retire. 8 So it is a lot of burden. We are -- we 9 are -- I would say the biggest concern for me -- and 10 I -- I'm not sure how IDEA B, the federal funds, are 11 allocated -- we still receive the same federal 12 funding amount that we did the first year we opened. 13 And so I have tried to ask those questions and tried 14 to find out how that can change. And that's kind of 15 a conversation that's ongoing with several of us in 16 several charter schools about how our population of 17 those students has grown, but yet we're still 18 receiving those same fundings. 19 I know we get adjustments in SEG in 20 operational. But sometimes it's not -- it's not 21 sufficient. We do spend a lot of money having a 22 full-time social worker. That's extremely important 23 for us. 24 COMMISSIONER ROBBINS: Thank you very 25 much, and congratulations on the success of the</p>	<p style="text-align: right;">Page 104</p> <p>1 legislative session to expand that program, because 2 your school certainly, to me, would be one of the 3 exemplars for this is -- you know, you're -- you're 4 right. You're already doing it. 5 But for you to be able to get those 6 additional monies to help support and grow what you 7 do do for the community, I think would be invaluable 8 for your area. So sad. 9 And how about -- because you did get an 10 enrollment cap increase. 11 MR. FLOYD TRUJILLO: We did. 12 THE CHAIR: Did you apply for CSP Grant 13 money? 14 MS. ALDERETE-TRUJILLO: We did. We did 15 get CSP. We're waiting for the award letter. 16 FROM THE FLOOR: You and everybody else. 17 MS. ALDERETE-TRUJILLO: But yeah. 18 THE CHAIR: At least that's good. And, 19 hopefully, there will be some changes in the at-risk 20 index -- 21 MS. ALDERETE-TRUJILLO: Yes. 22 THE CHAIR: -- so that you can get 23 assigned your own. And that should help some. It's 24 not going to be the fix for all. But it should help 25 some. So I hope that does come out of this</p>
<p style="text-align: right;">Page 103</p> <p>1 school. 2 MS. ALDERETE-TRUJILLO: Thank you. 3 THE CHAIR: Commissioner Ruiz? 4 COMMISSIONER RUIZ: No. I was just going 5 to make a motion. 6 THE CHAIR: I have -- did you apply for a 7 community school grant? 8 MR. FLOYD TRUJILLO: We did apply for the 9 Community Schools Planning Grant, which I regret in 10 retrospect. We probably should have just gone to 11 the implementation, because of what we do. But we 12 were really looking forward to using the planning 13 grant money to do a very in-depth need assessment 14 that we have -- we really need. 15 I'll be honest with you. I really wanted 16 that, personally, because I feel I'm getting to the 17 point where I'm getting ready to retire and, we want 18 to document those -- you know, that whole process 19 and have that roadmap very clear for whoever comes 20 in and takes over. And -- but we didn't get it. 21 THE CHAIR: Oh. 22 MS. ALDERETE-TRUJILLO: I know. I was 23 sad, too. I was devastated. 24 THE CHAIR: I think there's -- I can't say 25 for sure. I hope there's more money available this</p>	<p style="text-align: right;">Page 105</p> <p>1 legislative session. So that should be important. 2 Commissioner Armbruster? 3 COMMISSIONER ARMBRUSTER: Thank you. It's 4 so nice to have someone from middle school, finally. 5 Finally. So after my 35 years of middle school, 6 special ed, we're on. We're on. It kind of goes 7 with the special ed thing, you know. 8 I just had some questions, because I 9 really wanted to commend you on your students -- 10 teacher following the students through the three 11 years. I think that's really great. I was able to 12 do that in California, but not here. And I think 13 that really helps, because it's like being -- you 14 know, somebody would say "Mom -- I mean 15 Mrs. Armbruster." You know how that goes. 16 I wanted to know, with your special ed -- 17 students with disabilities special ed I'm referring 18 to. So do you have, like, a different curriculum 19 when they get pulled out or something to strengthen 20 the skills that they're missing or they're 21 struggling with? 22 MS. ALDERETE-TRUJILLO: We do -- we give 23 them the core curriculum at a modified -- in the 24 modified version. The curriculum that we use, 25 Glencoe, has an extremely -- a wealth of resources</p>

Page 106	Page 108
<p>1 for our special ed students to modify that 2 curriculum, in addition to their IEP goals and 3 addressing the skills that they're lacking. We use 4 IXL for math, and we use MindPlay for reading. 5 COMMISSIONER ARMBRUSTER: I'm writing that 6 down. Thank you for doing this. I actually 7 personally think if you're really a teacher, you 8 teach middle school. But that's just me. 9 MS. ALDERETE-TRUJILLO: It takes every 10 teaching skill you have to teach middle school. 11 COMMISSIONER ARMBRUSTER: Yes, agreed. 12 Thank you. 13 THE CHAIR: Is that it? 14 COMMISSIONER ARMBRUSTER: Oh, I'm sorry. 15 Yes. 16 THE CHAIR: You said you had a lot. I 17 thought you said you had a lot of questions; so I 18 just tuned out for a while. 19 Commissioner Ruiz? 20 COMMISSIONER RUIZ: I move that the Public 21 Education Commission approve the renewal of 22 South Valley Preparatory School with the following 23 conditions: Student growth in the highest, middle 24 and lowest quartiles, ELL -- 25 THE CHAIR: You have to use the similar</p>	<p>1 Gipson? 2 THE CHAIR: Yes. 3 COMMISSIONER ARMBRUSTER: Commissioner 4 Robbins? 5 COMMISSIONER ROBBINS: Yes. 6 COMMISSIONER ARMBRUSTER: Commissioner 7 Crone? 8 COMMISSIONER CRONE: Yes. 9 COMMISSIONER ARMBRUSTER: Commissioner 10 Armbruster votes "Yes." 11 Commissioner Raftery? 12 COMMISSIONER RAFTERY: Yes. 13 COMMISSIONER ARMBRUSTER: Commissioner 14 Ruiz? 15 COMMISSIONER RUIZ: Yes. 16 COMMISSIONER ARMBRUSTER: We're back to 17 seven on our thing. The motion passes. 18 THE CHAIR: The motion passes, seven-zero. 19 Thank you very much, and thank you once again for 20 everything you do every day. 21 FROM THE FLOOR: Thank you so much. 22 THE CHAIR: Okay. We'll take another 23 short break. 24 (Recess taken, 10:59 a.m. to 12:12 p.m.) 25 THE CHAIR: Okay. We are on to our final</p>
<p>1 performances. 2 COMMISSIONER RUIZ: Okay. With similar 3 performance for SY 2018 and 2019. And the student 4 growth with the highest, middle and lowest 5 quartiles, ELL progress and proficiency, chronic 6 absenteeism, college and career readiness, 7 educational climate, and growth in the four-year 8 graduation rate. 9 COMMISSIONER RAFTERY: I second. 10 THE CHAIR: They don't graduate. They're 11 middle school; so take out the graduation rate. 12 (Chair consults with PEC counsel.) 13 COMMISSIONER VOIGT: I'll second. 14 COMMISSIONER RAFTERY: I second. Oh, 15 sorry. 16 THE CHAIR: There's a motion by 17 Commissioner Ruiz, a second is by Commissioner 18 Raftery. 19 Any further discussion? 20 (No response.) 21 THE CHAIR: Commissioner Armbruster? 22 COMMISSIONER ARMBRUSTER: Okay. 23 Commissioner Voigt? 24 COMMISSIONER VOIGT: Yes. 25 COMMISSIONER ARMBRUSTER: Commissioner</p>	<p>1 school of the day, and that is The MASTERS Program. 2 So good afternoon. 3 FROM THE FLOOR: Good afternoon. 4 THE CHAIR: Thank you for your patience 5 with us. I'll start with my little statement. 6 The -- we will be renewing charters -- if 7 we do renew charters, we are renewing them with 8 conditions, and that is because PED has not provided 9 a report or review of data of the SY '18-'19 10 Accountability. It is important for schools to have 11 the complete academic data as part of its renewal 12 information for this renewal and also for future 13 years. The PEC needs complete State Accountability 14 Reports to make the best decision on school renewal 15 applications. 16 The PEC will review financial and 17 operational performance, because the data is 18 complete at this meeting in December of 2019. 19 If the PEC decides to issue a renewal with 20 conditions, the PEC will clearly state what 21 Accountability information it will review from the 22 PED Accountability Report. When the Accountability 23 data is prepared by PED and the school has had an 24 opportunity to review the data -- no less than ten 25 days -- the PEC will review the data and remove the</p>
Page 107	Page 109

<p style="text-align: right;">Page 110</p> <p>1 condition or take other action, such as a Corrective 2 Action Plan, or possibly non-renew the charter. 3 At the future meeting, January or February 4 2020, the PEC will only consider the issues related 5 to the reason for the conditions and will not 6 consider any other issues related to the renewal. 7 I know you weren't here at the beginning 8 when we had a little discussion about this. But 9 if -- if the school's charter is renewed and there 10 aren't any significant concerns that are highlighted 11 through this conversation, then the renewal would be 12 with the conditions that there be no substantial 13 changes in the data when it is released. And as 14 long as there isn't any substantial change in the 15 data, then the school would just be on the Consent 16 Agenda. 17 Our best guess probably is February, 18 because right now the release date is January 15th. 19 So that wouldn't -- that falls, I think, either on 20 or the day before our meeting. So it wouldn't give 21 schools enough time that they felt they needed to 22 respond to something to have that time. So it looks 23 like it would be the February agenda. 24 But, like I said, if there isn't any 25 substantial changes, then it's the Consent Agenda</p>	<p style="text-align: right;">Page 112</p> <p>1 starts on Page 358. 2 As indicated earlier, we have the Part A 3 data that was provided earlier for the school, 4 high-performing results in the data, with the school 5 showing an upward trend in their proficiency rates. 6 Reading at 67 -- just over 67 percent, math at about 7 19-and-a-half. Both are -- reading is well over the 8 State average. The math is about at the State 9 average. 10 Their science proficiency was at 11 45 percent this last year. The statewide average is 12 35 percent. 13 The growth indices by subgroup, as we 14 mentioned earlier, if it's at or around the zero 15 mark, they're as expected; and so almost all of them 16 are above the mark. Any below were slightly below, 17 except back in 2016; so, again, showing improvement. 18 The proficiencies by subgroup in reading, 19 for all subgroups shows an upward trend. Math is a 20 little bit lower and more level than upward trend. 21 Graduation rate, last we had, was at 22 77 percent. 23 Regarding their mission-specific goals, 24 other than the first year when they had a couple 25 that they didn't quite meet, they have Exceeded or</p>
<p style="text-align: right;">Page 111</p> <p>1 that the full renewal would be given. Okay? 2 If you have -- please don't hesitate if 3 you've got any questions about it, because we -- you 4 know, we talked about it earlier this morning. 5 It's -- it's territory we don't want to be in, but 6 we are, and we're just trying to make the best of 7 the situation and be the fairest to schools. 8 So if you do have any questions or 9 concerns, whenever, just speak up so that we can 10 hopefully make things as clear as we can about this. 11 So welcome once again. We appreciate your 12 coming up and spending the time with us. 13 If there is anyone for the school that 14 wishes to speak during the Public Comment, Beverly 15 has the sign-up sheet. So we would ask that people 16 sign up there. Otherwise, we're going to start with 17 CSD. 18 MS. KAREN WOERNER: Madam Chair, 19 Commissioners, school representatives, obviously, 20 MASTERS Program is before you, serving Grades 9 21 through 12, approximately about 263 students, 22 approaching their cap at 280. 23 And their mission is focusing on academic 24 excellence and service to others. 25 If you're looking on the online copies, it</p>	<p style="text-align: right;">Page 113</p> <p>1 Met the standards since that time. So for the last 2 three years of the contract term, their -- as I 3 mentioned about their membership has been 4 increasing, as indicated on Page 20 of 62 in the 5 Part A data. 6 And their retention within the year and 7 between years is above the 90 percent mark, along 8 with their teacher retention rate. 9 And no audit findings in the last year 10 that we have data for. 11 They did, if we go back to the area -- the 12 analysis of their Part B, you will notice that each 13 of the areas was a Meets the standard, except for 14 that organizational performance framework where they 15 Demonstrate Substantial Progress. I think this is 16 probably -- there aren't very many schools who get 17 so many Meets Standards. 18 The Demonstrates Progress is because, as 19 you know, the rubric is pretty strict about any of 20 these areas. If they didn't meet it at any one 21 time, at most, it Demonstrates Substantial Progress. 22 In the areas indicated on Page 3 that were 23 concerns or where they had their repeat of Workings 24 to Meet was English Language Learners, financial 25 compliance, facilities, and health and safety.</p>

<p style="text-align: right;">Page 114</p> <p>1 So addressing those, the English Language 2 Learner was around identification of English 3 Language Learners. I mentioned earlier that they 4 have that a lot across the state, especially with 5 schools that serve older students, because they're 6 not allowed to use the Home Language Survey unless 7 they're new to public schools. 8 So there's new requirements regarding 9 identification of English Language Learners. The 10 school has been working to address that. Most 11 recently at the site visit, we asked them to provide 12 that in each student file. 13 The financial piece was around their CPO, 14 but at the renewal site visit, that is all in 15 compliance and been resolved, as was the 16 health-and-safety issues, which was the master 17 immunization log and at least one teacher who hadn't 18 completed the reporting child abuse and neglect. 19 But those have been resolved. 20 And, finally, the facilities issue was 21 around the emergency drills, which also has been 22 resolved. 23 So moving on, Part D, the petitions, they 24 had 100 percent of their staff and 75 percent of 25 their households sign a petition.</p>	<p style="text-align: right;">Page 116</p> <p>1 some confusion over how schools were supposed to 2 administer or not administer tests. 3 Is part of -- is part of the problem -- 4 especially with the high schools -- is part of it 5 that they're not getting information from the 6 schools that students are transferring from, so you 7 end up doing something because you didn't have the 8 full information? Is that where part of the glitch 9 is? 10 MS. KAREN WOERNER: Absolutely, 11 Madam Chair. 12 THE CHAIR: Okay. Yeah. 13 MS. KAREN WOERNER: The prior guidance 14 from the Language and Culture Bureau was to make 15 three attempts to obtain the records from the prior 16 school, realizing over the last -- at least since 17 I've been here in the last couple of years, 18 realizing that isn't working. No matter how many 19 times you ask, it's difficult to obtain in some 20 districts. 21 The new advice -- when I say new, it's 22 been since I've been here in the last couple of 23 years -- is to look into S.T.A.R.S. for the data, 24 especially at the higher grades. If the student has 25 had an ACCESS test in the past, then you probably</p>
<p style="text-align: right;">Page 115</p> <p>1 And their NMCI score regarding their 2 facility is 18.57 percent, lower than the 23 percent 3 average; so remember, lower is better. 4 THE CHAIR: Right. 5 MS. WOERNER: Oh, excuse me. One other 6 thing. In your packet -- the packet was printed 7 prior to a correction I received. The -- your 8 packet indicates the wrong governing board 9 president. So it has been changed. The member who 10 was the president is still a member. And that was 11 John Triolo. 12 But it's now Shalimar Krebs who's the 13 president. I didn't want to print a whole set of 14 documents just for that one change. But the 15 governing board president is changed. 16 THE CHAIR: And it'll be reflected in the 17 contract. 18 MS. KAREN WOERNER: Yes. Thank you. 19 THE CHAIR: Presuming there's a contract. 20 So let me just ask, before we start a 21 specific conversation -- but as you mentioned, it 22 has been more the norm that schools are getting that 23 Does Not Meet the standard with the meeting the 24 needs of the English Language Learners. And I know 25 you've identified that there's -- I guess there was</p>	<p style="text-align: right;">Page 117</p> <p>1 have an EL, unless that ACCESS test score was 2 proficient. 3 But the new guidance is to, yes, try to 4 get your records from the prior school; but to look 5 into S.T.A.R.S. for each new student that enrolls 6 and look for their ACCESS test scores to determine 7 if they are proficient -- have scored profic- -- 8 have tested, first and foremost, or have scored 9 proficient. 10 Before doing that, there was a big lag 11 between when a student started and repeated requests 12 where a student could be under- or over-identified, 13 and, most important, not receiving services. 14 So there have been some changes in that 15 requirement, and we are working diligently for the 16 past couple of years in our state to get that into 17 compliance for our students. 18 THE CHAIR: Okay. Thanks. All right. 19 Thank you. And you have now -- now have your 20 15 minutes. 21 FROM THE FLOOR: Of fame. 22 THE CHAIR: Whatever you want to tell us. 23 But we'll ask you to identify for the record all the 24 folks with you that are here to speak for the 25 school.</p>

<p style="text-align: right;">Page 118</p> <p>1 MS. ANNE SALZMANN: I'm Anne Salzmann, 2 Principal of The MASTERS Program. Lisa Lucas is our 3 business manager responsible for -- 4 THE CHAIR: Can I ask you to pull it 5 closer? 6 MS. FRIEDMAN: It has to be closer to your 7 mouth. 8 MS. ANNE SALZMANN: Lisa Lucas is our 9 business manager responsible for the "no findings" 10 and for another great report soon to come out. 11 Dr. Lori Miller is our Director of Guidance, been 12 here since the very beginning of the school. She 13 was actually hired before I was. And Mara Bruton is 14 our special ed coordinator. 15 This is our board chair, Shalimar Krebs. 16 MS. KAREN WOERNER: Oh. Glad I recognized 17 him. 18 MS. ANNE SALZMANN: And we might have had 19 some other board members coming, so we weren't sure 20 what to tell them about when, so I kind of doubt 21 that they will come. 22 I just made a couple of notes about things 23 I wanted to say that I think are really important 24 about this school, because I worry that this -- in a 25 couple of years, this school won't exist, as we lose</p>	<p style="text-align: right;">Page 120</p> <p>1 And I'm just praying that something shifts 2 in people's awareness, and instead of closing all 3 the small schools, public or public charter, people 4 will recognize that that's not going to help the 5 problem -- the kids that are the problems right now. 6 They are going to continue to fail and drop out; 7 'cause we get lots of kids who have been lost in 8 bigger schools. And they're the kids we look for. 9 We have really actively created a place 10 where kids can feel comfortable, even if they are 11 not shining as far as academically. And many, many 12 of our students are not. 13 And I just wanted to make that clear. 14 I also wanted to mention -- somebody 15 mentioned our mission. Academic excellence is 16 definitely part of it. Service is part of it. 17 They're out now -- they will be out -- or they won't 18 be out this week. Last Friday, they're out there 19 doing service in the community, which is huge, 20 because it's a different kind of learning than the 21 classroom. 22 And we feel like it's incredibly 23 important, whether they're working for the Humane 24 Society or maintaining trails for the City of 25 Santa Fe or working out at HIPICO with the</p>
<p style="text-align: right;">Page 119</p> <p>1 Small Size funding. It's devastating for schools -- 2 I understand all the rationale behind what 3 the Legislature is doing. What I think is 4 unfortunate, and what I hope that other people who 5 are involved in schools will talk about, is the fact 6 that small schools are what works. 7 And there was an incredible example this 8 morning. We were -- we had a gathering -- this is 9 our last week, it's finals, and we had kids come 10 together, and we had a talent show. Kids get up and 11 sing and do whatever. I would be terrified to be up 12 there doing that. And you see these 15-year-olds 13 playing the viola, and this new freshman playing the 14 piano and putting themselves out there. 15 And what people don't seem to understand 16 anywhere, with teenagers, they need to be in a 17 school small enough so they are known, even when 18 they're doing badly, which some of our students do. 19 We've had kids fail the whole first semester. 20 They're not used to turning in work, meeting 21 deadlines, asking for help. They've never been 22 challenged; they think they're stupid. It takes us 23 a while to get them to the place of really trying 24 and asking for help and starting to be proud of what 25 they do.</p>	<p style="text-align: right;">Page 121</p> <p>1 therapeutic riding horses working there, or helping 2 when disabled kids come. Some of them work for 3 Piñon Elementary; a lot of different things they do, 4 incredibly important, in addition to what they do in 5 the classroom. 6 But the third thing that for us is huge is 7 building a conscious community and a compassionate 8 community. And we have put a lot of time and effort 9 into how we treat our students, how well we allow 10 them to know us. And it is that which can carry 11 them through when things are not going well. 12 And we have a lot of kids who have issues 13 going on at home. We have kids who work 40 hours a 14 week and go to school, everything you can think of. 15 Lori mentioned in our gathering this 16 morning, we had two students get the Davis 17 Scholarship. Both of them, if you read their 18 histories, you would think those kids are never 19 going to make it. And they're both now going to go 20 to a good college, four years paid-for, everything. 21 And it's all because there are people there that 22 know them and can pull them through. And I think it 23 isn't talked about enough. 24 Another place you see the way we work with 25 kids is if you look at our graduation rate. If you</p>

