

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
OPEN PUBLIC MEETING
VOLUME FIVE

December 13, 2019

8:07 a.m.

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

REPORTED BY: Cynthia C. Chapman, RMR-CRR, NM CCR #219
Bean & Associates, Inc.
Professional Court Reporting Service
201 Third Street, NW, Suite 1630
Albuquerque, New Mexico 87102

JOB NO.: 2372N (CC)

<p>Page 909</p> <p>1 APPEARANCES 2 COMMISSIONERS: 3 MS. PATRICIA GIPSON, Chair 4 MS. KARYL ANN ARMBRUSTER, Secretary 5 MR. R. CARLOS CABALLERO, Member 6 MR. MICHAEL CHAVEZ, Member 7 MR. TIM CRONE, Member 8 MS. GEORGINA DAVIS, Member 9 MS. SONIA RAFTERY, Member 10 MR. DAVID ROBBINS, Member 11 MS. GLENNA VOIGT, Member 12 PED STAFF: 13 MR. ALAN BRAUER Acting Director Options for Parents and Families 14 MS. KAREN WOERNER Deputy Director Options for Parents and Families 15 MS. BEVERLY FRIEDMAN PED Custodian of Record and Liaison to the PEC 16 PEC COUNSEL: 17 MS. AMI JAEGER 18 MR. MARK CHAIKEN 19 20 21 22 23 24 25</p>	<p>Page 911</p> <p>1 THE CHAIR: Let me bring out of recess 2 this meeting of the Public Education Commission. It 3 is Friday, the 13th, and it is 8:07 a.m. 4 Commissioner Armbruster, will you do roll 5 call, please? 6 COMMISSIONER ARMBRUSTER: Commissioner 7 Robbins? 8 COMMISSIONER ROBBINS: Present. 9 COMMISSIONER ARMBRUSTER: Commissioner 10 Voigt? 11 COMMISSIONER VOIGT: Here. 12 COMMISSIONER ARMBRUSTER: Commissioner 13 Armbruster is here. 14 Commissioner Davis? 15 COMMISSIONER DAVIS: Here. 16 COMMISSIONER ARMBRUSTER: Commissioner 17 Chavez? 18 COMMISSIONER CHAVEZ: Present. 19 COMMISSIONER ARMBRUSTER: Commissioner 20 Gipson? 21 THE CHAIR: Here. 22 COMMISSIONER ARMBRUSTER: Commissioner 23 Raftery? 24 COMMISSIONER RAFTERY: Here. 25 COMMISSIONER ARMBRUSTER: Commissioner</p>
<p>Page 910</p> <p>1 INDEX TO PROCEEDINGS, Continued 2 PAGE 3 5 Discussion and Action on Charter School Renewal Applications, Continued 4 Q Tierra Adentro of New Mexico 912 (Albuquerque) 5 R Aldo Leopold Charter School 975 (Silver City) 6 S Taos Integrated School for the Arts 1060 (Taos) 7 8 6 Report From Options for Parents and 1118 9 The Charter School Division - Discussion and Possible Actions 10 7 Report from the Chair 1150 11 8 PEC Comments 1165 12 REPORTER'S CERTIFICATE 1173 13 ATTACHMENTS: 14 1 Visitors' and Public Comment Sign-In Sheets 15 16 17 18 19 20 21 22 23 24 25</p>	<p>Page 912</p> <p>1 Crone is not yet here. 2 Commissioner Ruiz is not here. 3 Commissioner Caballero is not yet here. 4 So we have eight at the moment. 5 [Verbatim.] 6 THE CHAIR: Thank you. Good morning. 7 FROM THE FLOOR: Good morning. 8 THE CHAIR: Thanks for coming up -- 9 COMMISSIONER ARMBRUSTER: Seven. 10 THE CHAIR: -- and appearing with us this 11 morning as we get ourselves situated. We appreciate 12 all the time and effort that you've put into this 13 because we understand it takes quite a bit of time 14 and also patience with the somewhat difficult issue 15 we were in with not all the data available now. 16 Hopefully, everyone is in a comfortable 17 place with that, and we can -- we'll be okay. But I 18 do have a standard statement that I make about that 19 before each school. 20 So I'll do that -- oh. Before I do that, 21 if there is anyone that wishes to speak in regards 22 to the school, there's a sign-up sheet right there 23 by Ms. Friedman. So if you would sign there, we'd 24 appreciate it. 25 Renewal of Charters with Conditions.</p>