<p style="text-align: right;">Page 122</p> <p>1 look at our five and six-year rates, we go at 2 five-year, our cohort of 2015, the five-year rate is 3 83. If you look at our cohort of 2014, the six-year 4 rate is 86.</p> <p>5 The idea that every student, every high 6 school kid can make it through high school in four 7 years is ridiculous. Again, we have kids who it 8 takes one year just to get them willing to work. 9 And we hang onto them. We know, in the end, it 10 hurts us because they take longer.</p> <p>11 But it's something else that everybody in 12 education needs to look at in this state, because 13 trying to get them out of there faster -- and you 14 feel pressure as a school to say, "Yeah, you can 15 take another semester, we'll get you there, you've 16 just got to keep trying." And you know that you're 17 going to be punished for that.</p> <p>18 It should be that a lot of people are 19 speaking about that, because the longer we can hold 20 onto those adolescents and keep them in school and 21 keep them trying, the better off we're going to be 22 with them when they're adults.</p> <p>23 And, again, I just feel like nobody talks 24 about that. But these statistics, if you look -- 25 it's part of our school grade from before. Every</p>	<p style="text-align: right;">Page 124</p> <p>1 THE CHAIR: Okay. So we're now on to our 2 questions. So we can just continue on, because I -- 3 I circle around Anne a lot during the Legislative 4 Session. So she's always there as a staunch 5 advocate. And, absolutely, we've had conversations 6 about isn't it a shame that the CSP Grant is a 7 growth model, so you can't support schools who 8 intentionally need to stay small and say, "Why can't 9 we help these schools out and say, you know, they're 10 doing it well, they're doing it the right way, and 11 why can't we support that?"</p> <p>12 Unfortunately, that grant program can't be 13 tweaked to do that. But I wish there was something 14 out there that could be established to help schools, 15 so that even if they could create better economies 16 among small schools to share some services or 17 whatever, so that might keep them going -- but I -- 18 I wholeheartedly agree with you that I think 19 charters started with that concept that they're 20 going to be smaller so that they -- you know, those 21 students are be known for the good, the bad, and the 22 ugly, you know, but they're not going to get lost.</p> <p>23 And that is so important. And that's why 24 so many families gravitate to the charter school as 25 that choice, because they feel that their -- their</p>
<p style="text-align: right;">Page 123</p> <p>1 time we get that, we see that our five- and six-year 2 rates are far higher than four-year.</p> <p>3 And I think there's a really obvious 4 reason for that. These kids are coming in with huge 5 issues going on.</p> <p>6 THE CHAIR: And I'll just interject. And 7 at the same time, colleges have recognized that. 8 And how many degree programs can you get through now 9 in four years? It's almost impossible. So colleges 10 have recognized that they weren't doing it well.</p> <p>11 So I appreciate that. Sorry for 12 interrupting your time.</p> <p>13 MS. ANNE SALZMANN: No, it's fine. I see 14 these things every day, and I see that it works. 15 And it's very frustrating that everyone I see in 16 education isn't talking about this. It's all about, 17 "Let's close down the small schools so all the money 18 can go to the big schools." I don't believe in 19 that. I don't think it works for a lot of kids. 20 And I worry about the future of this school along 21 with others.</p> <p>22 That's all I wanted to say.</p> <p>23 THE CHAIR: Okay. We're on to -- Bev, did 24 anyone sign up for Public Comment? 25 MS. FRIEDMAN: No one signed up.</p>	<p style="text-align: right;">Page 125</p> <p>1 child is getting lost somehow in that bigger school. 2 And even APS is somewhat acknowledging the mega 3 schools, because they're -- the last one or two high 4 schools that they built are smaller.</p> <p>5 COMMISSIONER VOIGT: Yeah.</p> <p>6 THE CHAIR: They're still big, but they're 7 still smaller. Understanding that, you know, the 8 mega -- mega school isn't certainly for everyone. 9 And that whole -- looking to create community 10 schools and want to support that, and that's 11 absolutely important -- is that me?</p> <p>12 COMMISSIONER VOIGT: Madam Chair?</p> <p>13 THE CHAIR: So I -- I appreciate that from 14 you. And -- because I think you're different than a 15 number of early college high schools, because I 16 think some of the -- some of the other early college 17 high schools don't have as much of the 18 intentionality of the community component of it, 19 that they're on the campuses of the community 20 colleges, and you're more a college student than 21 that -- still, that traditional high school student 22 with, I think, a greater level of support that's 23 embedded in your program than some of the others.</p> <p>24 Even though they're -- they are successful 25 and great programs, yours is a little different than</p>

<p style="text-align: right;">Page 126</p> <p>1 a number of the others, and I truly do appreciate 2 that.</p> <p>3 Commissioner Voigt?</p> <p>4 COMMISSIONER VOIGT: Thank you, 5 Madam Chair.</p> <p>6 Good morning -- or good afternoon already. 7 Thank you for being here. I just wanted to commend 8 you on your arts program. And hearing you speak 9 about students being willing to overcome their 10 vulnerabilities to be up on stage and then that 11 level of empowerment that immediately follows that; 12 right, after a student is able to -- to demonstrate 13 what they've learned is really empowering, also for 14 your school culture, I'm sure.</p> <p>15 I don't know if that's something you feel 16 right away when students are given that opportunity 17 to either speak up or demonstrate their learning or 18 present, is that something that immediately affected 19 your school culture, the academic level of 20 achievement?</p> <p>21 MS. ANNE SALZMANN: Well, I think one of 22 the things we talk about a lot as a school is having 23 encouragement and whether it's in a classroom where 24 kids have to present -- we do that a lot. And it's 25 very scary for them, so you have to set the stage</p>	<p style="text-align: right;">Page 128</p> <p>1 community are there representing the great work that 2 you're doing and the great minds that you're growing 3 at your school. It's something that our legislators 4 need to understand more of.</p> <p>5 MS. ANNE SALZMANN: I think the other side 6 of it is also teachers are happier. We have a 7 higher retention rate, because teachers, when 8 they're teaching a number of students where they 9 actually can read all these papers -- if you're 10 teaching 150 kids, and you ask them to write a 11 paper, how are you going to grade that and breathe 12 on the weekend?</p> <p>13 Our teachers are teaching more like 70 to 14 80. You can deal with that. You can look at their 15 writing. You can make them rewrite it, which is how 16 they're going to relearn it. They're going to have 17 to edit. Kids connect to different people.</p> <p>18 There are kids that might connect to a 19 particular teacher or to Lori, who's the Director of 20 Guidance, or whoever it is. And the teachers have 21 time to actually speak to them, know them, because 22 there's time and space and small enough groups that 23 they can do that. It is -- it's critical for 24 survival, I think, of our kids and of this country, 25 really, if you start thinking about it in a</p>
<p style="text-align: right;">Page 127</p> <p>1 and make sure everybody understands, you cannot make 2 fun of people. I think you have to create that base 3 first so they really understand that. Or else you 4 do expose kids to other kids being mean.</p> <p>5 COMMISSIONER VOIGT: Sure.</p> <p>6 MS. ANNE SALZMANN: So we've worked really 7 hard at that. We worked that from the first year. 8 We had crazy kids doing crazy things, because 9 suddenly they felt like they had all this freedom. 10 So from the beginning, we realized we have to be 11 very intentional about the way we do this.</p> <p>12 COMMISSIONER VOIGT: You know, when you 13 were talking about small schools, too, and that 14 aspect of relationship building and making that 15 something that's really purposeful in your 16 community, that -- that is so important. And that's 17 something that you're not going to see in the mega 18 schools, because there's just no time or space for 19 it. And that's something that really needs to be 20 heard by your legislators. It's great that you're 21 active up there.</p> <p>22 I remember seeing you when I was with 23 Media Arts. That's something charter schools need 24 to do. Their communities need to be advocates, now 25 more than ever. It's great that you and your</p>	<p style="text-align: right;">Page 129</p> <p>1 different way. It's a much bigger issue.</p> <p>2 COMMISSIONER VOIGT: True. I agree. 3 Thank you.</p> <p>4 THE CHAIR: Commissioner Crone?</p> <p>5 COMMISSIONER CRONE: I can't get my mic 6 on. There we go.</p> <p>7 I think you know that I teach a sociology 8 class at SFCC. And I've had a number of -- I do ask 9 students if they have attended a charter, just a 10 show of hands. Several have identified the fact 11 that they are at The MASTERS Program. Others have 12 attended other charters there in Santa Fe.</p> <p>13 So I just wonder what proportion -- how 14 many of your students are taking college-level 15 classes?</p> <p>16 DR. LORI MILLER: So college-level 17 classes --</p> <p>18 THE CHAIR: Could you just identify 19 yourself first?</p> <p>20 DR. LORI MILLER: Hi. I'm Dr. Lori 21 Miller. I would say -- you know, we reach them 22 where they come in at, and we do that with the 23 Accuplacer and looking at their grades, because we 24 want to set them up for success.</p> <p>25 So college-level courses, they all take</p>

<p style="text-align: right;">Page 130</p> <p>1 dual-credit courses. That might be, like, student 2 leadership. But I think what you're referring to is 3 English 1110 that requires that, or math courses. 4 And, of course, sociology requires that you test 5 into 1110 or -- yeah, 1110. 6 And so I would say it would be about 7 70- -- 73 percent, I bet. And before they graduate, 8 it's around 80. 9 COMMISSIONER CRONE: Do -- some of your 10 students graduate with a high school diploma and a 11 certificate, or -- 12 DR. LORI MILLER: Absolutely. In fact, we 13 had 37 percent of our graduating class last semester 14 graduate with an Associate's or a certificate. Out 15 of 83 seniors, we probably have a good 30 or 40 that 16 will be graduating with a certificate or Associate 17 degree. Really proud about that, really excited 18 about that. 19 It's something that we don't push. We are 20 a high school first. We want them to graduate from 21 high school. But we want them to take full -- full 22 access to the -- what's available to them. And 23 that's something that's -- that's readily available 24 to them. 25 Of course, they have to test into those</p>	<p style="text-align: right;">Page 132</p> <p>1 THE CHAIR: So someone had brought up 2 earlier a question about how many schools are up for 3 renewal offer food services. And, of course, your 4 school is actually one of the few that's up for 5 renewal that doesn't. I think you're one of four 6 that don't offer food. 7 Is it because you're on the community 8 college campuses that the service just isn't 9 available? Because let me just -- there is pretty 10 good traffic on legislation that will get rid of the 11 waiver opportunity for charters to not be able to 12 offer food. 13 MS. ANNE SALZMANN: My understanding so 14 far has been that because we don't have a kitchen 15 and can't provide all the things that you're 16 required to provide to get the -- to the Title I 17 funding, that -- and we're never going to have that, 18 we're not going to be able to create a kitchen where 19 we are and so on. 20 We actually fund, out of our SEG payments, 21 \$150,000 of cards kids can use in the college 22 cafeteria. The only way we can have them eat -- 23 it's like a debit card that's only usable there. 24 But what was really important for -- we have a 25 little over 50 percent that are Free and Reduced</p>
<p style="text-align: right;">Page 131</p> <p>1 courses. But they usually do. 2 COMMISSIONER CRONE: Yeah. The students 3 that I have identified have been very good students. 4 I think an advantage, too, to having 5 charter and college is that a lot of the small 6 schools have limited access to cultural events and 7 so forth. I believe there's about 6,000 to 8,000, 8 at least -- not actively -- but handicapped students 9 at the community college, and they do some pretty 10 remarkable things. And the college break brings in 11 some remarkable people to give presentations or 12 shows and so forth. 13 I do like the Native American dancers that 14 we have. 15 And I did have a personal question for 16 Shalimar. Do you send me e-mails on line? SFCC -- 17 MR. SHALIMAR KREBS: I do. 18 COMMISSIONER CRONE: -- address? And 19 they're always saying, "You need to do this right 20 now"? 21 MR. SHALIMAR KREBS: Yes. 22 MS. ANNE SALZMANN: Is that going to count 23 against us? 24 COMMISSIONER CRONE: No. I'll just blame 25 him. I'm done. Thank you.</p>	<p style="text-align: right;">Page 133</p> <p>1 lunch that we shouldn't be able to see half of the 2 kid going up there with their parents' credit card 3 buying food or cash, and other kids are unable to. 4 That's what we've been doing. Whether 5 that's one of the things a couple of years out that 6 goes by the wayside, I think it would be 7 unfortunate. 8 We also -- we buy granola bars and have 9 them available for kids any time that they want, 10 because teenagers get hungry, and it's really hard 11 to learn if you're hungry. 12 So those are things that we've just done 13 out of the money that we get. 14 THE CHAIR: So why can't we consider that 15 providing food services? I'm just throwing it out. 16 COMMISSIONER VOIGT: Maybe because it's 17 not verifiable? 18 THE CHAIR: But they can verify it through 19 their budget. They can identify that they've 20 purchased these. 21 COMMISSIONER VOIGT: But it's not going 22 through the Food and Nutrition Bureau. 23 THE CHAIR: Right. There's no control 24 over what they're actually purchasing. 25 DIRECTOR BRAUER: I would say even --</p>

<p style="text-align: right;">Page 134</p> <p>1 Madam Chair, members of the Commission, we would 2 count that as providing food for students who -- it 3 just doesn't come out of the National Student Lunch 4 Program. We do have a couple of schools that fall 5 under that category that provide food out of 6 operations, as the MASTERS -- that should count 7 as -- yeah.</p> <p>8 THE CHAIR: And that's what I want to say. 9 For our purposes, why can't we say, "No, we 10 don't" -- it's just, "No, they don't provide food 11 services." I think there should be an opportunity 12 there for a qualifier, saying, "No, we don't 13 follow -- but we do -- the opportunity for providing 14 food is offered for all students through this."</p> <p>15 So that maybe that's something we need to 16 tweak in our paperwork so that it is identified; 17 because that's not -- you know, that's an important 18 piece of your story. Because we have others that 19 don't offer -- that don't offer anything.</p> <p>20 It's like how do you not make food 21 available? Because you're right; because teenagers 22 are hungry in every corner. So it's very difficult. 23 And we all know the importance of being able to be 24 fed. And, unfortunately, we all deal with the fact 25 that that's very often the only meal of the day, so</p>	<p style="text-align: right;">Page 136</p> <p>1 know that there is that opportunity, I think that's 2 an important piece of that school's story that needs 3 to -- that needs to be identified there. Because we 4 have some schools that use a food truck. You know, 5 the food truck is out there.</p> <p>6 So -- but, once again, we have other 7 schools where there is no food opportunity. And I 8 think we have to really be clear as to what are 9 those schools and -- this school, because you just 10 populate into a list that don't offer food services. 11 And it's like that's not really true.</p> <p>12 COMMISSIONER ARMBRUSTER: Madam Chair? 13 THE CHAIR: Commissioner Armbruster? 14 COMMISSIONER ARMBRUSTER: Since I was the 15 one who brought that up a couple of meetings ago, 16 maybe the question that we, for charter schools, 17 want to ask is how do you provide -- in some wording 18 for this -- "How do you provide lunches for those 19 who would qualify for Free and Reduced lunches?" 20 Maybe that's the question, as opposed to, "Do you?" 21 Does that make any sense to you? 22 THE CHAIR: Yeah. But I think it's -- and 23 the Free and Reduced lunch is important. But I 24 think, overall, it's all -- it's every student, to 25 be able to have the opportunity for food. Because,</p>
<p style="text-align: right;">Page 135</p> <p>1 that we have to be constantly aware of that.</p> <p>2 COMMISSIONER VOIGT: I have a question to 3 follow up with that. So you don't need a full 4 kitchen, though, to offer, like, a catered lunch if 5 there was a food vendor to bring it in. Like, you 6 could have a salad bar or something like that, 7 right?</p> <p>8 MS. ANNE SALZMANN: Our problem is we 9 don't have that kind of space. Because we lease 10 from the college, 16 of us work in one room, all of 11 us. We have one small office where Lisa and her 12 assistant work. And then we have classrooms that we 13 lease 8:00 to 4:00 that then revert to the college 14 after 4:00. We just don't have the space to even 15 set that up.</p> <p>16 COMMISSIONER VOIGT: Do you have a 17 refrigerator anywhere for kids to keep their 18 lunches?</p> <p>19 MS. ANNE SALZMANN: We do have a 20 refrigerator for kids to put lunches in. And most 21 of us bring our own lunch, because it's expensive to 22 eat at the college every day.</p> <p>23 COMMISSIONER VOIGT: I think it would be 24 great, that that could be counted as -- 25 THE CHAIR: For our purposes, so that we</p>	<p style="text-align: right;">Page 137</p> <p>1 once again, then you could unfortunately start into 2 a separating out, and the Free and Reduced kids are 3 getting taken care of, but there's others, you 4 know -- you may just barely fall out of that 5 eligibility request for Free and Reduced lunch. 6 That doesn't mean the family's in great shape and 7 can provide that opportunity.</p> <p>8 So that -- you know, I think it's -- I 9 think it's more -- I think it's more important to 10 just allow the school to tell their story of, "This 11 is how we provide food."</p> <p>12 And so I think that's something -- when we 13 look at our multitude of papers in January and 14 February through those work sessions on where we 15 have to tweak, I think either in the performance 16 framework, the contract, or, you know, somewhere, we 17 need to be able to identify that, and certainly in 18 this renewal packet, to be able to identify that 19 better.</p> <p>20 MS. KAREN WOERNER: How they're providing 21 food and whether it's provided to Free and Reduced? 22 THE CHAIR: Yeah, yeah. I think that's 23 really important. 24 Thanks for this, you know. We go through 25 this, and there's -- it's -- we're evolving that</p>

<p style="text-align: right;">Page 138</p> <p>1 way.</p> <p>2 And I had a --</p> <p>3 COMMISSIONER VOIGT: Always new</p> <p>4 discoveries.</p> <p>5 THE CHAIR: I think -- oh. Commissioner</p> <p>6 Ruiz?</p> <p>7 COMMISSIONER RUIZ: Thank you for being</p> <p>8 here. I have a question on your Chart 22 that's a</p> <p>9 comparison of the student enrollment of other</p> <p>10 subgroups.</p> <p>11 So you have a considerable decreased</p> <p>12 enrollment or percentage of students -- you have</p> <p>13 48 percent on the Free and Reduced, 10 percent</p> <p>14 student disabilities. That's comparing it to</p> <p>15 Santa Fe Public Schools and statewide, 4 percent of</p> <p>16 gifted and only 8 percent of your English Language</p> <p>17 Learners.</p> <p>18 In New Mexico, that is pretty much the</p> <p>19 picture of most of our students; not all, but a</p> <p>20 significant number. So can you tell me what you're</p> <p>21 doing to encourage enrollment and participation from</p> <p>22 those subgroups? Because it is lower than the</p> <p>23 schools and the state.</p> <p>24 MS. ANNE SALZMANN: Part of it is hard to</p> <p>25 have any control over because it's a lottery. So</p>	<p style="text-align: right;">Page 140</p> <p>1 people have personalities that attract kids and</p> <p>2 don't repel them, because if you don't pay attention</p> <p>3 to that, you can hire somebody and it's useless.</p> <p>4 You have kids coming in with extremely low</p> <p>5 skills, and we need to get them up quickly. So</p> <p>6 that's a main thing that we've looked at.</p> <p>7 We work really closely with the Student</p> <p>8 Development Office in the College, a man named</p> <p>9 Ernest Kavanaugh, a man who's been fantastic working</p> <p>10 with our English Language Learners.</p> <p>11 So all along the way, we're kind of</p> <p>12 looking for things that fit naturally in and that</p> <p>13 make kids feel like this is a place for them.</p> <p>14 A number of our English Learner students</p> <p>15 and Free and Reduced Lunch students have gone on at</p> <p>16 the College and are now part of the leadership group</p> <p>17 there as a result of that.</p> <p>18 But I think those things are ongoing with</p> <p>19 us. And the more we have, and having these numbers</p> <p>20 double, the more when people come and visit, that's</p> <p>21 what they see and, they go, "Oh, there are a bunch</p> <p>22 of people here like me, and they're all doing well."</p> <p>23 I think that's a really big part of it.</p> <p>24 COMMISSIONER RUIZ: Okay. Thank you.</p> <p>25 THE CHAIR: Remind me. You don't provide</p>
<p style="text-align: right;">Page 139</p> <p>1 part of it is just the luck of the draw.</p> <p>2 But if you look, we keep statistics from</p> <p>3 the very beginning. And it's been -- I think in our</p> <p>4 first year, our economic disadvantaged number was</p> <p>5 22 percent. So we've more than doubled that.</p> <p>6 And I think the main way that we do that</p> <p>7 is try to -- again, the whole idea of creating</p> <p>8 community is that you create a community where</p> <p>9 everyone feels comfortable. It's sort of the idea</p> <p>10 of this new -- the equity council, looking at how --</p> <p>11 how are you making sure people feel comfortable that</p> <p>12 their needs are met in any given school.</p> <p>13 And I feel like we've been doing that for</p> <p>14 a long time, trying to think about that.</p> <p>15 One of the ways we've done is we have a</p> <p>16 tutoring table that is always staffed from 8:00 to</p> <p>17 4:00. It's certified teachers; it's people who have</p> <p>18 retired that are always there to help students,</p> <p>19 because our feeling is if we're going to challenge</p> <p>20 them academically, we have to make sure there's</p> <p>21 always support.</p> <p>22 They can come find their teachers that</p> <p>23 they're not teaching, because their desks are in the</p> <p>24 office where I am and Lori and everybody is. But</p> <p>25 having those tutors there and those particular</p>	<p style="text-align: right;">Page 141</p> <p>1 transportation; correct?</p> <p>2 MS. ANNE SALZMANN: We do not.</p> <p>3 THE CHAIR: But I would imagine there's</p> <p>4 public transportation that's a little bit easier to</p> <p>5 the campus.</p> <p>6 MS. ANNE SALZMANN: City bus.</p> <p>7 THE CHAIR: Yeah. So that it -- so</p> <p>8 transportation shouldn't be a hindrance, to a great</p> <p>9 extent, about not being able to reach out to a</p> <p>10 far-reaching area of Santa Fe because they can't get</p> <p>11 there. The public transportation can do it.</p> <p>12 MS. ANNE SALZMANN: Honestly, what we've</p> <p>13 seen and what they tell us, parents of students,</p> <p>14 once they get in, they are so excited to have their</p> <p>15 student in a school where they know they're going to</p> <p>16 be challenged and know they're going to learn, we</p> <p>17 have people who drive in from Pecos and Española,</p> <p>18 people who drive up from Rio Rancho, because they're</p> <p>19 looking for that kind of school. So I don't feel</p> <p>20 like that has stopped us at all.</p> <p>21 THE CHAIR: Okay. All right. Thanks.</p> <p>22 Commissioners, any other questions?</p> <p>23 DR. LORI MILLER: Can I say something</p> <p>24 about the bus?</p> <p>25 THE CHAIR: I'm sorry?</p>

Page 142	Page 144
<p>1 DR. LORI MILLER: Can I say something 2 about the bus? 3 THE CHAIR: Oh, sure. 4 DR. LORI MILLER: So I had a student a 5 couple of years ago. And she's a wonderful student. 6 But it meant so much to her to come to school that 7 she took three different buses from Española to get 8 to our school. So it can be done. 9 That student also is at Southwestern in 10 Texas on a full-ride scholarship through the Davis. 11 COMMISSIONER VOIGT: Wow. That's cool. 12 THE CHAIR: Okay. So did you send me that 13 new language? Okay. Here. Everyone take note of 14 this. 15 Okay. I move that the Public Education 16 Commission renew the charter for The MASTERS Program 17 for five years, with the conditions that the 18 New Mexico System of School Support and 19 Accountability Report prepared by PED shows similar 20 performance for SY 2018-2019 in the student growth 21 highest quartile, student growth middle quartile, 22 student growth lowest quartile, English Learner 23 progress, chronic absenteeism, college and career 24 readiness, education climate, and growth in 25 four-year graduation rate in high school with no</p>	<p>1 Commissioner Gipson? 2 THE CHAIR: Yes. 3 COMMISSIONER ARMBRUSTER: It's a 4 seven-to-zero vote. 5 THE CHAIR: Congratulations. You'll be 6 receiving a letter. 7 And, like I said, as long as there's no 8 substantial difference with the data that will be 9 provided by January, you should be on the Consent 10 Agenda and full renewal then in February. 11 So thank you so much, and thank you for 12 everything you do every day. We really do 13 appreciate it. 14 MS. ANNE SALZMANN: Thank you. 15 THE CHAIR: We're in recess until tomorrow 16 morning at 8:00. 17 (Proceedings in recess at 1:01 p.m.) 18 19 20 21 22 23 24 25</p>
<p>Page 143</p> <p>1 significant decrease in performance. 2 COMMISSIONER ROBBINS: Second. 3 THE CHAIR: So a motion by Commissioner 4 Gipson, a second by Commissioner Robbins. 5 Any further discussion? 6 (No response.) 7 THE CHAIR: If not, Commissioner 8 Armbruster? 9 COMMISSIONER ARMBRUSTER: Commissioner 10 Raftery? 11 COMMISSIONER RAFTERY: Yes. 12 COMMISSIONER ARMBRUSTER: Commissioner 13 Crone? 14 COMMISSIONER CRONE: Yes. 15 COMMISSIONER ARMBRUSTER: Commissioner 16 Robbins? 17 COMMISSIONER ROBBINS: Yes. 18 COMMISSIONER ARMBRUSTER: Commissioner 19 Ruiz? 20 COMMISSIONER RUIZ: Yes. 21 COMMISSIONER ARMBRUSTER: Commissioner 22 Voigt? 23 COMMISSIONER VOIGT: Yes. 24 COMMISSIONER ARMBRUSTER: Commissioner 25 Armbruster votes "Yes."</p>	<p>Page 145</p> <p>1 BEFORE THE PUBLIC EDUCATION COMMISSION 2 STATE OF NEW MEXICO 3 4 5 6 7 REPORTER'S CERTIFICATE 8 I, Cynthia C. Chapman, RMR, CCR #219, Certified 9 Court Reporter in the State of New Mexico, do hereby 10 certify that the foregoing pages constitute a true 11 transcript of proceedings had before the said 12 NEW MEXICO PUBLIC EDUCATION COMMISSION, held in the 13 State of New Mexico, County of Santa Fe, in the 14 matter therein stated. 15 In testimony whereof, I have hereunto set my 16 hand on December 16, 2019. 17 18 19 20 21 22 23 24 25</p> <hr/> <p>Cynthia C. Chapman, RMR-CRR, NM CCR #219 BEAN & ASSOCIATES, INC. 201 Third Street, NW, Suite 1630 Albuquerque, New Mexico 87102</p> <p>Job No.: 3263N (CC)</p>

1 RECEIPT
2 JOB NUMBER: 3263N CC Date: 12/9/19
3 PROCEEDINGS: OPEN PUBLIC MEETING, Volume One
4 CASE CAPTION: In re: Public Meeting of the Public
5 Education Commission
6 *****
7 ATTORNEY: MS. BEVERLY FRIEDMAN - PED
8 DOCUMENT: Transcript / Exhibits / Disks / Other _____
9 DATE DELIVERED: _____ DEL'D BY: _____
10 REC'D BY: _____ TIME: _____
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12 ATTORNEY:
13 DOCUMENT: Transcript / Exhibits / Disks / Other _____
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a.m 1:12 4:4 37:11,11 79:22,22 108:24	activities 49:5,14 57:15	Albuquerque 1:22 3:9,10,11,12 3:13 7:22 13:14 31:4 33:6 34:23 38:15 39:4 44:13 45:24 52:13 53:15,17 58:7 62:22 72:21 77:25 145:21
aberration 61:12	actual 73:6 97:21	Alderete-Trujillo 84:17 85:1,6,9 88:25 90:19 91:12 93:14 94:18 96:15 97:6,15 98:18,24 100:6 101:5 103:2,22 104:14,17,21 105:22 106:9
ability 87:2	add 53:22 54:10 64:12 93:20 98:3	alerting 47:10
able 12:3 24:25 42:11 59:15,25 60:5 61:15 67:11 68:24 70:24 74:16 86:25 94:12,19 99:24 100:3,12 104:5 105:11 126:12 132:11,18 133:1 134:23 136:25 137:17,18 141:9	added 25:7 85:23 92:7	Allegiance 3:3 5:10
absenteeism 33:12 35:2 78:6 107:6 142:23	adding 40:16 92:8	allocated 102:11
absolutely 10:18 29:21 84:17 90:16 93:14 116:10 124:5 125:11 130:12	addition 10:21 26:6 27:14 73:3 94:6 106:2 121:4	allotted 55:11
abuse 114:18	additional 53:18,24 54:1 92:14 100:23 104:6	allow 53:18 72:21 121:9 137:10
academic 9:19 17:21 31:6,19 43:3 46:1 48:16,23 49:8 52:2 53:3 62:21 80:10 84:10 87:3 109:11 111:23 120:15 126:19	address 11:9 63:10 86:5 114:10 131:18	allowed 114:6
academically 86:18 89:23 120:11 139:20	addressed 15:2 20:12 53:11 66:12 98:16	allowing 85:20
accepted 67:25 68:1,2	addressing 106:3 114:1	alongside 92:3
accepting 64:12	adjacent 53:22	alternative 102:3
access 52:19 88:4 116:25 117:1,6 130:22 131:6	adjustments 102:19	amended 78:12
accommodations 29:6,6,7 66:14	administer 116:2,2	American 60:14 131:13
accomplishments 50:9,24 51:22	administrator 44:12 45:5 48:19	Ami 2:13 8:18
Accountability 9:17,21 10:3,4,4 12:21 31:21,22 43:1,5,12,14,15 80:8,13,20,21,22 109:10,13,21 109:22,22 142:19	administrators 44:6 47:11 48:10 49:2,11	amount 12:2,8 91:25 97:21,24 102:12
accountable 46:16	adolescents 122:20	analysis 14:12 17:5 39:3,9 70:10 70:11,13 82:5,6 83:5 113:12
accounting 64:5	adopted 6:22 74:25	ancillary 54:2
Accuplacer 129:23	adopting 73:8	and/or 83:20
achievement 87:24 126:20	adults 122:22	Anderoglu 71:11,12 73:3
achievements 51:22	advanced 50:14	Angela 57:9,11
acknowledge 77:17 87:25	advantage 131:4	angels 65:18
acknowledging 125:2	advantages 63:7	angst 12:2
acquiring 53:12	advertisement 99:6	ANN 2:4
Act 54:24	advice 116:21	Anne 118:1,1,8,18 123:13 124:3 126:21 127:6 128:5 131:22 132:13 135:8,19 138:24 141:2,6 141:12 144:14
Acting 2:8	advocate 87:2 124:5	annual 23:17 24:1,13 93:16 101:10
action 3:8 6:12 10:8,9 43:19,19 81:1,1 110:1,2	advocates 127:24	annually 24:14
active 46:22 127:21	affidavits 15:8	answer 11:10 24:11 52:23 60:17 66:16 69:3,15
actively 120:9 131:8	affinity 90:17,22	answered 45:9
	after-school 50:4 51:3 56:18	answers 58:11
	afternoon 109:2,3 126:6	anymore 21:23 64:3 91:4
	agenda 3:5,7 5:14,23 6:13,15,16 6:17,22 7:5,21 11:14,19 37:3,4 55:22 110:16,23,25 144:10	anyone's 20:3
	ago 59:13 60:25 136:15 142:5	Anyway 19:17
	agree 26:23 124:18 129:2	AP 25:17,21,21,22 26:2,3,3,4,11
	agreed 106:11	
	Aguilar 85:17	
	AIMS 30:5	
	AIMS' 16:23	
	air-balling 51:15	
	AI 85:18	
	Alan 2:8 45:11 73:15	

<p>28:22,24 29:3,8,8,11 Apodaca 1:12 apologize 81:20,24 85:3 app 47:2 apparently 93:3 appeal 54:24 88:16 appear 61:14 appears 15:2 application 41:2 61:5 94:16 applications 3:8 6:13 9:23 43:7 68:23 80:14 109:15 apply 29:9 103:6,8 104:12 appreciate 12:9,10 37:8 45:10 59:14,18 61:9,17 62:2 64:10 93:2 111:11 123:11 125:13 126:1 144:13 appreciated 25:12 approaching 111:22 approval 3:5 5:24 6:17 40:18 64:2 77:22 93:19 approve 6:1 31:4 33:5 34:22 77:24 106:21 approved 72:12 approximately 39:6 80:24 81:15 111:21 APS 60:9 125:2 Arabic 76:10 area 12:24 14:14 23:1 58:17 66:11 104:8 113:11 141:10 areas 9:8 12:22 14:11,16 37:2 40:1 49:1,10 59:25 61:2,7 83:6 91:24 113:13,20,22 Armbruster 2:4 4:5,7,10,13,14 4:19,21,24 5:3 7:3 16:12 27:23 27:24 28:18,21,24 29:10,13,17 29:22 35:18,22,25 36:3,6,9,10 36:14,19 37:15 38:9 73:21,22 75:14 76:4,12,16 77:9 78:23,24 79:2,5,8,11,14,17 105:2,3,15 106:5,11,14 107:21,22,25 108:3 108:6,9,10,13,16 136:12,13,14 143:8,9,12,15,18,21,24,25 144:3 arose 20:14 arrogance 18:15 art 50:2,6,18 51:16 arts 60:1 126:8 127:23 ASE 46:15 47:16 48:4 49:2,11</p>	<p>51:25 52:6,10,10 53:11,21 54:6 54:16 56:5 57:12 71:17 ASE's 52:18 aside 48:13 49:22,25 51:1 asked 114:11 asking 119:21,24 aspect 127:14 assessment 20:15 39:15 61:15 74:19 89:3 103:13 assessments 96:21 assigned 104:23 assist 49:20 assistant 19:21 85:12 135:12 Associate 130:16 Associate's 130:14 Associates 1:20 145:20 assuming 36:11,15 40:17 94:15 assurances 68:14 at-risk 104:19 atmosphere 62:24 attach 22:24 attached 22:17,21 23:3 attachment 91:8 ATTACHMENTS 3:18 attempts 116:15 attend 71:25 72:1,13 Attendance 40:10 attended 71:19 89:15 129:9,12 attention 140:2 attentive 63:4 attorney 54:10 146:7,12,17,22 attract 140:1 attribute 98:22,25 audit 14:5 63:8 64:18 83:8,11 97:9,17 113:9 authorized 39:4 available 11:2 32:15 72:7 103:25 130:22,23 132:9 133:9 134:21 average 42:17 56:8 82:10,13 84:3 87:19 112:8,9,11 115:3 avoid 63:11 award 104:15 awards 50:20,22 aware 8:6 38:4,13 135:1 awareness 47:3 120:2 awesome 92:17 Ayik 44:11,12 45:1,16 49:7 54:6 60:18 62:6 64:11 67:8 68:9,18</p>	<p>70:7 74:12 75:23 76:2 77:1</p> <hr/> <p style="text-align: center;">B</p> <hr/> <p>B 3:11 13:7 39:3 51:25 102:10 113:12 back 6:17 7:11 11:8 12:23 13:9 15:16 18:23 20:25 21:4,15 22:2 29:25 31:16 44:18 49:7 52:1 97:22 108:16 112:17 113:11 bad 124:21 badge 47:14 badly 119:18 bar 135:6 barely 137:4 bars 133:8 base 127:2 based 8:14 14:12 48:4 52:4 55:1 60:20,24 88:17 basis 92:25 Bean 1:20 145:20 bearing 8:1 beautiful 96:13 began 96:9 beginning 27:15 44:18 45:12 48:21 110:7 118:12 127:10 139:3 behavior 46:16,18,22 believe 5:15 24:15 69:22 71:1,18 72:7 76:22 78:12 95:14 123:18 131:7 believer 69:21 benchmark 52:4 benefit 95:7 Bernadette 85:16 best 9:22 26:1 43:6 65:20 80:13 92:23 98:10 109:14 110:17 111:6 bet 30:16 130:7 better 42:17 48:6 82:17 84:5 115:3 122:21 124:15 137:19 Bev 55:16 123:23 Beverly 2:11 7:12,16 111:14 146:7 beyond 81:19 88:5 89:23 94:22 bifurcation 54:18,19,20 88:11 big 65:7 117:10 123:18 125:6 140:23 bigger 120:8 125:1 129:1</p>
--	--	---

biggest 65:6 97:3 102:9
bilingual 30:2 95:1,2,14
bit 8:20 13:20 15:25 18:12 20:18
 20:20 27:7 38:4 49:23 59:17
 61:11 64:25 67:12 68:13 71:7
 93:10 94:5 99:21 100:1 112:20
 141:4
biweekly 73:1
black 90:24
blame 131:24
blank 93:21
bless 90:21
board 5:21 14:2 42:8,10 71:13
 85:15,16 89:13 115:8,15 118:15
 118:19
Bobby 19:21
body 90:8
Book 49:18
born 89:17
bottom 32:8
bought 96:13
Bowl 50:6
Brauer 2:8 12:17,18 33:25 73:15
 133:25
Brauer's 40:15
break 37:10 46:6 108:23 131:10
breathe 128:11
brightest 26:2
bring 135:5,21
brings 77:7 131:10
broken 90:25
brought 84:21 92:11 132:1
 136:15
brown 32:17,18 72:20 73:1
Bruton 118:13
Buddy/Tutoring 49:18
budget 133:19
building 1:12 40:17 53:12,22,23
 53:24 54:1,3,8 60:11 62:4 67:9
 79:21 93:9,13 94:9,14,21 95:9
 121:7 127:14
built 96:7,10 125:4
bunch 140:21
burden 101:4,6,15 102:8
Bureau 24:15,20 116:14 133:22
bus 141:6,24 142:2
buses 142:7
business 19:20,22 60:24 61:5

63:15 73:4 85:18 98:5,6 118:3,9
busy 45:8
buy 133:8
buying 133:3

C

C 1:20 2:1 3:1,13 145:8,19
Caballero 5:4
cafeteria 132:22
Calculus 28:22
California 48:5 101:21,23
 105:12
call 3:3,3 4:2,6 7:2 35:17 45:7
 57:13 91:7
called 47:17 74:18 91:20
calls 45:13
campus 45:11 53:25 141:5
campuses 125:19 132:8
cap 40:14 93:18 94:3 104:10
 111:22
capacity 53:19
CAPTION 146:4
card 132:23 133:2
cards 132:21
care 90:4 137:3
career 13:2 33:12 35:3 51:24
 74:14 75:2,6,11 78:6 90:25
 107:6 142:23
careers 74:6 75:13
carry 121:10
carrying 49:4,13
case 11:18 17:5 22:1 30:7 58:25
 84:3 146:4
cash 63:19 64:12 77:2 133:3
catch 24:25 25:1
categories 50:11
category 50:16 134:5
catered 135:4
caught 25:4,5
cause 120:7
cautions 45:15 49:6
CC 1:25 145:25 146:2
CCR 1:20 145:8,19
Cell 100:5
certain 68:19 74:8 91:25
certainly 4:7 9:5 25:12 55:18
 90:14 92:19 104:2 125:8 137:17
certificate 3:16 130:11,14,16

145:7
certification 75:6
certified 22:8 101:18 139:17
 145:8
certify 145:10
CHAIKEN 2:14
chair 2:3,3 4:1,18,20 5:6,12,17
 5:22 6:3,7,9,21,24 7:4,7,9,24,25
 10:24 12:14,20 15:19,24 16:9
 16:13,21,25 17:7,9,15,19,20,25
 18:6 19:1,8,13,19 20:3,8,23
 21:2,6,9 22:10,20,25 23:4,9,16
 23:22 24:3,12,21 25:3,6,9,11
 26:10,13,19,25 27:23 28:11
 29:24 30:17,23,25 31:9,12,13
 31:16,21 32:2,6,16,18,24 33:3
 33:15,18,22,25 34:11,14,15,16
 35:6,10,17 36:5,13,16,20 37:7
 37:12,19 38:12,22,24 42:19,22
 44:7 54:11,12 55:6,8,16,19,21
 55:23 57:8 59:11 60:18 61:9
 62:13 63:12,13 64:16 66:20
 67:2,7,12,15 68:17 69:10,16
 71:6 72:14,15,24 73:10,16,20
 77:11,14 78:11,17,22 79:4,19
 79:23,25 81:13 84:12,19 85:5
 85:15 88:8,24 89:5 90:11,21
 92:18 94:17 96:1,2 97:7 103:3,6
 103:21,24 104:12,18,22 106:13
 106:16,25 107:10,12,16,21
 108:2,18,22,25 109:4 111:18
 115:4,16,19 116:11,12 117:18
 117:22 118:4,15 123:6,23 124:1
 125:6,12,13 126:5 129:4,18
 132:1 133:14,18,23 134:1,8
 135:25 136:12,13,22 137:22
 138:5 140:25 141:3,7,21,25
 142:3,12 143:3,7 144:2,5,15
Chairwoman 32:11 85:1,19 89:1
 89:11
challenge 53:4 139:19
challenged 58:17 119:22 141:16
challenges 53:5
chance 52:21 68:20
change 18:10,24 21:9 61:23 97:3
 102:14 110:14 115:14
changed 18:17 68:7 115:9,15
changes 18:18 104:19 110:13,25