<p style="text-align: right;">Page 913</p> <p>1 PED has not provided a report or review of 2 data for the School Year '18-'19 Accountability. It 3 is important for schools to have the complete 4 academic data as part of its renewal information for 5 this renewal and also for future years. 6 The PEC needs complete State 7 Accountability Reports to make the best decision on 8 school renewal applications. 9 The PEC will review financial and 10 operational performance because the data is complete 11 at this meeting in December 2019. 12 If the PEC decides to issue a renewal with 13 conditions, the PEC will clearly state what 14 Accountability information it will review from the 15 PED Accountability Report. 16 When the Accountability data is prepared 17 by PED and the school has had an opportunity to 18 review the data -- no less than ten days -- the PEC 19 will review the data and remove the conditions or 20 take other action, such as a Corrective Action Plan, 21 or possibly non-renew the charter. 22 At the future meeting, January or February 23 2020, the PEC will only consider the issues related 24 to the reason for the conditions and will not 25 consider any other issues related to renewal.</p>	<p style="text-align: right;">Page 915</p> <p>1 before, that I wasn't affiliated -- a school that I 2 was not affiliated with or friends with up to this 3 point. 4 And it just so happens that it's about a 5 block-and-a-half from where I live in Old Town. And 6 so I've gone by their school, at least since they've 7 moved in, probably 300 or 400 times with my dog. 8 And when I first went in there, I was just 9 really amazed to learn more about what was going on 10 inside that building and how unique and innovative 11 it is. 12 And so I just wanted to share that story 13 and that appreciation of -- you know, when you look 14 at an old post office building, you never know 15 what's going to be inside and the beauty that really 16 is happening in there and the work and magic that 17 you're doing with your students. 18 The second story I wanted to share is at 19 the time when Interim Secretary Bobroff was -- was 20 the Acting, we had -- I had a chance to go with her 21 to Tierra Adentro for an open house at the beginning 22 of the year. And to see the energy with the 23 families and the students -- you know. And I know 24 that the school is known for, you know, their 25 performing arts program.</p>
<p style="text-align: right;">Page 914</p> <p>1 So we will close out, 100 percent, finance 2 and operational today. And that's not open for 3 discussion when we're back in January or February 4 with this. 5 And we close out 95 percent of the 6 academic; so that the only areas that will be 7 considered for talking points are those areas that 8 are not available right now. And that's it. 9 So, hopefully, that's -- and, hopefully, 10 we'll be good. And if everything -- if the motion 11 indicates that -- as long as the school hasn't had a 12 significant downward trend, the school will then 13 just be on the Consent Agenda, okay? 14 So thanks. So we will start with CSD. 15 Then you folks will have your 15 minutes, if there's 16 anyone that wishes to speak. And then we'll do 17 Commission questions. So thanks. 18 ACTING DIRECTOR BRAUER: Madam Chair, 19 members of the Commission, members of the school. 20 I had two comments before I hand the mic 21 over to Deputy Director Woerner to provide the CSD 22 report. 23 As you all know, I started my role as the 24 Director in March of 2019. Tierra Adentro was the 25 first school that I visited -- that I never visited</p>	<p style="text-align: right;">Page 916</p> <p>1 But to see the -- the focus in on rigor of 2 academics, along with the performance rigor and the 3 engagement with families, was something that was 4 truly moving to me and to Deputy Secretary Bobroff. 5 So I wanted to share that, that this is a 6 school that I know I have learned a lot from at this 7 point. And I think it's a great model, similar to 8 what has been mentioned with some of our other 9 schools. As we really think about innovations and 10 we think about how we would be supporting our 11 students' holistic interests, I think this is a 12 school that has really accomplished that. 13 So with that, I'm going to pass the mic 14 over to Karen. 15 MS. KAREN WOERNER: Thank you. Good 16 morning, Madam Chair, Commissioners, school 17 representatives. 18 So Tierra Adentro of New Mexico serves 19 students in Grades 6 through 12, approximate 20 enrollment of 273, with a focus on academics, art, 21 artisanship, and the study of cultures. 22 I do want to point out that if you are 23 looking at the printed materials, we had a 24 correction on the sheet. The electronic version has 25 it. But we've omitted -- and my apologies to</p>