117:14
Chapman 1:20 145:8,19
Character 47:16
charging 97:20,24
Charlotte 85:9
charm 34:10
chart 15:20,25 16:10 18:1,23
 39:20 138:8
charter 3:8 6:12 7:11 8:20 10:10
 13:22 30:12,14 43:20 45:3,6,13
 45:19,23 53:19 54:20,24 55:3
 59:6 67:21 72:1,17 77:24 78:13
 78:14 81:2 88:12,19 96:20
 102:16 110:2,9 120:3 124:24
 127:23 129:9 131:5 136:16
 142:16
charter-specific 40:6
charters 52:12 80:6 109:6,7
 124:19 129:12 132:11
charts 13:12,25 31:23 39:24
Chavez 4:16
check 78:13
child 75:15 86:5 90:8 114:18
 125:1
children 21:1 27:18,20 47:20
 56:6 57:24 58:8 59:1 89:15,22
 91:3
children's 48:16 57:19
Chinese 30:7
choice 30:10 124:25
choose 84:14 89:8
chose 20:25
chronic 33:12 35:2 78:6 107:5
 142:23
Cindy 33:22 78:13
circle 124:3
citizens 90:1
city 95:17 120:24 141:6
clarification 44:25 64:18 72:16
clarify 22:11
class 28:25 29:3 46:23 88:2 129:8
 130:13
classes 29:19 30:9,14 47:17 67:10
 129:15,17
classroom 52:22 120:21 121:5
 126:23
classrooms 93:22 135:12
cleaned 34:7

clear 9:12 10:17 11:7,23 31:24
 35:13,16 36:25,25 103:19
 111:10 120:13 136:8
cleared 24:10 47:13
clearly 10:2 43:12 80:19 109:20
climate 33:13 35:3 78:7 107:7
 142:24
clip 19:14
close 10:19 25:1 39:23 56:22
 71:21 86:2 87:23 123:17
closely 140:7
closeout 64:6
closer 44:10 118:5,6
closing 120:2
club 85:5
clubs 50:4
CNM 30:9
coat 49:20
cohort 122:2,3
collaboration 47:25 48:4,8,15,18
 51:15,20 91:13 95:20
collaborative 45:25 46:8
collateral 94:19
collect 75:2
collecting 77:2
collection 68:10
college 13:2 33:12 35:2 51:24
 74:2,3,5,10,11,14,16 75:17,20
 78:6 107:6 121:20 125:15,16,20
 131:5,9,10 132:8,21 135:10,13
 135:22 140:8,16 142:23
college-level 129:14,16,25
colleges 76:23 123:7,9 125:20
colored 18:1
combination 66:22 100:8
combined 15:20
come 7:16 11:8 21:14,23 36:13
 36:16,22 44:14 91:24 98:10
 99:3 100:11 104:25 118:10,21
 119:9 121:2 129:22 134:3
 139:22 140:20 142:6
comes 37:14 58:18 76:23 92:6
 103:19
comfortable 86:19 120:10 139:9
 139:11
coming 37:20 38:3 56:2 61:1,2
 72:17 80:4 90:12 96:4,12
 111:12 118:19 123:4 140:4

commend 62:21 105:9 126:7
comment 7:13,14 20:5 25:16
 54:12,13 55:9,10 59:24,24
 69:19 74:1 81:8 89:6 111:14
 123:24
commission 1:1 4:3 8:12 27:14
 31:4 33:5 34:22 77:16,19,24
 89:11 106:21 134:1 142:16
 145:1,12 146:5
Commissioner 4:5,7,8,9,10,10,12
 4:13,13,15,16,17,19,21,21,23
 4:24,24 5:1,2,3,3,7 6:1,2,4,4,21
 6:23,25,25 7:3 16:12 17:15 18:9
 27:1,2,12,22,23,24 28:18,21,24
 29:10,13,17,22,24,25 30:11,15
 30:23 31:2,10,15,19 32:7,10,21
 33:1,4,16,20 34:1,9,12,19 35:7
 35:9,11,11,15,18,20,21,22,22
 35:24,25,25 36:2,3,3,6,6,8,9,9
 36:11,14,18,19,21 37:13,15
 38:9 62:19,20 64:9,14,16,17
 66:17 69:17,18 73:21,22 75:14
 76:4,12,16 77:9,11,12,15 78:10
 78:16,18,18,23,23,25 79:1,2,2,5
 79:5,7,8,8,10,11,11,13,14,14,16
 79:17 96:1,2,3,16 97:7,8,15
 98:13,19 100:11,22 102:24
 103:3,4 105:2,3 106:5,11,14,19
 106:20 107:2,9,13,14,17,17,21
 107:22,23,24,25,25 108:3,3,5,6
 108:6,8,9,9,11,12,13,13,15,16
 125:5,12 126:3,4 127:5,12
 129:2,4,5 130:9 131:2,18,24
 133:16,21 135:2,16,23 136:12
 136:13,14 138:3,5,7 140:24
 142:11 143:2,3,4,7,9,9,11,12,12
 143:14,15,15,17,18,18,20,21,21
 143:23,24,24 144:1,3
Commissioners 2:2 6:6 7:6 8:6
 10:17 12:15 24:13 30:17 38:25
 80:5 81:13 85:20 89:1 111:19
 141:22
Commissioners' 20:10
committed 89:25
Committee 8:19
committing 62:12
common 18:18 21:21
communicate 48:24 49:9 56:23

communication 48:7 57:4
communities 87:8 127:24
community 53:8 57:3,5 89:20,25
 90:4,16 91:18 93:17 95:17
 103:7,9 104:7 120:19 121:7,8
 125:9,18,19 127:16 128:1 131:9
 132:7 139:8,8
compared 52:7 87:12
comparing 47:10 138:14
comparison 138:9
compassionate 121:7
competition 51:2
competitions 50:8,25
complete 8:13 9:18,21,25 43:2,5
 43:10 72:5 80:9,12,17 92:1
 109:11,13,18
completed 14:22 66:22,23,25
 71:20 72:2 114:18
completing 71:3,22
compliance 24:22 41:18 65:6,7,8
 65:9,21,23,24 83:8 113:25
 114:15 117:17
compliant 66:9
component 125:18
components 12:21
comprehensive 92:8
concentration 51:19
concept 124:19
concern 21:11,16,18 22:16,19
 24:10 41:3,5 42:5 53:7 67:3
 71:8 73:12,18,25 75:16 83:3,16
 84:1 102:9
concerns 11:13 14:21 24:16
 83:19 110:10 111:9 113:23
concurrent 26:7
condition 10:8 31:6 43:18 77:25
 80:25 110:1
conditions 9:15 10:2,15 30:22
 33:7 34:24 42:25 43:11,23 55:4
 77:19 80:6,19 81:5 88:20
 106:23 109:8,20 110:5,12
 142:17
conducted 5:11 48:4,10
conference 72:1,2
conferences 48:14
confidently 90:7
confused 16:11 37:16 68:3
confusion 116:1

congratulate 57:6
congratulations 79:20 96:14
 102:25 144:5
conjunction 93:17
connect 52:21 128:17,18
connected 94:10
connection 48:7
conscious 121:7
consent 3:7 5:14,23 6:13,15 7:4
 11:14,19 37:3,4 110:15,25
 144:9
conservative 69:25
consider 10:14,15 43:22,24 74:10
 81:4,6 110:4,6 133:14
considerable 138:11
consideration 55:4 88:20
consistency 91:8
consistently 88:3
constant 48:15
constantly 135:1
constitute 145:10
construction 62:15 93:20
consults 7:24 31:9,12 34:11,15
 72:14 107:12
contenders 75:22
contest 50:6,14,16,18 51:15
continue 25:4 87:23 120:6 124:2
continued 53:3 59:7 62:21
continues 66:1 87:10
continuing 89:19
continuous 84:9
continuously 86:4
contract 25:21 40:8 41:14,16
 45:19 59:14,17 82:8 84:10
 113:2 115:17,19 137:16
contracted 63:15
contractor 62:9
control 133:23 138:25
controls 97:25 98:4,7
conversation 62:8 67:25 94:7,8
 97:17,18 102:15 110:11 115:21
conversations 61:18,21 93:3 99:1
 124:5
cool 142:11
coordinator 65:5 118:14
copies 111:25
copy 13:6 23:21 81:22
Cordova 19:22

core 45:19 91:8 105:23
corner 134:22
correct 5:14 17:8 23:1 26:17 28:5
 28:7,23 141:1
correction 115:7
Corrective 10:9 43:19 81:1 110:1
correctly 68:14
cost 93:25
council 19:19 49:15,18,20 64:4
 71:8,9,12,19 72:8,12 139:10
counsel 2:12 7:24 8:22 19:10,17
 31:9,12 34:11,15 54:15 72:14
 77:17 107:12
count 26:21 99:12 131:22 134:2
 134:6
counted 93:22 135:24
country 128:24
County 145:13
couple 20:12 99:14 112:24
 116:17,22 117:16 118:22,25
 133:5 134:4 136:15 142:5
course 29:5 84:9 130:4,25 132:3
courses 25:17 26:11 52:18
 129:25 130:1,3 131:1
Court 1:21 145:9
CPO 114:13
crazy 127:8,8
create 86:9 87:10 124:15 125:9
 127:2 132:18 139:8
created 86:12 87:10 120:9
creates 20:15 47:3
creating 53:13 86:6 139:7
credentialing 83:19
credit 133:2
critical 30:6 128:23
critically 91:5
criticized 95:1
Crone 2:4 4:25 36:11,18,21
 37:13 69:17,18 79:12,13 108:7
 108:8 129:4,5 130:9 131:2,18
 131:24 143:13,14
crucial 97:5
CSD 12:12 13:6 17:5 24:11 38:23
 39:9 81:11 111:17
CSP 104:12,15 124:6
cultivate 46:1
cultural 92:5 131:6
culturally 92:22

culture 59:7 86:22 92:9 116:14
126:14,19
curious 24:7
current 53:22 54:8 69:23 71:12
73:13 81:15 82:8 84:3 100:24
currently 13:16 25:2 39:5 49:17
56:6,10 71:9 73:11 88:18 89:13
curriculum 21:23 47:17,18
105:18,23,24 106:2
Curto 44:16 76:8,15
Custodian 2:11
Cybersecurity 50:4
Cynthia 1:20 145:8,19

D

D 3:1,1,14 114:23
dancers 131:13
Daniella 55:15 56:3
Dark 91:3
darned 18:24
data 9:17,19,24 10:5,6,7,25
13:18 14:4,6 39:9 41:21 43:1,3
43:9,15,17,18 47:5 55:2 60:21
68:10,11 69:5 70:16 75:2 80:8
80:10,16,22,24,25 82:5,6,18,20
88:18 89:2 96:20 109:9,11,17
109:23,24,25 110:13,15 112:3,4
113:5,10 116:23 144:8
database 46:25 47:10 60:20
date 10:13 67:1 71:9 110:18
146:2,9,14,19,24
dated 23:17
daughter 90:2
DAVID 2:5
Davis 4:15 121:16 142:10
day 37:8 87:23 90:13 108:20
109:1 110:20 123:14 134:25
135:22 144:12
days 10:7 18:16 43:17 80:24
109:25
deadline 54:23 88:15
deadlines 119:21
deal 34:20 128:14 134:24
dealing 98:22
dealt 98:16
debit 132:23
December 1:11 4:3 9:25 12:4
43:10 51:11,17 80:17 109:18

145:16
decides 10:1 43:11 80:18 109:19
decision 8:14 9:3,7,22 43:6 54:22
54:22 80:13 88:13,14 109:14
decline 21:22
declining 82:7
decrease 143:1
decreased 138:11
dedicat- 27:11
dedicated 27:13,16
defer 23:15
deficiencies 41:22
deficiency 83:14
definitely 67:9 120:16
degree 90:3 101:20 123:8 130:17
degrees 70:2
Del 44:16 76:8,15
DEL'D 146:9,14,19,24
DELIVERED 146:9,14,19,24
demographic 87:12
demographics 60:7
demonstrate 14:13 113:15
126:12,17
Demonstrates 113:18,21
Department 51:16 52:9
depend 72:5
dependent 47:6
deposit 63:20
deposited 63:22
Deputy 2:9
described 81:16
designation 55:5 88:21
designed 47:18
desires 87:3
desks 139:23
despite 45:8 53:1,4,4 87:21
details 69:14
detention 56:18
determinant 87:9
determinants 87:22
determination 22:14 23:18 24:1
24:10,13
determine 70:22,24 117:6
determines 74:22
devastated 103:23
devastating 119:1
develop 30:3,8 49:3,12 94:1
developed 91:6

development 46:2 47:19 52:18
140:8
diags 65:18
diem 64:1
difference 144:8
different 18:11 30:3 50:10 58:5
58:18,24 59:1 69:13 73:23 75:6
97:21 105:18 120:20 121:3
125:14,25 128:17 129:1 142:7
difficult 9:7 56:19 63:20 90:19
116:19 134:22
difficulty 101:17
diligently 86:4 117:15
dip 13:21 14:9 17:12 20:19 61:11
83:3
diploma 130:10
directly 12:19
director 2:8,9 8:21 12:18 28:9
33:25 40:14 44:23 64:2,2 85:10
101:11 118:11 128:19 133:25
disabilities 28:12,17 29:2,11
87:18 98:15 99:2 105:17 138:14
disability 101:1
disabled 121:2
disadvantaged 60:19 87:16
139:4
disciplinary 56:16
discipline 46:15
discoveries 138:4
discussion 3:8 6:12,20 10:20 11:1
35:13 59:15 78:20 107:19 110:8
143:5
Disks 146:8,13,18,23
district 21:1 52:8 87:13,20
districts 116:20
divide 7:18,20
Division 45:3,6 67:22 72:17
doctorates 28:10
document 63:23 81:21 103:18
146:8,13,18,23
documentation 24:19 63:25
documents 71:1 115:14
doing 19:11 20:6 25:25 26:9 27:8
49:20 56:11 65:1 74:17 76:19
80:5 82:17 93:17,19 96:21 97:4
98:11 104:4 106:6 116:7 117:10
119:3,12,18 120:19 123:10
124:10,10 127:8 128:2 133:4

138:21 139:13 140:22
Don 1:13
door 91:20 94:8
double 140:20
double-check 5:13
doubled 53:1 139:5
doubt 90:12 91:9 118:20
downward 11:17
Dr 19:19 28:9 118:11 129:16,20
 129:20 130:12 141:23 142:1,4
draw 139:1
drill 15:7
drills 15:4 114:21
drive 49:20 141:17,18
driver 47:9
drop 18:13,19 120:6
dropped 18:19 39:18
dual 28:12 74:7
dual-credit 30:14 130:1
due 73:18 97:14
duly 28:19

E

E 2:1,1 3:1,1,1
e-mails 131:16
EA 99:17 100:7
earlier 82:15 111:4 112:2,3,14
 114:3 132:2
early 125:15,16
early-high-school 74:20
easier 55:19 59:17 82:4 99:21,25
 141:4
easy 11:12 64:8
eat 132:22 135:22
Eckert 28:9
economic 46:3 139:4
economically 60:19 87:15
economies 124:15
economy 69:23
ed 24:20 27:25 28:9 99:16,17
 100:19 101:6,7,12,13,17 102:2
 105:6,7,16,17 106:1 118:14
edit 128:17
education 1:1,12 4:3 14:24 22:9
 24:18 25:4 28:10,15,16 31:3
 33:5 34:22 39:8 41:6 46:5,11
 47:16 52:9 65:5 66:3 69:21,22
 77:16,23 89:19 106:21 122:12

123:16 142:15,24 145:1,12
 146:5
educational 33:13 35:3 53:20
 77:3 78:7 90:25 107:7
effective 48:3
effectiveness 56:4
effort 11:25 12:9 75:2 121:8
eight 38:1 55:22,24 89:8,12
eighth 76:22
either 30:7,7 70:19 110:19
 126:17 137:15
EL 117:1
ELA 52:12
electives 50:3
elementary 40:18 49:19,19 53:23
 59:21 121:3
eleventh- 52:17
eligibility 137:5
ELL 27:17 30:1,1 76:5 106:24
 107:5
ELL-certified 27:14
ELLs 76:11
eloquent 58:9
embedded 125:23
emergency 15:4 114:21
emotional 47:19 87:4
emotionally 86:16
emphasize 39:7 69:24
emphasizing 46:3 49:25
employee 20:25 21:4 41:25
employees 15:9 42:13 83:24
employment 20:24 42:1
empowering 126:13
empowerment 126:11
empty 94:7
Encantada 5:13
encourage 70:4 138:21
encouragement 126:23
endorsement 83:20
ends 54:9
energy 11:25
engineering 50:3 51:4
English 13:1 14:18 15:1 26:4
 27:10 29:1 30:2 33:11 35:1
 41:7 60:10,22 78:5 87:19
 113:24 114:1,2,9 115:24 130:3
 138:16 140:10,14 142:22
Englishes 26:3

enhances 47:8
enjoy 12:10
enlightened 62:23
enormous 98:21
enriched 60:1
enrolled 56:7 82:25
enrolling 13:17
enrollment 20:19 26:7 40:13,19
 41:11,15 53:1,2,15 93:18 94:3
 104:10 138:9,12,21
enrolls 117:5
ensure 97:11
entered 46:24 47:1
entire 100:15
environment 46:1,8,13,14 47:23
 86:7,10,13,17,21 87:1 88:3 90:5
 93:4 100:3
environmental 92:10
equity 139:10
Ernest 140:9
ESL 54:2
Española 141:17 142:7
especially 114:4 116:4,24
Esquibel 19:9,18
ESSA 12:19 32:8,22
established 124:14
evaluate 13:7
evaluation 42:3
events 51:3,6 131:6
everybody 6:18 104:16 122:11
 127:1 139:24
evident 93:5
evolving 137:25
exactly 10:12
exam 26:2
example 11:18 119:7
examples 92:23
exceeded 16:6,15 40:6,8 112:25
exceeding 17:4
Exceeds 17:13,17
excellence 3:11 38:16 39:4 44:13
 45:25 52:13 53:15,17 58:7
 62:22 77:25 111:24 120:15
exceptional 28:12,19 45:3
excessive 97:23
excited 130:17 141:14
excitement 59:2
exciting 62:13

excuse 6:18 8:3 115:5
Executive 8:19 85:10
exemplars 104:3
Exhibits 146:8,13,18,23
exist 87:13 118:25
existing 54:1 93:22 94:4
expand 94:24 104:1
expanding 94:22 95:14,19
expectation 71:16
expectations 48:24 49:9
expected 14:1 39:23 40:2 82:16
 82:17 112:15
expense 69:24
expensive 135:21
experience 44:14 52:23 86:2 98:9
experienced 59:9
explain 46:7 65:19 75:24
explaining 77:10
expose 127:4
extend 96:17
extension 54:20 88:12
extent 141:9
extra 101:3,5,15
extracted 34:7
extracurricular 53:14
extremely 102:22 105:25 140:4

F

face 38:17 87:23
facilities 14:19 15:3,12 53:9
 113:25 114:20
facility 54:7 59:19,22 93:16
 94:13,13 115:2
fact 59:18 61:10,17 96:23 119:5
 129:10 130:12 134:24
factored 39:17
factors 18:15
fail 119:19 120:6
Fair 50:21,23 51:8
fairest 9:4 111:7
fairly 8:21 11:12,20
fall 134:4 137:4
falling 22:6
falls 17:2,9,23 18:5 64:21 110:19
fame 19:4 117:21
familiar 23:16
families 2:8,10 86:2 87:22 96:24
 99:1,8 124:24

family 81:17 86:9,9 89:20
family's 137:6
fantastic 140:9
far 13:25 15:5 16:2 17:2,9,23
 18:5 48:9,11 51:7 61:22 64:21
 69:5 87:17 120:11 123:2 132:14
far-reaching 141:10
farm 91:11,14,16,20 92:6
fashion 14:22
faster 122:13
fault 6:16
favor 6:5 7:5
favorite 58:2
Fe 1:13 3:14 120:25 129:12
 138:15 141:10 145:13
February 10:12 11:1,4 43:22
 81:3 110:3,17,23 137:14 144:10
fed 134:24
federal 102:10,11
feedback 48:25 49:10
feel 15:17 56:8,11 57:3 103:16
 120:10,22 122:14,23 124:25
 126:15 139:11,13 140:13
 141:19
feeling 139:19
feelings 56:24
feels 86:8 139:9
Fell 16:2
felt 58:17 110:21 127:9
fewer 60:8,13
fifth 53:24
figure 16:15 61:19
file 114:12
final 22:13 24:9 42:8 54:22 55:5
 88:14,21 108:25
finalist 75:24 76:1,3
finally 46:10 57:8 100:12 105:4,5
 114:20
finals 119:9
finance 73:5
financial 9:23 10:18 14:5 41:18
 43:8 44:21 64:18 80:15 83:7
 109:16 113:24 114:13
find 16:3,10,20 24:8 70:11
 102:14 139:22
finding 83:11 97:17 101:17
findings 14:5,6 41:18,19,23 63:9
 63:11,17 83:9 113:9 118:9

fine 20:3 22:4 74:10 123:13
fine-tune 86:4
finish 62:10,12
fire 15:6
firm 69:21
first 7:21 8:1 20:14 21:11 39:14
 45:2,17 50:17 55:14 56:9 66:5
 81:20 86:8 96:19 98:24 101:8
 102:12 112:24 117:8 119:19
 127:3,7 129:19 130:20 139:4
first-place 50:10
fit 94:12 140:12
five 40:8 55:12 78:8 95:23 122:1
 142:17
five- 123:1
five-year 55:3 88:19 122:2,2
fix 64:8 104:24
Flag 3:4 5:9,11
fleshing 8:10
flexible 100:9
flipping 15:19
FLL 50:11
FLOOR 42:21 44:5,9 55:20 56:1
 57:10 65:4 66:19,24 67:5 79:24
 89:10 104:16 108:21 109:3
 117:21
FLOYD 103:8 104:11
flu 85:4
focus 49:23 50:2 51:20 89:2 90:8
focused 90:3 99:19
focusing 111:23
folk 28:19
folks 44:3 117:24
follow 69:19 134:13 135:3
following 33:7 34:24 51:6,21,21
 78:1 105:10 106:22
follows 126:11
food 132:3,6,12 133:3,15,22
 134:2,5,10,14,20 135:5 136:4,5
 136:7,10,25 137:11,21
footage 93:20,21
forced 59:4
foregoing 145:10
foremost 81:20 86:8 117:8
Forensic 50:6
foresee 98:12
form 67:20
forth 97:22 131:7,12

fortunately 21:14
Forum 3:6
forward 8:16 59:16 62:25 92:19
 92:21 93:23 103:12
fostered 90:6
found 15:5 47:12
foundation 92:25 95:9
four 48:12,13 55:24 66:5 78:8
 91:15 95:22 121:20 122:6 123:9
 132:5
four-year 33:13 35:4 52:15 78:7
 107:7 123:2 142:25
fourth 50:13 56:7
Fox 38:21 54:11,14,15 55:7 88:7
 88:9
framework 14:11,15 16:2 31:20
 40:25 83:6 84:8 113:14 137:16
frameworking 93:18
free 15:17 60:8 76:13 87:16
 132:25 136:19,23 137:2,5,21
 138:13 140:15
freedom 127:9
frequently 56:17
freshman 119:13
Friday 5:20 20:6 40:15 120:18
FRIEDMAN 2:11 6:18 20:7 54:5
 55:18,21 118:6 123:25 146:7
friends 57:14,15,15
Fritz 85:16
fruition 96:12 100:11
frustrating 123:15
FTE 99:17 101:17
fulfill 101:8
fulfilling 94:3 102:1
full 89:8 100:7 111:1 116:8
 130:21,21 135:3 144:10
full-ride 142:10
full-time 102:22
fun 127:2
function 46:10
fund 132:20
funding 102:12 119:1 132:17
fundings 102:18
funds 97:14 102:10
further 35:13 55:4 78:20 88:20
 107:19 143:5
future 9:20 10:11 40:17 43:4,21
 59:16 75:13 80:11 81:3 94:22

109:12 110:3 123:20

G

G 3:1
games 74:22
gap 87:24
Garden 91:21,21 92:2,16
Gaspar 1:13
GATE 28:4
gather 47:4
gathered 60:21
gathering 27:15 119:8 121:15
gem 57:3
general 8:4 19:10,17 20:5
generally 76:18
generic 57:25
geometry 58:19,21,23
getting 52:22 58:25 64:1 65:17
 66:13 83:20,21 101:20 102:7
 103:16,17 115:22 116:5 125:1
 137:3
gifted 14:23 21:16,20,21 22:9
 28:14,16 41:4 64:24 65:8,24
 85:14 138:16
Gipson 2:3 4:17 20:23 36:4 79:3
 85:2,19 89:1 108:1 143:4 144:1
give 24:23 33:2 73:10 77:22 96:5
 105:22 110:20 131:11
given 62:9 111:1 126:16 139:12
gives 25:24 48:6
giving 51:1 68:14 74:25 75:17
Glad 118:16
Glencoe 105:25
GLENNA 2:6
glitch 116:8
global 90:1
go 6:17 9:11 11:14,19 18:21
 20:25 22:2 31:16 33:2 37:3,5
 45:20 49:16,24 58:1,11,12,14
 65:16 74:2,16 76:13 93:6 98:19
 113:11 121:14,19 122:1 123:18
 129:6 137:24 140:21
goal 17:17 41:12,14 67:16,17
 68:14,19 75:20
goals 13:22 16:8,15,24 17:2,13
 17:16 39:8 40:6,9 46:5,11 48:24
 49:8 67:14 94:22 106:2 112:23
goes 24:14 34:20 84:24 105:6,15

133:6

going 4:2 5:7,14 8:4,7,11,16,17
 8:24 9:10,11,12 16:18 20:1 24:4
 25:13 26:1 29:25 34:16 37:21
 38:3,6 49:7 51:9,14 54:17 55:16
 59:16 60:4 65:13,20 67:9 74:2,5
 75:10,11 84:15 88:6,9 92:19
 93:5,23,23 94:19 95:6 96:25
 97:22 99:4 100:10 103:4 104:24
 111:16 120:4,6 121:11,13,19,19
 122:17,21 123:5 124:17,20,22
 127:17 128:11,16,16 131:22
 132:17,18 133:2,21 139:19
 141:15,16
good 4:1,19 7:25 12:11 15:13
 24:20 27:4 36:23 37:5 38:25
 41:15,24 42:19,21 44:5 46:20
 57:5 59:15 61:18 65:17 79:20
 79:23,24 89:10 93:8 94:2 96:4
 98:11 99:5 104:18 109:2,3
 121:20 124:21 126:6,6 130:15
 131:3 132:10
governance 19:19 71:8,9
governing 5:21 42:8,10 64:4
 71:12,19 72:8,12 85:15,16
 115:8,15
Government 26:5
grade 20:22 39:14 50:20 53:24
 56:7,10 76:22 122:25 128:11
grades 13:16 39:5,6,14 50:22
 70:14 81:14 111:20 116:24
 129:23
graduate 30:5 107:10 130:7,10
 130:14,20
graduated 56:13
graduating 74:9 130:13,16
graduation 13:3 14:3 33:14
 34:13 35:4 40:5 52:6 78:8,9
 107:8,11 112:21 121:25 142:25
granola 133:8
grant 55:3 88:19 103:7,9,13
 104:12 124:6,12
graph 60:25 61:5
gravitate 124:24
great 74:4 92:18,18 96:25 97:5
 105:11 118:10 125:25 127:20
 127:25 128:1,2 135:24 137:6
 141:8

greater 87:17 125:22
greater-than-expected 14:2
Greek 70:1
green 32:16,17
grounded 96:23
group 63:14 140:16
groups 128:22
grow 104:6
growing 40:1 128:2
grown 86:25,25 102:17
growth 13:1,24 14:3 33:8,9,10,13
 34:24,25 35:1,3 39:23 52:2,12
 52:14,15 61:11 78:3,4,5,7 82:14
 96:6,11 106:23 107:4,7 112:13
 124:7 142:20,21,22,24
guess 18:9 20:17 65:6 67:20
 98:21 110:17 115:25
guests 12:15
guidance 45:5 99:18 116:13
 117:3 118:11 128:20
guide 45:20
guys 19:25
gymnasium 53:13

H

Hakan 44:24 75:25
half 39:18 53:12 54:15 133:1
Hall 1:12
hand 145:16
handicapped 131:8
handle 25:21
handout 98:14
hands 129:10
hands-on 54:3
hang 122:9
happen 5:20 8:11 9:12 22:2 60:5
 61:24 62:8,18
happened 16:18 20:21,24 21:3
 38:2 51:13 52:25 61:19 67:19
happening 9:14 51:9,11,17
happens 62:14,15
happier 128:6
hard 65:11,22,23 66:8 69:13
 70:22 71:4 127:7 133:10 138:24
head 25:3 44:12 61:6
headline 62:16
headmaster 63:5
heads-up 75:18

headway 95:24
health 113:25
health-and-safety 42:5 114:16
healthy 86:14,15
hear 41:9 57:22,23
heard 127:20
hearing 6:9 7:9,15 11:7 12:10
 126:8
heaven 65:18
held 6:20 19:14 145:12
help 9:6 25:11 29:1 30:8 53:25
 67:9,11 73:8 75:12 104:6,23,24
 119:21,24 120:4 124:9,14
 139:18
helpful 45:14
helping 121:1
helps 8:15 47:4 92:20,24 105:13
hereunto 145:15
Heritage 50:18
hesitate 11:22 111:2
Hey 28:2
Hi 57:10 65:4 129:20
high 13:19 14:8 20:25 21:21
 40:10 50:16 59:21 75:3 81:18
 83:1 88:5 89:23 93:25 94:24
 116:4 122:5,6 125:3,15,17,21
 130:10,20,21 142:25
high-performing 39:11 112:4
higher 39:8 46:5,11 60:10 84:4
 87:14,18 116:24 123:2 128:7
highest 32:13 33:9 34:25 52:11
 76:11 78:3 106:23 107:4 142:21
highlight 45:21
highlighted 15:22 110:10
highly 49:2,11 99:23
hindrance 141:8
HIPICO 120:25
hire 140:3
hired 99:16,17 100:16 118:13
hiring 67:10 100:2 101:16
Hispanic 50:18 60:8,13
historically 87:9
histories 26:3 121:18
history 26:3 29:1
hold 51:7 122:19
holding 19:12 51:14
holds 46:16 51:3
hole 90:24

holidays 62:11
home 48:2,5,10,13 67:18 68:16
 68:21,25 69:9 70:12,17,19 71:2
 114:6 121:13
homes 70:15
honest 103:15
Honestly 141:12
honey 58:21
honor 56:9
honored 86:22 88:2
hope 60:4 62:14 92:19 103:25
 104:25 119:4
hopefully 11:12 59:25 69:15
 94:20 104:19 111:10
horrible 62:17
horses 121:1
host 72:18,23
hosting 45:12 71:17 72:10,11,16
 72:16
hour 73:2
hours 42:11 63:23 73:10,12,18
 91:25 121:13
house 53:23
households 15:10 42:14 83:25
 114:25
hovered 99:14
huge 96:14 98:15,18 120:19
 121:6 123:4
Humane 120:23
humanities 60:4 69:20
hungry 133:10,11 134:22
hurts 122:10

I

idea 25:24 64:24 102:10 122:5
 139:7,9
ideas 49:17
identification 114:2,9
identified 53:18 115:25 129:10
 131:3 134:16 136:3
identifies 74:24
identify 44:2 75:10,11 84:15
 117:23 129:18 133:19 137:17
 137:18
identifying 15:2 41:8
identity 92:5,10
IEP 22:3 101:9 106:2
IEPs 14:22,23 21:16,20,21 22:1,5

22:9 24:18,24 65:9,22,24 66:5,6 66:7,21,22 100:24 101:2,10,10 101:11	115:8	IXL 106:4
imagine 141:3	indicating 23:22	
immediately 126:11,18	indicator 83:17	J
immunization 42:6 114:17	indicators 17:21 31:14,17,25 32:22 40:25 77:20 78:1 84:8	JAEGER 2:13
implement 63:18	indices 13:24 39:23 82:14 112:13	Janie 85:15
implementation 45:22 103:11	indulgence 43:25	January 10:11,13,20 11:1,4 32:1 43:21 51:9 81:3 110:3,18 137:13 144:9
implements 46:15	inform 48:15	Japan 50:16
importance 134:23	information 8:8,12,14 9:2,5,14 9:19 10:3 11:2,3 29:20 43:3,13 47:10 52:22 67:21 68:1,5 80:10 80:20 85:24 96:19 109:12,21 116:5,8	Japanese 30:7
important 9:18 37:20 43:2 48:2 61:24 66:13 75:4,8 80:9 87:4 89:20 90:14 91:5 93:8 95:8 102:22 105:1 109:10 117:13 118:23 120:23 121:4 124:23 125:11 127:16 132:24 134:17 136:2,23 137:9,23	informed 9:3	Jaramillo 19:23
impossible 71:5 123:9	initially 84:20	Jardines 92:7,16
impressive 63:6	initials 65:9,16	Jerry 1:12
improve 86:4	instance 11:16 66:10 73:4	job 1:25 34:1 52:23 98:11 100:18 145:25 146:2
improvement 48:25 49:10 53:4 84:9 112:17	Institute 3:9 7:22 13:15 31:5 33:6 34:23 91:14 92:8	John 115:11
improvements 93:12	institution 59:2,9	Join 85:5
improving 46:21	integrate 46:9	Joleen 19:22
in-depth 103:13	intended 54:21 88:13	July 52:10
in-state 76:22	intention 62:3,7	Junior 50:11
inappropriate 77:18,22	intentional 127:11	justice 92:10,14
inaudible 61:5 74:21	intentionality 96:6 125:18	K
include 78:3	intentionally 124:8	K 39:5 53:23
included 52:10 61:4 70:17	interest 74:24	Kaga 50:16
includes 5:24 47:14	interject 123:6	Karen 2:9 5:15,19 10:23 12:14 15:23 16:8,21 17:1,8,11,19,25 22:19,23 23:4,10,18,20,24 24:1 24:12 32:2,8,9,12,17,19,23 38:24 44:10 45:7 67:14 69:2,12 70:8 73:13,17 81:12 84:18 111:18 115:18 116:10,13 118:16 137:20
inclusion 100:4,7	internal 97:25 98:4,7	KARYL 2:4
incomplete 8:8	International 50:15	Kathryn 19:19
incorrect 76:19	interns 92:12	KATHY 18:14 19:8,16 20:23 21:3,8,19 23:25 25:2,8,10,20 26:12,17,23 27:11 28:7,14,20 28:23 29:4,12,16,21 30:4,13,16 37:6
increase 40:14 53:2,5 60:5 98:15 98:17,20,23 99:2 104:10	interrupting 123:12	Kavanaugh 140:9
increased 52:2 53:16 99:12	interruption 100:5	keep 19:12 22:1 54:8 79:21 100:24 122:16,20,21 124:17 135:17 139:2
increases 40:20 82:21	interviews 25:14	kid 26:2 56:19 99:9 122:6 133:2
increasing 39:12 40:12 82:22 113:4	introduce 19:5 57:16	kids 74:6 86:24 95:7 97:1,3 99:20 100:4,21 119:9,10,19 120:5,7,8 120:10 121:2,12,13,18,25 122:7
incredible 119:7	invaluable 104:7	
incredibly 120:22 121:4	involved 119:5	
index 39:22 42:16 84:1,2 93:8 104:20	involving 77:5	
indicate 6:6 7:6 11:15	issue 10:1 20:14,24 27:25 43:11 63:19 80:18 93:23 98:12 109:19 114:20 129:1	
indicated 13:3,11 42:9 50:1 82:6 112:2 113:4,22	issues 10:14,16 15:7 20:16 41:8 41:25 43:22,24 64:8 81:4,6 83:23 85:7 110:4,6 114:16 121:12 123:5	
indicates 6:2 33:23 36:17 70:13	Istation 39:17,19,19	
	it'll 62:14 115:16	
	Item 5:23 6:11,14,17	

123:4,19 126:24 127:4,4,8
 128:10,17,18,24 132:21 133:3,9
 135:17,20 137:2 140:1,4,13
kind 21:10 22:13 24:9 25:15,17
 25:19 65:14 67:23 74:21 76:13
 102:14 105:6 118:20 120:20
 135:9 140:11 141:19
kitchen 132:14,18 135:4
knew 63:5 100:17
know 12:8 13:15,23 16:18,22
 17:1 18:12 19:18,25 21:7 24:11
 27:8 36:12 37:16,18,25 38:10
 40:13 56:18 60:16 62:7,17 63:1
 66:2,24 68:6,7 69:4 70:9 84:20
 87:23 90:5,17,23 93:8,25 94:14
 94:15,15,25 95:5 96:5 97:11
 98:2,3,21 99:9,10 100:18 101:2
 102:5,19 103:18,22 104:3 105:7
 105:14,15,16 110:7 111:4
 113:19 115:24 121:10,22 122:9
 122:16 124:9,20,22 125:7
 126:15 127:12 128:21 129:7,21
 134:17,23 136:1,4 137:4,8,16
 137:24 141:15,16
knowledge 88:4
known 119:17 124:21
knows 11:9 37:19
Krebs 115:12 118:15 131:17,21
KRISTI 76:8,15
kudos 14:6 96:5

L

La 91:14,17,22 92:5,6
labeled 30:21
Laboratories 50:19
lack 67:4 97:14
lacking 106:3
lag 117:10
language 14:18 15:1 27:10 30:3,3
 30:6,8 35:1 41:7 60:10,22 74:7
 78:5 87:19 113:24 114:1,3,6,9
 115:24 116:14 138:16 140:10
 142:13
languages 76:6,9,9
large 87:13 100:25
Las 72:18
late 97:10,12
Latin 70:1

law 54:25 88:16
lawyer 19:9
lead 5:8 85:14
leader 45:13 95:3
leaders 92:20
leadership 49:4,13 130:2 140:16
leads 65:12
League 50:5,11
learn 30:1 58:3 59:3,5 86:21
 133:11 141:16
learned 56:19,20,23 126:13
Learner 13:1 33:11 35:2 114:2
 140:14 142:22
Learners 14:18 15:1 27:10 41:7
 60:11,22 78:5 87:19 113:24
 114:3,9 115:24 138:17 140:10
learning 54:4 81:17 86:14 91:13
 92:6 96:25 120:20 126:17
lease 94:8 97:21 135:9,13
lease-purchase 94:20
leave 87:2,5 88:6
leaving 11:23
left 89:25
legal 8:22 9:8 54:15
legislation 132:10
legislative 104:1 105:1 124:3
legislators 127:20 128:3
Legislature 119:3
lessons 89:24
let's 46:12 47:24 61:19 67:12
 71:7 72:15 93:10,10 123:17
letter 22:14,16,19,20 23:2,5,12
 23:17 24:2,5,14 104:15 144:6
level 76:11 112:20 125:22 126:11
 126:19
Lexis 52:19
Liaison 2:11
liberal 69:21
license 47:9 101:24 102:3
licensed 95:20 100:16 101:21,22
life 97:4
limited 9:13 131:6
line 39:25 82:15,16 131:16
Lisa 118:2,8 135:11
list 12:24 31:13,17,22 32:1,3,6,15
 55:14 57:9 136:10
listed 18:3 37:22 38:1 40:25
 70:25

literature 70:3
little 8:2 13:20 15:25 20:18,20
 27:7 37:24 38:4,12 40:22 44:10
 49:23 59:17 61:10 64:25 67:12
 68:3,13 71:7 82:4 84:4 93:10
 94:5 95:10 99:21 100:1 109:5
 110:8 112:20 125:25 132:25
 141:4
local 47:11
locations 72:21
log 42:6 114:17
long 11:16 19:14 37:1 59:13
 94:25 95:2,22 110:14 139:14
 144:7
long-going 97:17
long-standing 87:7
long-term 83:20
longer 15:25 64:12 72:7 122:10
 122:19
look 8:17 12:23 18:23 39:24
 61:25 62:7,25 89:4 94:12,19
 98:4 116:23 117:4,6 120:8
 121:25 122:1,3,12,24 128:14
 137:13 139:2
looked 21:10 58:23 101:16 140:6
looking 9:1 15:15 22:12 26:22
 31:25 40:16 59:19 69:12,14
 71:21 76:16 81:22 94:10 95:15
 103:12 111:25 125:9 129:23
 139:10 140:12 141:19
looks 61:10 110:22
looping 91:7
Lopez 57:9,11
Lori 118:11 121:15 128:19
 129:16,20,20 130:12 139:24
 141:23 142:1,4
Los 92:7,16
lose 118:25
lost 120:7 124:22 125:1
lot 7:19 8:10,16 12:1 41:9 45:5,8
 55:13 56:15 57:2,21,22 59:9
 60:2 65:25 66:2,4,7,7 70:10
 90:24 92:5 94:7,7,23 98:3,7
 102:8,21 106:16,17 114:4 121:3
 121:8,12 122:18 123:19 124:3
 126:22,24 131:5
lots 120:7
lottery 99:10 138:25

love 57:19 58:14 59:6 96:23 97:2
low 15:13,13 140:4
lower 40:23 42:16,17 84:5
 112:20 115:2,3 138:22
lowest 33:10 35:1 78:5 106:24
 107:4 142:22
Lucas 118:2,8
luck 79:20 139:1
lunch 60:9 77:6 87:17 133:1
 134:3 135:4,21 136:23 137:5
 140:15
lunches 76:13 135:18,20 136:18
 136:19