<p style="text-align: right;">Page 917</p> <p>1 Ms. Archuleta -- we had omitted Theresa's name. 2 They are co-directors, Veronica and Theresa. So on 3 the printed materials, it should have both names, 4 and my apologies. 5 Moving on, the Part A of the school's data 6 does show that there was a slight increase in the 7 reading, but then a drop in the last assessment. 8 Similarly with the math, there was a decline over 9 the years. 10 Science proficiency rate was at 28 percent 11 for the school. You remember the State average is 12 35. 13 The higher performing students growth 14 indices are showing that the students in the high 15 performing group, in both reading and math, are 16 around the as-expected growth; in the lowest 17 performing students, similarly, showing right there 18 at the zero mark across the subgroups in terms of 19 expected growth. 20 You will note that, particularly in math, 21 though that is an area where I just mentioned they 22 had some decline, in the lowest performing students 23 in math, you will see that they've improved over the 24 years. In the first year of the contract term, they 25 were significantly lower than expected growth. And</p>	<p style="text-align: right;">Page 919</p> <p>1 The school did have a "B", then "C," and 2 "B" in the term of the contract. And you can see 3 that their current standing in their lowest 4 performing students' scores, those still had a "D" 5 at the last report, but had increased from an "F". 6 Regarding the ratings chart that I just 7 mentioned, the organizational performance framework, 8 there were five indicators where the school had a 9 repeat Workings to Meet or a Falls Far Below, and 10 those were listed on Page 3. 11 Students with special needs, there was 12 some concerns about some overdue IEPs and 13 evaluations, and the school has been working to 14 resolve that and has a plan in place. 15 Recurrent enrollment was below the goal of 16 85 percent, but it was at 81 percent. So as we 17 mentioned with other schools, in the new contracts, 18 you set the expectation at 75 percent. The school 19 was at 81 percent recurrent enrollment. 20 The financial compliance and Generally 21 Accepted Accounting Principles scores were around 22 the audit findings. 23 And the facilities requirement was 24 regarding missed drills, the emergency drills. 25 They've resolved that problem, and we have a new</p>
<p style="text-align: right;">Page 918</p> <p>1 over the years, it's become closer to as-expected 2 growth for the lowest performing students in math. 3 Your subgroup proficiency rates sort of 4 mimic the overall proficiency rates we just spoke 5 about, where there was some decline in the last year 6 with that last assessment. 7 Graduation rate is at 84 percent. 8 Mission goals, the school -- appears that 9 there was some struggle either with the evidence or 10 the results in 2017. But the school has exceeded 11 both goals in 2018 and 2019. 12 Their membership chart is showing an 13 upward trend with increase in membership over the 14 course of the contract term. And their retention 15 for students within the school year has been between 16 85 and 92 percent during the term of the contract, 17 and, between school years, has been between 78 and 18 83 percent. 19 Their audit findings this last year were 20 two, one of which was considered a material 21 weakness. That is the reason for the one red 22 indicator on their ratings chart. 23 So going back to the report, all areas 24 were at Demonstrates or Meets the Standard in each 25 of the areas rated for their progress report.</p>	<p style="text-align: right;">Page 920</p> <p>1 schedule of required drills that the school is aware 2 of and is following. 3 So 100 percent of their employees signed 4 the petition; 77 percent of their households signed 5 the petition. And 11.94 percent was their 6 New Mexico Condition Index Score, well below the 7 average. And, remember, lower is better. 8 And with that, I conclude the report on 9 the school. 10 THE CHAIR: Okay. Thank you. Good 11 morning once again. And if you would, just identify 12 yourselves and anyone else who's going to speak for 13 the school during this time for the record. 14 MS. VERONICA TORRES: Madam Chair, members 15 of the Commission, good morning. My name is 16 Veronica Torres, and I am co-director of 17 Tierra Adentro Charter School. 18 MS. THERESA ARCHULETA: Madam Chair, 19 members of the Commission, my name is Theresa 20 Archuleta. I am also co-director of Tierra Adentro 21 Charter School. And coming up at the end of our 22 presentation, within our 15 minutes, is Dr. Diego 23 Gallegos. He is our foundation president. 24 THE CHAIR: Thanks. So whenever you're 25 ready.</p>