M

M 55:15 56:3
ma'am 32:9
Mabry 1:12
Madam 6:21 12:14,20 16:21
 17:15,19,25 23:4 24:12 25:3
 30:23 32:2,11 33:25 38:24
 54:11 55:21 60:18 63:12,13
 81:13 84:19 89:11 96:1 111:18
 116:11 125:12 126:5 134:1
 136:12
main 139:6 140:6
maintain 47:22 48:15 53:20
 100:24
maintaining 48:3 120:24
maintains 11:16
major 53:7
majority 8:23 99:18
makerspace 54:3
makeup 87:12
making 9:2 30:24 46:21 47:5
 54:12 65:11 92:21 95:24 127:14
 139:11
man 56:14 140:8,9
management 47:8
manager 19:21,22 44:21,21
 63:15 73:5 85:18 98:6,6 118:3,9
maneuver 99:24
manner 56:25 68:5
Mara 118:13
mark 2:14 8:18 112:15,16 113:7
Martinez 44:22 65:4 85:18 98:2
 98:5
Marty 19:9,17

master 42:6 93:16 114:16
MASTERS 3:14 109:1 111:20
 118:2 129:11 134:6 142:16
match 47:11
material 41:21 70:21 83:13 97:9
materials 12:17 15:20 82:2 84:21
math 13:10,15,20,21 17:6,12
 18:10 31:5 32:4,12 33:6,8 34:4
 34:23 39:7 46:4,9 50:5 51:12
 52:12,14 58:17 82:9 99:20,25
 100:1,9,13,19 101:14 106:4
 112:6,8,19 130:3
MathCounts 50:5,13
mathematics 3:10 7:22 50:1 51:4
matter 116:18 145:14
meal 134:25
mean 18:11 22:4 29:14 68:9
 74:10 105:14 127:4 137:6
means 82:16,16
meant 142:6
measures 13:1
Media 127:23
meet 11:4 14:17 16:3 17:3,9,23
 18:3 27:9 41:1 42:11 49:15
 53:10 63:21 64:22 65:12 83:7
 83:18 112:25 113:20,24 115:23
meeting 1:10 4:2 8:22 9:25 10:11
 17:4 41:17 43:10,21 46:5 65:13
 73:6 80:17 81:3 109:18 110:3
 110:20 115:23 119:20 146:3,4
meetings 48:20,23 49:8 65:25
 73:5 136:15
Meets 17:13,17,21 18:5,5 113:13
 113:17
mega 125:2,8,8 127:17
Megan 45:7 70:8,9
meld 98:9
MELISSA 72:20 73:1
member 2:4,5,5,6 25:9 27:13
 89:13 115:9,10
members 42:10 49:15 54:11
 71:19 72:8 85:17 118:19 134:1
membership 40:11 113:3
mention 40:14 41:13,20 45:17
 120:14
mentioned 24:17 74:13 82:15
 112:14 113:3 114:3 115:21
 120:15 121:15

mentions 74:1
mentored 100:15 102:4
Merit 75:21
met 14:13 16:6,14 17:11 31:7
 33:14 35:4 40:6,9 66:14 67:22
 113:1 139:12
method 96:9
methodical 96:8
Mexico 1:2,13,22 3:4 5:9,11
 50:11 52:9 54:25 66:3 88:16
 91:25 101:25 138:18 142:18
 145:2,9,12,13,21
mic 44:7 129:5
Michael 44:20 63:12,13
Michaela 85:17 89:9
microphone 6:19 44:8 55:17
mid-July 62:10
mid-school 97:1
mid-year 48:21
middle 33:9 34:25 59:21 78:4
 83:12 89:16 94:23 97:2 105:4,5
 106:8,10,23 107:4,11 142:21
middle-school 74:19 75:1 86:2,7
 86:13 90:18,23
Mike 63:13 73:5
military 74:9
Miller 118:11 129:16,20,21
 130:12 141:23 142:1,4
mind 90:8
MindPlay 106:4
minds 128:2
minors 70:3
minute 29:23 54:15
minutes 5:24 12:13 19:3 20:1
 44:1 54:5 55:11,12,22,25 84:13
 89:8,12 117:20
misleading 68:13
missed 72:7
missing 8:11 28:1 31:18,23
 105:20
mission 16:7,8,23 17:2 45:18,18
 45:21,24 46:7 47:22 50:2 53:9
 67:14,15,17 74:1 75:16 81:16
 111:23 120:15
mission-specific 112:23
model 124:7
modeling 92:20
modifications 62:1 66:15

modified 98:1 105:23,24
modify 106:1
Mom 58:19 105:14
Monday 4:3
money 76:24 77:7 102:21 103:13
 103:25 104:13 123:17 133:13
Monica 85:17
monies 104:6
Montañas 72:18
month 27:16
months 48:12 66:6
morning 4:1 7:22,25 8:1 12:11
 27:4 38:25 42:19,21 44:5 79:23
 79:24 89:10 96:4 111:4 119:8
 121:16 126:6 144:16
motion 6:1,3,10,24 7:10 11:5,15
 30:24 31:24 32:25 34:7,17,18
 35:10 36:20,23 77:16 78:11,17
 79:19 103:5 107:16 108:17,18
 143:3
motions 30:20
mouth 118:7
move 6:21 31:3 33:4 34:21 59:16
 66:4 77:15,23 92:21 93:8 94:10
 106:20 142:15
movement 20:22
moving 51:18 114:23
multi-purpose 53:13
Multicultural 51:10
multiple 17:2
multitude 137:13
Munsey 85:2,15
Mustafa 44:11,11 45:1,16 49:7
 54:6 60:18 62:6 64:11 67:8
 68:9,18 70:7 74:12 75:23 76:2
 77:1

N

N 2:1 3:1,1
name 44:11 56:3 57:10 63:6,12
 63:13 71:11 85:9
named 140:8
narrative 16:4,5 70:16
narratives 16:14
narrow 11:11
national 47:10 75:21 134:3
Native 60:14 131:13
natural 94:12

naturally 140:12
navigate 8:24
near 14:1 87:25
necessarily 24:9 28:20 66:12
 68:19 95:16
need 5:17 10:17 26:15 31:13,17
 31:22 32:24 42:22 47:6 62:16
 73:9,9 86:15 88:5 89:12 103:13
 103:14 119:16 124:8 127:23,24
 128:4 131:19 134:15 135:3
 137:17 140:5
needed 49:16 56:24 110:21
needs 9:21 11:8,10 14:18,21 27:9
 31:23 41:3 43:5 53:10,11,14,18
 64:24 65:12,14 66:14 80:12
 86:5 87:4 99:4 100:20 109:13
 115:24 122:12 127:19 136:2,3
 139:12
needy 49:21
negative 87:9
neglect 114:18
neglected 81:25 84:19
negotiations 21:12 59:14,17
neighborhood 60:14 63:2
never 8:25 18:19,21 95:13
 119:21 121:18 132:17
new 1:2,13,22 3:4 5:9,11 20:15
 34:18 38:17 41:14 44:12 45:4
 47:5 50:11 52:9 53:2 54:7,25
 61:14 62:4 66:2,3 67:8 73:4
 78:12,14 79:20 88:1,16 91:25
 96:13 101:11,25 114:7,8 116:21
 116:21 117:3,5 119:13 138:3,18
 139:10 142:13,18 145:2,9,12,13
 145:21
News 23:25
nice 105:4
nicely 92:11
Night 51:10,12
nine 101:8
NM 1:20 145:19
NMCI 15:12 42:16 115:1
NMSA 88:15
non-compliance 41:23 63:17
 64:8 66:21 83:15
non-compliant 66:25
non-renew 10:9 43:20 81:2 110:2
norm 115:22

normally 57:24 60:24
north 53:12
not-rated 67:13
notation 68:4 70:18
note 21:11 37:20 39:13 42:8 83:9
 142:13
noted 25:6 74:7
notes 118:22
notice 113:12
noticed 97:9 98:14
notification 47:1
notifications 5:25 83:21
notified 37:4
number 30:9 37:21,22 53:25
 125:15 126:1 128:8 129:8
 138:20 139:4 140:14 146:2
numbered 81:23
numbers 39:19 81:21,24 140:19
Nuñez 55:15 56:3
Nutrition 133:22
NW 1:21 145:20

O

O 3:1,1
objects 54:19 88:11
obligations 101:9
obstacles 87:10,21
obtain 116:15,19
obvious 123:3
obviously 111:19
occurred 61:16,18
October 23:17
odd 21:7 60:12,16
offer 7:14 50:3 75:2 132:3,6,12
 134:19,19 135:4 136:10
offered 25:17 68:16 69:8 70:19
 134:14
offering 67:10 71:2
offers 47:16
office 94:5 135:11 139:24 140:8
official 42:2
oh 18:20 19:11 35:18 36:13 42:15
 55:23,24 56:3 77:14 103:21
 106:14 107:14 115:5 118:16
 138:5 140:21 142:3
okay 7:5 17:24 18:6,8 20:1 21:2
 22:10 23:9 24:22,22 28:14
 30:15,19,25 31:2,15 33:20

34:20 35:7 38:22 55:19 61:9
62:13 67:2,2,7 69:16 75:25 77:9
84:12 88:7,24 89:5 98:13 107:2
107:22 108:22,25 111:1 116:12
117:18 123:23 124:1 140:24
141:21 142:12,13,15
old 18:16
old-school 69:25
older 56:13 114:5
oldest 90:2
Olympiad 50:5
once 38:18 42:19 47:13 59:12
62:15 80:4,5 108:19 111:11
136:6 137:1 141:14
one-hour 73:7
ones 8:1 56:21
ongoing 21:17 102:15 140:18
online 26:14 52:18,20 71:24 72:6
72:25 73:2 82:2 111:25
open 1:10 3:6 10:25 11:3 12:11
146:3
opened 102:12
opening 11:6 54:1 95:17
operational 9:24 10:19 43:9
80:16 102:20 109:17
operations 134:6
opportunities 49:3,12 53:6 54:4
89:24
opportunity 10:6 43:16 48:7
50:7 51:1 69:8 73:4 75:9 80:23
81:17 93:6 109:24 126:16
132:11 134:11,13 136:1,7,25
137:7
opposed 6:7 7:7 59:4 60:3 136:20
opposition 6:9 7:9
Options 2:8,10
order 3:3 4:2 8:12 30:5 34:3
47:22 63:10,10 93:25 100:24
organization 83:5
organizational 14:10 113:14
organizing 49:4,13 92:13
orientation 69:7
orientations 68:23
Osman 71:11,11 73:3
ourselves 95:16
out-of-state 76:23
outcomes 14:2
outgrown 94:11

outlined 41:1
outlook 57:20 59:1
outreach 57:4
over-identified 117:12
overall 61:10 81:23 136:24
overcome 126:9
overdue 14:24
overnights 62:11
owe 56:14 57:2
owner 63:14 94:9

P

P 2:1,1 3:1
p.m 108:24 144:17
packet 13:18 14:12 18:3 22:17
39:10 82:3 85:24 89:1 115:6,6,8
137:18
packeting 16:19
packets 8:7,9 24:4
page 3:2 23:12 32:7 39:15 40:12
40:23,25 82:3,6,20 112:1 113:4
113:22
pages 145:10
paid 30:11 92:2 94:14
paid-for 121:20
paper 19:14 128:11
papers 128:9 137:13
paperwork 66:8 134:16
PARCC 20:14
pardon 69:13
parent 48:3 57:11,13 59:24 75:15
89:14
parent-teacher 48:14
parents 2:8,10 21:22 29:9 47:1,4
47:25 48:6,16 53:8 57:17 58:13
64:13 65:20 68:15,20,24 69:8
83:21 94:23 99:3 101:3 141:13
parents' 133:2
part 9:19 12:25 13:4,7,12,18
15:21,21 22:23 25:21 39:3 43:3
52:4 66:13 71:23 80:10 82:5,21
83:3 86:8 94:15 102:1 109:11
112:2 113:5,12 114:23 116:3,3
116:4,8 120:16,16 122:25
138:24 139:1 140:16,23
participants 51:13
participate 50:8 51:2
participation 46:22 51:11 68:15

138:21
particular 58:16 128:19 139:25
pass 84:23 85:2
passed 29:11
passes 6:10 7:10 36:20,23 79:19
108:17,18
path 75:9
pathways 75:3,6,12
patience 79:25 109:4
Patricia 2:3 44:22
Patty 65:4
pay 25:22 77:3 140:2
paying 97:23
payment 97:10,12
payments 132:20
pays 77:6,8
PDF 81:21
PEC 2:11,12 7:24 9:21,23 10:1,2
10:7,14 31:9,12 34:11,15 43:5,8
43:11,12,17,22 55:2,3 72:14
80:12,15,18,19,24 81:4 84:22
88:18,19 107:12 109:13,16,19
109:20,25 110:4
PEC's 54:22 88:13
Pecos 141:17
PED 2:7,11 9:16 10:4,5 12:12
42:25 43:13,16 55:5 77:20 80:7
80:21,23 88:22 109:8,22,23
142:19 146:7
penned 26:21
people 7:19 22:8 37:20,22,25
38:1,3 49:21 55:9 61:23 90:17
97:18 111:15 119:4,15 120:3
121:21 122:18 127:2 128:17
131:11 139:11,17 140:1,20,22
141:17,18
people's 120:2
percent 13:21 14:4 15:9,10 18:16
18:20 39:16,18,18,22 40:5
41:12,13 42:12,13 48:9 52:7,7,8
52:16 60:19 71:4 82:12,13 83:1
83:24,24 87:16 98:20 112:6,11
112:12,22 113:7 114:24,24
115:2,2 130:7,13 132:25 138:13
138:13,15,16 139:5
percentage 60:10 68:19 70:22,24
74:8 82:24 87:14,17,18 100:25
138:12

percentages 13:13
perfect 87:25
performance 9:24 14:10,15 16:2
 17:21 31:20 33:15,18,21 35:6,8
 40:24 43:9 48:24 49:9 56:5
 62:22 78:2 80:16 83:5 84:8,11
 107:3 109:17 113:14 137:15
 142:20 143:1
performances 107:1
performing 52:11 56:8
period 7:15 19:6 33:21 38:5
 98:20
person 26:15 27:16 38:7 47:13
 55:12,14 60:4 89:7
personal 87:3 131:15
personalities 140:1
personally 86:15 98:25 103:16
 106:7
perspective 57:19
petition 114:25
petitions 15:9,11 42:14 83:25
 114:23
ph 44:19
phenomenal 57:20 98:17
philosophy 70:3
phone 100:5
photo 47:15
physically 86:16
piano 119:14
picked 100:14 101:18 102:2
picking 26:1
picture 138:19
piece 114:13 134:18 136:2
pilot 95:19
Piñon 121:3
place 50:13,15,17 63:25 64:7
 98:5 119:23 120:9 121:24
 140:13
Placita 91:14,17,22 92:5,6
plan 10:9 12:19 22:7,7 43:19
 60:24 81:1 93:16 96:11 110:2
planning 95:24 103:9,12
plans 30:2 54:6
playing 119:13,13
plays 48:2
please 4:6 7:16 11:21 27:10
 35:17 38:20 44:2 65:1 81:10
 84:15 111:2

pleasure 85:8
Pledge 3:3 5:8,10
point 11:22 12:16 14:4 34:3
 46:15 47:3 52:16,19 56:16 84:6
 84:19 97:5 103:17
points 12:24 32:13 46:17,17,20
 46:24 52:2 56:10,11
police 47:11
policies 47:5
policy 64:15
populate 136:10
population 21:25 22:1 54:7 87:7
 87:15 101:1 102:16
populations 22:16
portables 97:19
portion 55:9 81:9 86:24 89:6
 97:23
position 8:25 95:3
positive 46:19 56:11
possible 69:1 95:19
possibly 10:9 43:20 81:2 110:2
posted 79:21
practices 65:21 92:15
praying 120:1
preliminary 52:4 54:17
prep 48:20 87:11,24 89:13,16
 90:6 96:9
Preparatory 3:13 80:3 81:14
 85:10 86:1 87:6 106:22
prepare 74:6 75:12
prepared 10:5 43:15 74:2 80:22
 81:18 89:22 109:23 142:19
preparing 51:23
preschool 95:18
preschools 95:15,16
presence 57:5
present 4:9 5:2 36:18 37:13,23
 38:1 84:13 126:18,24
presentation 19:2 45:2,17,20
 54:9 55:1 74:14 84:25 88:17
presentations 131:11
presented 70:15,21
president 71:13 115:9,10,13,15
pressure 122:14
pressures 86:20
Presuming 115:19
pretty 18:18 19:25 20:18 41:14
 85:23 113:19 131:9 132:9

138:18
previous 22:15 63:4 68:22 69:6
 75:5
previously 98:8 99:7,13
primarily 14:21 40:4 41:3
principal 19:21 44:14,17 49:16
 85:13 118:2
print 115:13
printed 81:22 82:3 115:6
prior 37:2 41:20 115:7 116:13,15
 117:4
private 101:23
probably 5:20 40:15 41:9 85:13
 85:23 96:18 103:10 110:17
 113:16 116:25 130:15
problem 41:10 71:23 116:3
 120:5 135:8
problematic 8:2 59:20
problems 120:5
procedures 47:5
proceedings 1:10 144:17 145:11
 146:3
process 11:12 27:20 54:21 64:7
 65:10,12,15,19 66:1 88:12
 93:15,15 101:20 103:18
processes 63:18 98:5
produce 91:17
produced 47:14
produces 91:17
productive 8:22
professional 1:21 56:25
professionals 52:20,21
profic- 117:7
proficiencies 13:10 33:8 61:11
 82:20 112:18
proficiency 13:19 17:6 32:4,5,13
 32:14 33:11 34:4,5 39:11,16,21
 40:3 82:7,12,23 107:5 112:5,10
proficient 117:2,7,9
program 3:14 44:23 48:6 49:19
 53:20 74:18,18,25 95:1,2,18,18
 100:9 104:1 109:1 111:20 118:2
 124:12 125:23 126:8 129:11
 134:4 142:16
programming 60:1
programs 52:19 75:7 123:8
 125:25
progress 13:2 14:14 31:7 33:11

35:2 37:2 48:17 53:3 107:5
113:15,18,21 142:23
project 49:17 58:15 92:13
projects 49:5,14
promote 47:19,24 48:18 51:3
proper 69:5
properly 15:1 41:8
proportion 129:13
proposed 30:19 54:19
protecting 64:23
proud 66:9 89:18 93:7 119:24
130:17
provide 45:25 46:7,14 49:3,12
50:7 75:9 84:20 87:1 88:3
92:24 100:3 114:11 132:15,16
134:5,10 136:17,18 137:7,11
140:25
provided 9:16 12:18,18 13:12
15:14 16:5 23:6,23 39:9 42:25
45:4 67:3,4,6 68:5 69:2,6 71:1
80:7 89:24 109:8 112:3 137:21
144:9
provides 62:23
providing 46:12 53:8 54:3 67:21
89:19 95:20 133:15 134:2,13
137:20
PRS 46:17 56:10
PSFA's 84:2
public 1:1,10 4:2 7:13 20:5 31:3
33:5 34:21 52:9 54:13 55:8,10
77:15,23 81:8 89:6 106:20
111:14 114:7 120:3,3 123:24
138:15 141:4,11 142:15 145:1
145:12 146:3,4,4
pull 60:15 61:15 118:4 121:22
pulled 105:19
pullout 100:8 101:15
punished 122:17
purchased 133:20
purchasing 94:7,13 133:24
purple 32:19
purpose 46:4
purposeful 127:15
purposefully 96:10
purposes 134:9 135:25
push 130:19
put 23:11 29:15 34:1,12 62:16
63:25 64:7 77:19 93:24 100:23

121:8 135:20
putting 96:17 119:14

Q

qualified 99:23
qualifier 134:12
qualify 136:19
Qualifying 50:14
quality 9:3
quartile 33:9,10,10 34:25,25
35:1 78:4 142:21,21,22
quartiles 78:4,5 106:24 107:5
question 18:10 21:20 27:12 29:5
30:5 45:10 64:20 66:16 69:15
69:17 74:13 97:16 98:21 131:15
132:2 135:2 136:16,20 138:8
questions 11:3,10,22 15:18 18:7
19:20 20:11,17 27:25 30:18
52:24 57:25 64:19 73:23 77:13
102:13 105:8 106:17 111:3,8
124:2 141:22
quick 18:9 37:10 56:2
quickly 69:14 140:5
quite 8:20 18:12 41:16 45:8,13
75:8 112:25
quorum 5:5