<p style="text-align: right;">Page 921</p> <p>1 MS. VERONICA TORRES: So good morning, 2 members of the Commission, Madam Chair. I will be 3 speaking about our finance programming. 4 Since 2016, or since our last renewal, 5 therefore, we have added what's called our "focus 6 classes." So that means once students are in tenth 7 through twelfth grade, they choose a focus in either 8 visual art, artesanía, music, or dance, where they 9 have an intense study of those art forms. So they 10 will attend their academics and their dual-credit 11 classes in the morning, eat lunch. 12 And then in the afternoon, from anywhere 13 from one-and-a-half to two-and-a-half hours, they 14 are studying their art form with master teachers 15 from the school that are professional artists in the 16 community. 17 What has not changed is our sixth- through 18 ninth-graders still have the arts, all four art 19 forms, integrated into their academic schedule 20 during the day. 21 Our dance focus students, our tenth- 22 through twelfth-graders are now taking 200- and 23 300-level dance classes through the dual-credit 24 program at the University of New Mexico, where they 25 are taught by guest artists from Spain that UNM has</p>	<p style="text-align: right;">Page 923</p> <p>1 The other thing that we do offer, we begin 2 recruiting at ninth grade, is students for dual 3 credit. And we're very proud of that dual credit, 4 and we'll talk about that in a little bit in our 5 presentation. 6 But what we do offer is we have 7 approximately 35 students enrolled either at CNM or 8 UNM, and they are taking academic classes, such as 9 their English, math, science, health classes. And 10 Veronica mentioned the dance classes as well at UNM, 11 because it fits within our mission. 12 That is something that we have really 13 strived -- we want to make sure that our community 14 knows that while the arts are embedded within our 15 curriculum, academics are our number-one focus for 16 our students, because our ultimate goal is 17 graduation for each and every one of our kids. 18 What else we did during the last five 19 years when we were renewed in 2014, is we created a 20 block schedule within our instructional day. And 21 that was aligned to support, also, the college 22 pathway. 23 So we now have 85-minute blocks, Monday 24 through Thursday. And then we have sort of what's 25 called a "Fast Friday," so that all teachers can</p>
<p style="text-align: right;">Page 922</p> <p>1 brought in to work with the students. 2 Also, members of our dance focus student 3 body have performed in UNM faculty dance concerts, 4 which are their most elite concerts with their dance 5 students. 6 Since 2016, we also added an artesanía 7 focus, where students are not only studying 8 woodworking and craftsmanship, but they are studying 9 production sides of things; so they are now our 10 backstage hands and are learning how to build 11 flamenco floors and running sound and lighting for 12 our production. 13 Also this year, current, we just added a 14 percussion class, where students are able to study 15 different types of percussion, from Cuban to African 16 drumming, to flamenco drumming as well. 17 MS. THERESA ARCHULETA: Madam Chair, 18 members of the Commission, we also focus highly on 19 the academics. That is very important to us. And 20 so one of the things we believe in is offering 21 choice within our own mission. 22 So of that choice, we created an online 23 evening program for either credit recovery or to get 24 ahead in our program. And so that is through the 25 e2020 curriculum.</p>	<p style="text-align: right;">Page 924</p> <p>1 also meet with the students so that they can catch 2 them up on whatever they may have missed during the 3 week. 4 Another important factor we know is that 5 relationship with students. And we knew that it was 6 really hard for English teachers, math teachers, 7 dance teachers, to build that into their daily 8 instruction. 9 So we created an advisory period. So we 10 have advisory every Monday through Thursday for 11 35 minutes, where they review their -- their grades. 12 They can go and meet with teachers. They may be 13 struggling and need some support. 14 And so that has really made a huge 15 difference. And what's really exciting to us as we 16 build in the arts, we had a Camino Real Trunk Show 17 November 24th, a lot of the dance teachers and the 18 music teachers collaborated, and they had their 19 rehearsal that advisory period as well, so as not to 20 interrupt academic instruction. So we feel that has 21 made a huge difference for the students. 22 The other thing that we learned is really 23 important for the academics and for teachers to be 24 better teachers is teachers need to collaborate with 25 one another, within the duty day; not on their lunch</p>

Page 925	Page 927
<p>1 breaks, not after school, not on their own time. 2 So we built that into our calendar with 3 this block schedule. So we have weekly 4 collaboration on-site. And what we're building 5 in -- I don't know if you're familiar with "Lesson 6 Study." The teachers are now becoming researchers 7 in terms of how kids learn. 8 And so this year, it's been our push for 9 creating Lesson Study teams to go in and observe and 10 to collaborate with one another on a professional 11 level to be better teachers. And that has seemed to 12 really help our school as well. 13 MS. VERONICA TORRES: And since our last 14 renewal, we have 69 percent of our students that 15 qualify for Free and Reduced Lunch. And so we are a 16 Title I school. And so we saw a need at our school, 17 because many of our students are coming to us, as 18 Ms. Woerner was saying, very low in math and 19 reading; and for us to get that growth, it's very 20 trying. 21 So because of that need of our school, we 22 now have hired a full-time social worker. And 23 because of our dual-credit numbers and the increase 24 in our student body that is now applying to 25 colleges, which is great, we have hired a full-time</p>	<p>1 with the bragging rights, which is evidence and 2 data. 3 So in 2019, 100 percent graduated with a 4 plan to continue their education, either training or 5 work. 84 percent were admitted into UNM, New Mexico 6 Highlands, and CNM. 63 percent took one or more 7 dual-credit courses. 8 One student earned 39 credits. Another 9 student earned 24 credits. Two students earned 21 10 credits. 11 One student was admitted to UNM's American 12 Indian Summer Bridge Program, a four-week program, 13 including eight college credits, plus room and 14 board, all paid for by the University of New Mexico. 15 The highest individual scholarship earned, plus 16 financial aid, was \$86,846 for over four years. 17 Total amount of scholarships that were 18 awarded that year, \$370,000 to 36 graduating 19 students. 20 MS. VERONICA TORRES: And now as your 21 class of 2020 is getting ready for their second 22 semester, as of December 3rd of this year, 23 68 percent have completed the FAFSA. 67 percent of 24 seniors have taken one or more dual-credit courses. 25 And 23 out of our 37 seniors this year have been</p>
<p>Page 926</p> <p>1 college-and-career counselor. 2 And that brings me to our bragging rights 3 with that. So we've had many members of our dance 4 and music alumni students have gone on to become 5 members of the professional company, Yjastros, which 6 is the premier flamenco dance company here in 7 New Mexico. 8 Other student alumni. We had one of our 9 student alumni just now, in fall 2019, she went and 10 competed at the Flamenco Certamen USA in New York, 11 and she won. So we're very proud of that student. 12 She was also valedictorian last school year. 13 Members of our dance focus have performed 14 at Tablao Flamenco in Albuquerque, which is the 15 premier tablao place to perform in Albuquerque. So 16 many of them are now performing with guest artists 17 from Spain and members of Yjastros as well. 18 Since 2015, we have performed at Carnegie 19 Hall in New York City, in Phoenix, Tucson, and 20 Atlanta's Music in the Park with professional 21 musicians, where we've also collaborated with 22 Westlake High School where their drum corps played 23 for our dancers, and we did a flamenco fusion piece 24 with them at Atlanta's Music in the Park. 25 MS. THERESA ARCHULETA: So we'll continue</p>	<p>Page 928</p> <p>1 admitted to UNM's fall semester, and now to, also, 2 NMSU. 3 Our current tenth- through 4 twelfth-graders, 39 students are taking dual-credit 5 classes at UNM and CNM; so that's 42 percent of 6 those students. 7 We also added an after-school arts 8 programming. We contract with the National 9 Institute of Flamenco to intensively train dancers 10 and musicians in their dance and music ensembles. 11 MS. THERESA ARCHULETA: Of course, the 12 backbone of every school is our families. So 13 without them, we're nothing. 14 So what we try to do to incorporate their 15 busy lives and knowing that they have lots of 16 hardship, maybe, because our population is 17 69 percent Free and Reduced, we want to respect what 18 they come with and what they can bring. 19 We have moved away from a parent advisory 20 council, because our attendance was always low and 21 we tried to do many different things to increase 22 that attendance. 23 So our social worker and one of our 24 teachers who had background in family engagement 25 created workshops for our families that we -- we</p>