R

R 2:1 3:1
Raftery 2:5 4:22,23 5:7 29:24,25
30:11,15 35:23,24 79:9,10
107:9,14,18 108:11,12 143:10
143:11
raised 89:17
ran 100:18
Rancho 141:18
ranked 52:13
Raptor 47:7
rare 59:8
rate 13:3 14:3 33:14 34:13 35:4
39:21 40:5,22 52:6 78:8 82:12
83:4 107:8,11 112:21 113:8
121:25 122:2,4 128:7 142:25
rated 68:6 69:10
rates 13:20 39:11 40:3 78:9 82:7
112:5 122:1 123:2
rating 17:3 51:25 52:11
ratings 14:17

rationale 119:2
reach 53:19 129:21 141:9
reaching 46:11
read 28:1,22 78:15 85:22 121:17
128:9
readily 130:23
readiness 13:2 33:12 35:3 74:15
78:6 107:6 142:24
reading 13:10,20 17:13 25:14
32:4,13 33:8 34:4 39:16 47:9
76:21 82:9 99:21,22,23 106:4
112:6,7,18
ready 12:7 35:19 102:5,7 103:17
real 34:20 83:16
realize 57:23
realized 127:10
realizing 116:16,18
really 15:13 25:24 58:11,14 59:8
65:7,11,17,18,22,23 69:14 86:9
86:24 96:12,25 99:5 100:9,10
100:20 103:12,14,15 105:9,11
105:13 106:7 118:23 119:23
120:9 123:3 126:13 127:3,6,15
127:19 128:25 130:17,17
132:24 133:10 136:8,11 137:23
140:7,23 144:12
reason 10:15 57:18 81:5 110:5
123:4
reasons 43:23
reassign 81:21
REC'D 146:10,15,20,25
recall 21:15 24:5
receipt 78:1 146:1
receipts 63:19
receive 46:17,18,19 47:1 50:25
63:16 68:21 69:9 102:11
received 23:11 45:22 51:23,25
58:5,8 93:19 115:7
receiving 53:2 57:19 102:18
117:13 144:6
recess 37:11 79:22 108:24 144:15
144:17
recognize 45:2 87:25 120:4
recognized 118:16 123:7,10
record 2:11 6:20 19:7 36:20
37:12 44:3 78:15 84:16 117:23
record's 38:6
records 116:15 117:4

rectified 83:22
recurrent 41:11,15
red-flagged 16:16
redline 16:23
redlined 16:1,9,19
reduce 53:25
Reduced 60:9 76:13 87:16
 132:25 136:19,23 137:2,5,21
 138:13 140:15
refer 15:17
reference 13:11
referred 91:3
referring 16:22 23:5 105:17
 130:2
reflect 37:13
reflected 13:22 18:1 36:21
 115:16
reflecting 37:22 38:2
refrigerator 135:17,20
regard 70:1
regarding 14:15 15:12 70:12
 112:23 114:8 115:1
regardless 46:2
regards 51:23
Regional 50:13,21,23
registration 77:4,5
regret 103:9
regular 28:19
reinforcement 46:19 56:11
related 10:14,16 43:23,24 81:4,6
 110:4,6
relation 54:18
relationship 127:14
relationship-building 96:24
relearn 128:16
release 110:18
released 10:13 52:10 110:13
remain 82:25
remarkable 131:10,11
remember 42:17 59:23 61:6
 69:13 84:5 115:3 127:22
remembering 68:13
remind 38:19 39:1 42:24 44:2
 62:3 80:5 81:7 140:25
reminder 30:19
remove 10:8 43:18 80:25 109:25
renew 109:7 142:16
renewal 3:8 6:12 7:15 8:7,9 9:19

9:20,22 10:1,16 11:7 14:25
 16:19 19:24 21:13 23:7,14
 24:17 30:21,21 31:4 33:6 34:22
 43:3,4,6,11,24 54:20 59:6 80:6
 80:10,11,14,18 81:6 88:12
 94:16 101:10 106:21 109:11,12
 109:14,19 110:6,11 111:1
 114:14 132:3,5 137:18 144:10
renewals 7:12 9:14,15 42:24
renewed 77:24 110:9
renewing 93:16 109:6,7
rent 97:19
reorganize 94:5
repeat 41:1 63:11 83:7,17 97:12
 113:23
repeated 14:16 117:11
repel 140:2
report 5:19 9:16 10:4 12:21,22
 16:23 40:15 42:9,25 43:14 52:5
 52:10 70:12 80:7,21 109:9,22
 118:10 142:19
REPORTED 1:20
reporter 33:23 36:17 44:25
 45:15 49:6 145:9
REPORTER'S 3:16 145:7
reporting 1:21 67:24 114:18
reports 9:22 42:2 43:6 69:15
 80:13 109:14
representatives 12:15 38:25
 81:13 111:19
represented 12:25
representing 128:1
request 137:5
requested 78:15
requests 44:25 55:2 88:18 117:11
required 132:16
requirement 54:23 88:15 117:15
requirements 14:19 15:3 71:22
 72:3,12 114:8
requires 130:3,4
research-based 47:17
reserves 54:24 88:15
resolve 42:7 83:23
resolved 15:6,7 41:5 42:4 114:15
 114:19,22
resources 41:6 100:23 105:25
respectful 58:10
respectively 52:1

respond 110:22
responded 13:23
response 6:8 7:8 15:14,15 20:13
 22:24 23:7,12,13 24:16 57:25
 58:14 68:8 78:21 84:20 107:20
 143:6
responses 58:6,7,9
responsible 118:3,9
responsive 92:23
rest 32:14 88:7 94:9,13,20
restorative 92:14
result 46:18,20 54:21 74:22
 88:13 140:17
results 45:22 46:11 90:15 112:4
retaining 40:21
retention 14:8,8 40:22 83:4
 113:6,8 128:7
retire 102:7 103:17
retired 139:18
retrospect 103:10
return 83:1
revert 135:13
review 8:13 9:16,23 10:3,6,7 43:1
 43:8,13,17,18 64:6 80:7,15,20
 80:24,25 109:9,16,21,24,25
reviewed 97:25
revolved 14:21
rewrite 128:15
ribbon 12:3
rich 25:24
rid 132:10
ridiculous 122:7
riding 121:1
right 5:22 7:3,4 10:22 11:14
 17:24 18:6 19:11 20:9 21:8
 24:22 25:6 26:10,16,19 31:2
 32:8,10,11 33:4 34:21 38:9,14
 44:5 49:22 60:2,18 68:17 71:6
 73:16,20 74:13,17 75:9 76:12
 76:15,15 77:1,8 91:20 94:17
 95:5 96:11,18 100:14 104:4
 110:18 115:4 117:18 120:5
 124:10 126:12,16 131:19
 133:23 134:21 135:7 141:21
rights 27:10 41:25 54:25 64:23
 88:16
rigorous 89:19
Rio 141:18

risks 86:18
RMR 145:8
RMR-CRR 1:20 145:19
roadmap 103:19
Robbins 2:5 4:8,9 6:2,5,23 7:1
 18:9 35:9,12 36:1,2 62:19,20
 64:9,14 77:11,12,15 78:18,25
 79:1 97:7,8,16 98:13,19 100:22
 102:24 108:4,5 143:2,4,16,17
RoboRAVE 50:15
Robotics 50:11
role 48:2 102:6
roll 3:3 4:5 7:2 35:17 56:9
room 135:10
rooms 54:2
rubric 13:6 14:12 39:2,2 113:19
Ruiz 2:3 5:1,2 6:1,4 27:1,2,12,22
 35:20,21 64:16,17 66:17 79:15
 79:16 103:3,4 106:19,20 107:2
 107:17 108:14,15 138:6,7
 140:24 143:19,20
rule 63:20
rulings 27:7
run 91:22
rural 91:24
Ruszkowski 22:22

S

S 2:1 3:1
S.T.A.R.S 116:23 117:5
sad 103:23 104:8
safe 45:25 46:8,12,14 47:23
 81:17 86:17
safety 47:20 51:20 113:25
salad 135:6
Salute 3:3 5:8,10
Salzmann 118:1,1,8,18 123:13
 126:21 127:6 128:5 131:22
 132:13 135:8,19 138:24 141:2,6
 141:12 144:14
Sanchez 91:14,16,19
Sandia 50:18
SANDOVAL 18:14 19:8,16
 20:23 21:3,8,19 23:25 25:2,8,10
 25:20 26:12,17,23 27:11 28:7
 28:14,20,23 29:4,12,16,21 30:4
 30:13,16 37:6
Santa 1:13 3:14 120:25 129:12

138:15 141:10 145:13
SAT 65:10,12,15
Saturday 72:18,22
saw 16:12 20:22 23:2 59:13 83:4
saying 28:6 58:12 131:19 134:12
says 16:13 17:21,22 58:19,22
SBA 18:17
scary 126:25
scheduled 70:20
scholarship 75:21 121:17 142:10
school 3:8,11,13 7:13,17,21 8:9
 8:21 9:6,11,17,22 10:5,21,25
 11:8,8,9,13,16,18 12:13,15
 13:15,19,22,23 14:2,7 15:14
 16:2,4,17 19:25 20:25 22:18
 23:6,11,18,23 24:4,5,16 31:6
 32:15 33:21 35:4 37:1 38:15,15
 38:19,25 39:2,4,10,11 40:16
 42:4 43:6,16 44:13,17,18 45:3,6
 45:12,18,19,24 46:8,10,15,21
 46:24 47:2,2,11 49:5,14,16
 50:16 51:2,5 52:2,13 53:3,7,9
 53:12,15,17,21 54:19 55:2 56:9
 56:12,15 57:2 58:1,1,7,12,12,14
 58:18,18 59:1,18,21 62:4,22
 63:9,15,16,18 66:6 67:21 69:8
 71:14,14 72:17,19 73:12,13
 75:3,16 77:6,25 78:2 80:2,3,8
 80:14,23 81:13,14,18 83:6,22
 84:2,19,24 85:11 86:1,10,24
 87:6,20 88:5,10,11,18 89:16,18
 89:23 92:15,19 93:1,4,5,6,25
 94:23,24 96:20 97:2,11 98:10
 98:16 99:3,22 100:15,23 101:23
 103:1,7 104:2 105:4,5 106:8,10
 106:22 107:11 109:1,14,23
 110:15 111:13,19 112:3,4
 114:10 116:16 117:4,25 118:12
 118:24,25 119:17 121:14 122:6
 122:6,14,20,25 123:20 124:24
 125:1,8,21 126:14,19,22 128:3
 130:10,20,21 132:4 136:9
 137:10 139:12 141:15,19 142:6
 142:8,18,25
school's 15:15 19:17 22:24 23:11
 55:1 59:24 88:17 110:9 136:2
school-created 70:16
schools 8:5,23 9:4,18 12:10 13:5

13:8 21:21 24:14 40:19 43:2
 47:4 53:19 54:24 58:5 61:4
 63:7,20 66:12 70:2 72:23 75:5
 80:9 81:25 92:21,22 93:17
 102:16 103:9 109:10 110:21
 111:7 113:16 114:5,7 115:22
 116:1,4,6 119:1,5,6 120:3,8
 123:17,18 124:7,9,14,16 125:3
 125:4,10,15,17 127:13,18,23
 131:6 132:2 134:4 136:4,7,9,16
 138:15,23
Schoolwide 51:8
science 3:10 7:23 13:10,15,20
 31:5 32:4,14 33:7,11 34:5,23
 39:7,21 46:4,9 49:25 50:5,6,6
 50:21,23 51:3,8,12,16 58:15
 70:2 82:11 85:14 112:10
scope 11:11
score 15:12 115:1 117:1
scored 117:7,8
scores 18:19 39:15 117:6
Scotsman 97:20,20
script 42:23
second 6:4,23,25 32:7 35:9,11
 38:15 39:14 47:18 50:17 53:22
 59:19 78:10,16,18 99:16 100:2
 100:13 107:9,13,14,17 143:2,4
secondary 40:19 49:17
seconded 34:17
Secretary 2:4
Secretary-Designate 22:15,21
section 15:16 23:12 81:23 100:10
secure 95:10
security 47:9
see 8:23 13:25 14:11 15:8 17:20
 20:13 22:12 23:4,12 26:8 30:25
 36:13,16 39:10,22 40:11,23
 57:21,21 59:7,23 60:7 63:1
 67:24 70:1 82:4 84:4,8 89:18
 90:15 96:8 98:12 119:12 121:24
 123:1,13,14,15 127:17 133:1
 140:21
seeing 24:5 127:22
seek 48:25 49:9 72:22 99:8
seeking 99:3
seen 24:4 38:18 96:20 141:13
SEG 102:19 132:20
sell 91:18

semester 119:19 122:15 130:13
send 75:15 131:16 142:12
senior 90:2
seniors 130:15
sense 89:20 136:21
sent 29:7
separate 40:18
separating 137:2
September 51:13
serious 41:24 83:16
serve 39:5,13 53:13 87:11,17
 88:2 90:4 99:4 100:20 114:5
served 99:7
serves 13:16 81:14 87:6 91:23
service 1:21 45:4 49:5,14 91:12
 96:25 111:24 120:16,19 132:8
services 14:24 65:5 66:23 67:3,4
 67:5 101:12 117:13 124:16
 132:3 133:15 134:11 136:10
serving 22:15 30:1 39:5 90:15,16
 111:20
session 71:17 104:1 105:1 124:4
sessions 92:9 137:14
set 8:15 41:12 48:23 49:8 115:13
 126:25 129:24 135:15 145:15
sets 9:8
setting 46:5
settings 95:21
seven 37:25 108:17
seven-to-zero 144:4
seven-zero 79:18,19 108:18
Seventh 50:15
SFCC 129:8 131:16
Shalimar 115:12 118:15 131:16
 131:17,21
shame 124:6
shape 137:6
share 124:16
sharing 23:20 40:16
sharp 40:12
She'll 101:14
sheet 7:12 30:20 69:2 81:9
 111:15
sheets 3:19 69:7
shifts 120:1
shining 120:11
short 38:3,7 108:23
show 24:19,21 33:15,16,18,20

35:6,7 38:6 39:15 53:3 67:22
 68:10 78:2 82:5 119:10 129:10
showed 58:24
showing 40:1,4 61:1 69:7 112:5
 112:17
shown 37:1 61:22
shows 13:19 18:4 60:25 112:19
 131:12 142:19
side 12:23 69:4 128:5
sign 7:16 15:10 20:4 42:14 64:3,4
 68:24 111:16 114:25 123:24
Sign-In 3:19
sign-up 7:12 69:1,7 81:9 111:15
signaling 70:9
signed 20:7,8 38:20 55:10 83:25
 89:7 123:25
significant 11:17 12:2,8 33:17
 41:22 82:21 83:14 86:23 110:10
 138:20 143:1
significantly 42:16 87:14
similar 33:15,18,20 35:6,7 37:1
 72:8 78:2 87:11 106:25 107:2
 142:19
similarly 84:10
simple 11:20
simply 27:17 32:22
sing 119:11
single 40:7,7 68:11 87:8
site 23:7,14 24:17 40:17 114:11
 114:14
sitting 18:16
situation 72:9 111:7
situations 95:21
six 5:5,6 36:19 75:5
six-year 78:8 122:1,3 123:1
six-zero 36:24
Size 119:1
skill 106:10
skills 74:23 88:4 89:24 105:20
 106:3 140:5
skipped 6:14,15,16
slight 84:1
slightly 112:16
small 81:16,17 99:3 119:1,6,17
 120:3 123:17 124:8,16 127:13
 128:22 131:5 135:11
smaller 63:7 124:20 125:4,7
smart 64:14

social 46:2,3 47:19 48:16 57:13
 86:20 87:3,9,22 92:11,12
 102:22
socially 86:16,19
Society 120:24
sociology 129:7 130:4
solid 100:13
somebody 101:17 105:14 120:14
 140:3
somewhat 20:15 21:17 24:23
 60:8 125:2
son 56:13 58:16
son's 57:14
SONIA 2:5
soon 46:25 118:10
sorry 18:6 19:1 27:2 37:15 38:21
 44:7 55:23 56:3 70:8 84:18
 106:14 107:15 123:11 141:25
sort 37:17 139:9
soul 90:9
South 3:13 80:3 81:14 85:10,25
 87:6,11,24 89:13,15,18,21 90:6
 96:9 106:22
Southwest 92:13
Southwestern 142:9
space 53:18 54:1 60:2,6 94:4,11
 95:17 96:13 127:18 128:22
 135:9,14
spaces 94:1,5
Spanish 76:11,17
Spanish-speaking 76:6
speak 7:19 13:23 19:6 38:19 56:2
 56:4 57:24 71:25 76:10 81:8
 84:15 96:25 111:9,14 117:24
 126:8,17 128:21
Speakers 3:6,19
speaking 12:20 44:4 58:10 89:14
 122:19
special 14:18,21,24 22:15 24:18
 24:20 25:3 27:25 28:9,10 41:2,6
 44:23 50:20,22 64:23 65:5 66:3
 99:16,17 100:19 101:6,7,12,13
 101:17 102:2 105:6,7,16,17
 106:1 118:14
special-ed-certified 28:4,5,8
specific 7:17 20:21 26:15 32:24
 37:2 52:22 73:8 97:16 115:21
specifically 7:13 11:9 15:16

31:17 65:1 86:6 89:2,2
specified 11:5
SpEd 54:2 60:23 99:24
spend 56:17 102:21
spending 8:10 111:12
spent 8:16,18,18,20
spiel 88:6
spite 77:18
spoken 91:10
sponsored 51:15
spot 29:15
Spotlight 55:5 88:21
sprinkler 93:24
sprung 99:15
square 93:20,21
stab 30:24
staff 2:7 25:9 26:15 27:13 46:25
53:7 65:19 70:14 83:18 99:1
101:3 114:24
staffed 139:16
stage 126:10,25
stand 15:18
standard 14:13 41:17 64:21,22
113:13 115:23
standards 27:9 113:1,17
standing 24:20 41:15 82:9
start 10:21 34:16 45:1 80:4 94:25
95:5,11 109:5 111:16 115:20
128:25 137:1
started 12:17 18:2 46:12 71:14
71:17 93:15 101:19 117:11
124:19
starting 71:18 76:21 119:24
starts 82:2 88:1 112:1
state 1:2 9:21 10:2 31:21 41:10
43:5,12 44:15 48:5 50:14 52:3,7
52:11 54:17 76:24 80:12,19
82:10,12 95:16 109:13,20 112:8
112:8 114:4 117:16 122:12
138:23 145:2,9,13
stated 47:22 145:14
statement 8:4 9:10 45:21 46:7
47:23 50:2 54:18 74:1 75:17
85:22 88:10 109:5
statements 16:6
statewide 13:10,13 60:9 84:3
112:11 138:15
statistically 33:17 60:13

statistics 122:24 139:2
status 27:17 46:3
statutory 54:23 88:14
staunch 124:4
stay 124:8
steadily 82:7
steady 82:22
STEAM 50:3,8,25 51:20 60:3
STEM 49:23 54:4
Step 47:18
steps 96:11 97:10
stomach 85:3
stop 77:2
stopped 141:20
story 134:18 136:2 137:10
strand 95:15
streamlined 32:22,25
Street 1:21 145:20
strengthen 105:19
strengthened 66:11
strengths 74:23 75:11
strict 113:19
strive 88:2
strong 65:11,15 102:5
struck 60:16
struggle 100:2
struggling 85:3 105:21
stuck 21:10
student 13:1,24 20:19 25:23 29:5
33:8,9,10 34:24,25 35:1 48:3
49:2,11,15,17,20 53:7 63:5
75:21 77:7 78:3,4,4 86:7,13,17
86:21 87:2,7,12,15 88:4 99:4
106:23 107:3 114:12 116:24
117:5,11,12 122:5 125:20,21
126:12 130:1 134:3 136:24
138:9,14 140:7 141:15 142:4,5
142:9,20,21,22
students 13:17 14:17,20 18:11
25:15,16,22,25 26:9 28:11,13
29:2,11 30:5 39:7 40:2,21 41:2
41:7 46:2,5,16,18 47:3,25 48:11
49:19 50:7,25 51:1,23 52:17
53:2,23,25 54:3 57:11,17 60:9
60:20,23 61:1,7 62:23,24 63:1,1
63:4 64:13,23 65:13,21 66:2,4
66:13 70:14,18,23,25 74:2,9,15
74:19,20 75:1,10 76:5,10,21,25