<p style="text-align: right;">Page 929</p> <p>1 give. And we -- we surveyed our families and asked 2 what is it that they would like support with. 3 So upon that, we have built in workshops 4 during the school day, in the evenings, very -- all 5 different ways to accommodate our busy -- our 6 family's busy lives. So that is one thing that we 7 have seen. 8 And we sent out a family newsletter now. 9 We're finding we probably have to look at ways of 10 technology to implement in order to communicate with 11 families, because families may not be able to 12 attend, but they will be present in their children's 13 lives, and we want to honor and respect that. 14 The other thing we are working on is the 15 academic advisory council and the teacher focus 16 teams. Again, that was reconfigured through our 17 weekly collaboration with our staff. And we feel 18 very fortunate that we have that time built in to 19 our duty day. 20 We also continue to have our parent 21 orientation and open house, which Alan mentioned 22 that he was able to attend with Dr. Bobroff. 23 And then the other thing is we have a 24 teacher retention rate of -- four of our teachers -- 25 we're such a small staff. We have 25 teachers</p>	<p style="text-align: right;">Page 931</p> <p>1 his -- his pushing and his outreach to, nationally 2 and internationally, what professional and 3 successful artists implement. And so he tries to 4 match that. And we have to kind of put the reins on 5 him every now and then. 6 And, of course, we have our wonderful 7 business manager, Michael Vigil, and Amber Peña, 8 because they tell us, "You can do that," or, "You 9 can't do that." And then we tell him, "Make it 10 happen." 11 But at this time, we're really excited. 12 We have some news that we'd like to -- it's not 13 official. But we have our foundation president, 14 Dr. Diego Gallegos, who would like to share a little 15 bit about our facility process. So we're going to 16 ask him to come up. 17 DR. DIEGO GALLEGOS: Good morning, 18 Madam Chair, Commissioners. It's always good to be 19 here. It's been over 20 years since I sat in that 20 seat during my term as assistant -- as State 21 Director of Special Education and Assistant 22 Superintendent for Learning Services. So I had an 23 opportunity to speak before -- 24 THE CHAIR: I think you'll have to slow 25 down just a little bit.</p>
<p style="text-align: right;">Page 930</p> <p>1 total. Four last year were on maternity leave. 2 So don't drink the water at our school. 3 But we have several people here in the 4 audience today. And we are very fortunate that we 5 have such a strong team. We have four members out 6 of six from our governance council board. We have 7 our president, Sandy Martinez. 8 We have our vice president, the Honorable 9 Judge Ted Baca. 10 We have Professor Donna Jewell, who 11 represents the arts on our board, from the 12 University of New Mexico. 13 And we also have former Representative Dan 14 Silva. 15 So we have a pretty diverse group of 16 people that support us. 17 We also have really key staff that are 18 here as well that you'll get to meet, as well we 19 have Joaquin Encinias who is our curriculum director 20 who was one of the founders of the school and 21 continues -- he kind of has the mind of someone that 22 is always -- how do we improve, and how do we get 23 better? 24 And a lot of -- a lot of the arts that 25 have evolved through the school have been because of</p>	<p style="text-align: right;">Page 932</p> <p>1 DR. DIEGO GALLEGOS: So I had the 2 opportunity to sit down before your predecessors, 3 the State Board of Education. So it's always good 4 to come back. 5 When my stepdaughter, Madison, started at 6 Tierra Adentro in sixth grade, it became very clear 7 right away that the building that they were in was 8 just not the kind of facility you want your child to 9 go to school in. 10 And so I came to the governing council at 11 that point and said, "Let me help. Let me do 12 whatever I can to help." 13 So we've been working on trying to get -- 14 to get financing for a facility since then. Madison 15 just is finishing her freshman year at UNM; so from 16 sixth grade to now, and we still do not have a 17 building. 18 However -- oh. And by the way, Madison is 19 also that young lady that Theresa talked about who 20 just won this international competition and is, as I 21 said, a freshman at the University of New Mexico. 22 And because of the dual credit that they 23 afforded her, she now is really a second-semester 24 sophomore in her first semester of school. So 25 school is good for her at this time.</p>