77:2 81:15,18 82:24 86:3 87:5
87:18,22 90:16,18,23,24 91:24
92:3,4,4,9,25 93:7 98:15 99:2,7
102:17 105:9,10,17 106:1
111:21 114:5 116:6 117:17
119:18 120:12 121:9,16 124:21
126:9,16 128:8 129:9,14 130:10
131:2,3,8 134:2,14 138:12,19
139:18 140:14,15 141:13
students' 53:10,14 74:23
students-with-disability 99:12
study 48:4
stupid 119:22
sub 83:20 100:15
subgroup 39:22 40:3 82:14,19
112:13,18
subgroups 112:19 138:10,22
submitted 5:21 13:7 24:15,19
68:12
submitting 69:5
substantial 14:13 110:12,14,25
113:15,21 144:8
substitute 101:19
success 87:11 102:25 129:24
successful 86:11 88:5 92:25
125:24
successfully 86:1
succinct 31:8
suddenly 127:9
Sue 38:21 54:15 88:7
sufficient 102:21
suggesting 70:19
Suite 1:21 145:20
summative 42:2
summer 72:4
superb 58:8
support 100:7 104:6 124:7,11
125:10,22 139:21 142:18
supported 102:4
supporting 92:14
supportive 45:9
supports 45:5 53:9
suppose 75:14
supposed 10:13 116:1
sure 9:1 10:12 20:18 29:16 34:6
35:18 38:20 39:24 67:19,23
70:4 83:23 88:8 90:20 92:22
97:13 102:10 103:25 118:19

126:14 127:1,5 139:11,20 142:3
surprised 25:15,18
surprising 25:19
surrounding 61:2,7
Survey 114:6
survival 128:24
SUSAN 54:11,14 55:7 88:9
sustain 100:12
sustainability 96:7
SVP 87:14
SWOP 92:13
SY 33:19 43:1 107:3 109:9
 142:20
system 31:22 42:3 46:15 47:3,7,8
 47:14 56:16 69:23 91:7 93:24
 99:25 100:8,17 142:18

T

T 3:1
table 32:8 70:16 139:16
take 5:17 10:8 25:22 26:2,5,11
 29:2,19 30:6,8,24 37:10 43:19
 55:12 63:10 76:24 81:1 86:18
 89:7 94:4 96:11 102:5 107:11
 108:22 110:1 122:10,15 129:25
 130:21 142:13
taken 14:9 37:11,21 38:5 63:9
 79:22 94:25 97:11 98:3 101:8
 108:24 137:3
takes 26:2 28:22 86:14 101:11
 103:20 106:9 119:22 122:8
talent 119:10
talk 20:20 27:7 46:10 47:24
 49:23 57:14,14 64:25 91:4
 93:10,11 119:5 126:22
talked 111:4 121:23
talking 8:17,18,19,20 25:23
 95:24 123:16 127:13
talks 75:17 122:23
taught 70:2
teach 99:23 101:24 106:8,10
 129:7
teacher 14:8 28:3,8 40:22 41:4
 48:19 58:23 83:4,18 85:14,14
 85:14 95:21 99:16,22,23 100:2
 100:13,19 101:6,7,13,21 102:2
 102:3 105:10 106:7 113:8
 114:17 128:19

teacher's 102:6
teachers 29:7 46:25 48:1,6,9,19
 48:25 49:10 52:18,20 56:20
 65:19 67:10 86:25 91:9 99:18
 99:24 100:19 128:6,7,13,20
 139:17,22
teachers' 42:3
teaches 99:22
teaching 86:14 101:20,23 106:10
 128:8,10,13 139:23
team 15:5 23:15
teams 50:10
technically 27:19 37:17 77:3
technology 39:8 46:4,9 50:1 51:4
teenagers 119:16 133:10 134:21
tell 14:20 15:4 25:20 58:19,22
 63:19 70:13 117:22 118:20
 137:10 138:20 141:13
telling 44:1
ten 10:7 43:17 52:11 55:24 80:24
 85:25 95:4 109:24
ten-year 98:20
tenth- 52:16
term 45:23 52:12 82:8 113:2
terms 12:21 20:13 40:24 71:16
 90:15 92:9 94:2
terrified 119:11
territory 111:5
test 18:11,17,18,24 29:3,8,11
 116:25 117:1,6 130:4,25
tested 117:8
testimony 145:15
testing 27:21 65:13
tests 27:21 116:2
Texas 142:10
thank 5:6 6:14 7:25 11:24,24
 12:5,6 19:3,8 21:19 22:10 26:25
 27:4,12,22 29:4,23 30:4,15 37:6
 37:7,7 42:18,19 43:25 45:11
 55:20 57:7,8 59:10,11,12 62:20
 64:9,17 65:3 66:17,19 67:7 70:6
 70:7 73:11 74:12 77:10 79:25
 80:3 81:7,10,12 85:20 89:5,11
 90:10,11,11,12 96:3,3,4,15 97:5
 97:6,16 102:24 103:2 105:3
 106:6,12 108:19,19,21 109:4
 115:18 117:19 126:4,7 129:3
 131:25 138:7 140:24 144:11,11

144:14
thanks 5:22 55:6,7 71:6 84:12
 88:23,24 96:17 117:18 137:24
 141:21
theirs 84:4
therapeutic 121:1
thing 12:16 59:8 60:12 65:14
 75:19 76:5,18 98:14 105:7
 108:17 115:6 121:6 140:6
things 34:7 46:20 47:21 57:22,22
 58:2,24 59:3,4 61:24 63:2 69:24
 70:5 77:7 95:11,12 111:10
 118:22 121:3,11 123:14 126:22
 127:8 131:10 132:15 133:5,12
 140:12,18
think 4:20 9:9 12:1 15:21,25 16:1
 16:5,21 17:24 19:25 20:4,6,12
 20:19 22:7 24:3,18 25:6 27:19
 29:22 34:6,14 42:12,15 54:9
 57:20 59:16,20 61:4 63:7 66:11
 68:4,12,22 69:5,6 72:6 73:3
 76:18,20 77:9,18,21 78:11 84:7
 85:13 86:10,23 91:6,10 94:2
 96:19 98:11,24,25 99:5,11
 101:22 102:6 103:24 104:7
 105:11,12 106:7 110:19 113:15
 118:23 119:3,22 121:14,18,22
 123:3,19 124:18 125:14,16,22
 126:21 127:2 128:5,24 129:7
 130:2 131:4 132:5 133:6 134:11
 135:23 136:1,8,22,24 137:8,9,9
 137:12,15,22 138:5 139:3,6,14
 140:18,23
thinking 76:17 128:25
third 1:21 19:24 34:10 50:17
 80:2 121:6 145:20
thorough 8:13
thought 19:11 22:20,25 23:2
 28:22 55:23 106:17
three 14:11,16 18:4 27:20 41:19
 41:23 44:13 48:19 50:10 63:16
 64:7 83:10 89:15,16,22 105:10
 113:2 116:15 142:7
throwing 133:15
tie 12:3
tied 92:10
Tier 65:14,14
Tierra 5:13

ties 12:19
till 5:20 40:15
TIM 2:4
time 7:18,20 8:10,17,18,19,20
 11:19,25 12:9 19:6,14,24 34:10
 34:10 37:24 38:3,5 55:13 58:6
 59:10 62:14,16 66:7 72:4 77:21
 88:7 95:2 96:7,11 98:4 110:21
 110:22 111:12 113:1,21 121:8
 123:1,7,12 127:18 128:21,22
 133:9 139:14 146:10,15,20,25
timed 7:15
timeline 63:24
timely 14:22
times 116:19
timewise 62:7
title 94:16 132:16
titles 85:13
today 10:18,19 12:7,17 13:23
 44:6,16 58:3 84:25 85:12 89:14
 96:4
tomorrow 144:15
tone 8:16
tool 74:19
top 61:6
total 55:11
touch 67:12 71:7 97:8
tracker 70:17,23
traditional 87:8 125:21
traditions 86:22
traffic 132:10
trails 120:24
train 72:22
trained 100:14
training 42:9 71:8,10,19,20,22
 72:2,13 73:2,7,12
trainings 71:16,24 72:6 73:9
transcript 1:10 145:11 146:8,13
 146:18,23
transcripts 5:24 42:2
transfer 66:7 101:10
transferring 101:25 116:6
transformed 86:1
transition 39:14 89:3
transportation 77:4,5 141:1,4,8
 141:11
travel 64:1,3 71:24 72:4
treat 121:9

tremendous 73:8 96:22
trend 11:17 14:9 40:4,12 82:22
 112:5,19,20
tried 102:13,13
Triolo 115:11
trips 77:3
TRISH 2:3
truck 136:4,5
true 82:11,19 129:2 136:11
 145:10
Trujillo 85:17 89:9 103:8 104:11
truly 62:1,14 90:7,15 93:2 126:1
try 34:19 86:9 89:1 117:3 139:7
trying 16:3,10,20,20 34:2 98:9
 111:6 119:23 122:13,16,21
 139:14
tuition 92:2
tuned 106:18
turn 6:19
turning 119:20
tutoring 139:16
tutors 139:25
tweak 134:16 137:15
tweaked 31:1 124:13
twelfth-grade 52:17
two 16:1 18:15,23 26:3,3 27:19
 30:6 34:7 41:19 50:20,22 52:14
 54:5 55:9 56:6 57:11 60:25
 67:17 83:6,11,12 92:12 94:3
 96:18 98:6 100:19 102:4 121:16
 125:3
type 100:3
types 73:23
typically 71:25

U

ugly 124:22
unable 133:3
unafraid 86:18
unconditional 77:22
under- 117:12
undergraduate 90:3
understand 29:14 119:2,15
 127:3 128:4
understanding 28:5 125:7
 132:13
understands 127:1
unfair 9:7

unfortunate 119:4 133:7
unfortunately 124:12 134:24
 137:1
unique 58:11 81:17
University 48:5
UNM 3:10 7:23 13:16 30:9 31:5
 33:7 34:23 91:22,23 92:2,4
unnecessary 9:9
unwanted 46:18
update 24:24
upstairs 93:20
upward 14:9 40:4,12 82:22 112:5
 112:19,20
usable 132:23
use 47:7 55:16 66:25 100:10
 105:24 106:3,4,25 114:6 132:21
 136:4
useless 140:3
uses 47:17 52:19
usual 73:24
usually 58:13 131:1

V

Valley 3:13 80:3 81:14 85:10,25
 87:6,11,24 89:13,15,18,21 90:6
 96:9 106:22
valuable 61:21
value 49:2,11 69:23
values 90:5
variety 25:23 28:16 58:4,5 76:9
 87:7
various 73:23
vendor 135:5
verifiable 133:17
verification 42:1
verify 71:4,5 133:18
version 31:11 105:24
veteran 101:7 102:6
Vice 2:3
view 59:2,3
Vigil 44:20 63:12,13,14 73:5
viola 119:13
visit 14:25 23:8,14 24:17 48:2,5
 48:10,13 67:18 68:16,25 70:17
 70:19 114:11,14 140:20
visited 48:11 63:3 70:15,20
visiting 45:11 62:25
visitor 47:8,8,9,14

Visitors 3:19
visits 68:21 69:9 70:12 71:2
voice 7:2 49:3,12
Voigt 2:6 4:11,12 6:21,25 17:15
 30:23 31:2,10,15,19 32:7,10,21
 33:1,4,16,20 34:1,9,12,19 35:7
 35:11,15 36:7,8 78:10,16,19
 79:6,7 96:1,2,3,16 107:13,23,24
 125:5,12 126:3,4 127:5,12
 129:2 133:16,21 135:2,16,23
 138:3 142:11 143:22,23
Voigt's 100:11
Volume 1:11 146:3
volunteer 59:8
volunteered 58:4
volunteering 46:21
vote 7:2 38:5,8 55:3 79:18 88:19
 144:4
voted 37:25
votes 36:10 37:21 78:24 108:10
 143:25
voting 35:14 36:12,15
vulnerabilities 126:10

W

Wait 33:16
waited 96:10
waiting 104:15
waive 20:1
waiver 132:11
waivers 83:20,21
wake 27:6
walking 63:2
want 8:3 9:1 12:16 15:17 21:22
 22:3 26:11,20 33:1 34:6,9,12
 39:1 57:6 59:3 62:21 63:8
 68:25 70:4 77:17 81:8 84:5
 86:12 95:6 97:13 101:7 103:17
 111:5 115:13 117:22 125:10
 129:24 130:20,21 133:9 134:8
 136:17
wanted 27:7 69:19 75:15 85:22
 89:12 95:12 96:5,16 103:15
 105:9,16 118:23 120:13,14
 123:22 126:7
wants 22:1 98:2
wasn't 22:23 58:16 63:22 67:18
 69:10

water 27:3
Watkins 19:19
way 47:18 70:21 95:22 121:24
 124:10 127:11 129:1 132:22
 138:1 139:6 140:11
ways 139:15
wayside 133:6
we'll 18:20 108:22 117:23 122:15
we're 5:13 9:1 10:12 11:6,23
 18:20 19:1 20:6 34:16 35:14,16
 36:23,25 38:7,14 66:8 81:11
 93:14 95:20 102:17 104:15
 105:6,6 108:16 111:6,16 122:21
 123:23 124:1 132:17,18 137:25
 139:19 140:11 144:15
we've 8:10,25 9:6 34:17 63:21,25
 65:16 66:6,8,10 92:7 93:19 95:1
 95:4 98:11 99:11 100:3,8 102:3
 119:19 124:5 127:6 133:4,12
 139:5,13,15 140:6 141:12
weakness 83:13
weaknesses 41:22
wealth 96:19 105:25
website 47:2
week 8:22 9:15 73:2 101:19
 119:9 120:18 121:14
weekend 128:12
weekends 62:11
weekly 45:13
weeks 96:18 101:8
welcome 12:11 38:14,18 111:11
well-adjusted 56:14
well-behaved 63:3
well-being 47:20
well-rounded 69:22
went 20:14 74:9 91:19
weren't 16:17 38:2 41:16 63:22
 110:7 118:19 123:10
whereof 145:15
wholeheartedly 124:18
Wichinsky 44:19
Williams 97:19,20
willing 122:8 126:9
winner 75:22
Wisdom 91:21,21 92:1,16
wish 7:19 44:2 124:13
wished 25:16
wishes 7:14 12:12 38:19 111:14

WOERNER 2:9 5:15,19 10:23
 12:14 15:23 16:8,21 17:1,8,11
 17:19,25 22:19,23 23:4,10,20
 23:24 24:1,12 32:2,9,12,17,19
 32:23 38:24 44:10 67:14 69:12
 70:8 73:13,17 81:12 84:18
 111:18 115:5,18 116:10,13
 118:16 137:20
wonder 129:13
wonderful 34:1 56:14 142:5
wonders 56:25
word 66:25 78:13,14
word-of-mouth 99:6
wording 136:17
words 100:11
work 12:8 30:12 59:8 62:11 65:2
 65:8,8,22,23 70:10 86:5,6 88:1
 91:14 92:3,12 96:21 97:4,5
 99:19 100:20 101:2,9,11 119:20
 121:2,13,24 122:8 128:1 135:10
 135:12 137:14 140:7
work-study 91:23
worked 42:7 56:25 61:23 63:17
 65:11,17 66:8 86:3 91:2,15
 92:12 127:6,7
worker 92:11 102:22
working 11:25 27:9 49:18 56:21
 58:15 64:22 72:24 92:1,15
 99:20 114:10 116:18 117:15
 120:23,25 121:1 140:9
Workings 14:16 41:1 83:7,18
 113:23
works 27:17 91:9 101:14 119:6
 123:14,19
worksheet 12:19
world 57:21
worry 95:10 118:24 123:20
worrying 95:11
wouldn't 29:14,18 67:24 110:19
 110:20
Wow 142:11
write 128:10
writing 106:5 128:15
wrong 22:18,22 23:1 115:8
wrote 28:2 56:1

X

X 3:1

Y		2
Yanar 44:24 75:24,25	1.06 15:13	2 3:5 6:14,17 52:15 65:14
Yazzie-Martinez 27:6	1:01 144:17	20 40:12 51:17 99:14 113:4
YDI 95:18	10 55:11 99:13 138:13	20,000 52:20
yeah 15:24 16:9,25 18:20 19:1	10:05 79:22	201 1:21 145:20
26:18 31:15,23 58:22 67:15	10:21 79:22	2010 44:18 86:3
76:2 98:18 104:17 116:12	10:59 108:24	2014 122:3
122:14 125:5 130:5 131:2 134:7	100 15:9 42:12 87:16 114:24	2015 52:25 53:11 122:2
136:22 137:22,22 141:7	102 70:15	2016 52:1 56:14 112:17
year 8:9,15 9:17 10:25 14:6 15:6	108 3:14	2016-'17 64:21
17:14 18:25 20:20 21:5,11	11 26:4	2017 50:16,19,21,23 52:1,3
23:18 24:25 31:6 32:15 33:21	1110 130:3,5,5	2017-2018 23:18
35:4 40:1,21,22 41:19,21 42:9	12 13:16 26:4 28:15 39:5,6 70:14	2018 23:17 50:12,14 52:1,3,6,10
44:18 45:12 48:14,20,21,22	111:21	107:3
51:7 53:21 62:4 64:6 65:25	12/9/19 146:2	2018-'19 31:6 33:14,21 35:5,8
68:9,12 69:2,11 71:15,17,18	12:12 108:24	78:2 88:21
72:11,11 73:14,19 74:25 75:23	127 60:22	2018-2019 8:9 55:5 142:20
78:3 80:8 82:8,22,25 83:1,2,4,9	130 51:13	2019 1:11 9:25 43:10 52:25 80:17
83:12,14 86:3 88:1 90:2 91:19	14.45 42:16	107:3 109:18 145:16
92:7,17 99:11,13 100:16 101:16	140 60:23	2020 43:22 81:4 110:4
102:12 112:11,24 113:6,9 122:8	140-some-odd 60:23	219 1:20 145:8,19
127:7 139:4	145 3:16	22 40:23 138:8 139:5
year's 15:5 70:12	15 12:13 19:3 20:1 44:1 52:15	22-8B-12I 88:15
yearly 72:2	84:13 85:13 117:20	23 42:17 84:3 115:2
years 9:20 10:21 16:1 18:4,23	15-'16 10:23,24,24 17:25 18:3	24 63:23
30:6 37:2 39:12 40:9 41:4,20	15-minute 19:2	24-hour 63:19
43:4 44:13 60:25 67:17 68:22	15-year-olds 119:12	263 111:21
69:6 80:11 82:18 83:10 85:25	150 22:5 128:10	280 111:22
89:16 91:1,4,4,15 94:3 95:4,23	150,000 132:21	293 82:3
96:9 98:7 99:14 101:24 102:4	158 28:15	
105:5,11 109:13 113:2,7 116:17	15th 110:18	3
116:23 117:16 118:25 121:20	16 10:22 17:7 18:2 67:18,24	3 3:6 40:25 82:6 113:22
122:7 123:9 133:5 142:5,17	135:10 145:16	30 130:15
years' 52:14	16-'17 10:25 17:16,20	300 1:13 51:11 70:23
yellow 32:20	1630 1:21 145:20	313 53:16
yesterday 60:21	168 81:15	32.06 84:2
you-all 76:17	17 18:2 51:13 52:14 61:11,16	3263N 1:25 145:25 146:2
young 56:14	68:1	349 70:14
YouScience 74:18	17-'18 10:25 17:12,16 64:22	35 82:13 105:5 112:12
Youth 50:18	18 52:14,15 61:22 68:1,7	358 112:1
	18-'19 9:17 17:18,22 43:1 64:22	36 99:12
	80:8 109:9	37 56:10 82:12 130:13
Z	18-19 33:19	38 3:11
zero 14:1,6 39:23 82:16 112:14	18.57 115:2	383 13:17
	18th 51:9	
0	19 11:1 17:7,12,23 67:18 68:2,7	4
	19-and-a-half 112:7	4 3:3,7 138:15
1	192 48:11	4:00 135:13,14 139:17
1 3:3,19 39:6 52:14 65:14		

40 121:13 130:15
 45 112:11
 450 54:7
 48 138:13
 49 39:18
 49-and-a-half 39:16
 4A 5:23

5

5 3:8 6:11 101:16
 5.8 52:4
 50 132:25
 500 86:2 98:20
 504 64:24
 504s 66:11
 58 23:12
 5th 23:17

6

6 3:5 13:16 70:14 81:14
 6-8 50:22
 6,000 131:7
 6.52 52:3
 60 39:22
 62 70:18 113:4
 63 60:19
 64 23:13
 650 54:8
 66 39:15 40:12,23,25
 67 112:6,6
 674 53:16
 68 52:8,16
 689 39:6
 69 70:18,25
 6th 51:11

7

7 3:6,8,9
 70 128:13
 70- 130:7
 71 52:7
 73 130:7
 74 13:21
 75 41:13 114:24
 77 112:22

8

8 39:15 81:15 138:16

8,000 131:7
 8:00 135:13 139:16 144:16
 8:15 1:12 4:4
 80 3:13 15:10 18:21 71:3 128:14
 130:8
 83 42:13 122:3 130:15
 85 41:12 83:1
 86 122:4
 87102 1:22 145:21
 89 71:4

9

9 1:11 4:3 82:20 111:20
 9-12 50:20
 9.14 52:3
 9:02 37:11
 9:11 37:11
 90 18:20 113:7
 90s 83:2
 92 40:5 52:7
 94 14:4 18:16 83:24
 95 66:6
 96 48:9
 97 83:24