<p style="text-align: right;">Page 933</p> <p>1 We've been working with a number of 2 financial institutions over these years trying to 3 come up with financing for the school. Yesterday I 4 spoke to the gentleman who represents Clearinghouse 5 CDFI here in New Mexico. He is in L.A. today. He 6 expects today to get our final approval for our 7 financing. 8 Our -- so they will finance 80 percent of 9 the building, and the Charter School Development 10 Corporation that you may have worked with in the 11 past will do the rest. 12 So we are that close. As soon as we get 13 signed on the bottom line, you will hear a scream 14 come from all of us, a scream of happiness. So we 15 are finally there. 16 THE CHAIR: Congratulations. 17 DR. DIEGO GALLEGOS: Thank you very much. 18 MS. VERONICA TORRES: And that concludes 19 our 15-minute presentation. Thank you, 20 Commissioners. 21 THE CHAIR: Okay. Thank you. And now 22 that you've told us that sometimes Joaquin has to be 23 reined in, Joaquin is first on the list for Public 24 Comment. 25 FROM THE FLOOR: Thank you Madam Chair,</p>	<p style="text-align: right;">Page 935</p> <p>1 obvious. And so for me, at that moment, I was a 2 breath of fresh air, because this had been already 3 seven years of work, and we wanted this to work 4 really well. 5 And so it has done that. I've seen an 6 incredible, just, dynamic shift in our children. 7 And that's from the lowest performing to the highest 8 performing children. That is across the board; more 9 engagement, more love for the community, more love 10 for the arts and the academic process. And so we 11 feel good about that. 12 They've told you a little bit about all of 13 the things that these wonderful children have 14 accomplished through those focuses and through those 15 after-school programs. I only see those getting 16 better. 17 As they noted, that I have the 18 opportunity, thankfully, because of my background, I 19 get to teach around the country quite often. I'm 20 out for a day or two once every six weeks or so, and 21 I do teach in Atlanta quite a bit. 22 And, right away, I sort of noticed this 23 wonderful thing happening in the South. They have a 24 wonderful drum line and marching band tradition in 25 the South of this country that is wonderful for the</p>
<p style="text-align: right;">Page 934</p> <p>1 members of the Commission. It's an honor to be here 2 this morning. 3 THE CHAIR: Could you just state your name 4 for the record? 5 MR. JOAQUIN ENCINIAS: My name is Joaquin 6 Encinias, and I direct the arts curriculum at the 7 school. And I have the wonderful opportunity and 8 job to work with young folks and try to figure out 9 how to enhance their lives and their education 10 through the infusion of arts and artisanship. 11 And so I just want to briefly speak a 12 little bit about I think was a paradigm shift for 13 our school was three years ago when we went to the 14 block schedule, and we actually started doing the 15 focus programs for the tenth- through 16 twelfth-graders. 17 What we did at that moment, which is 18 pivotal for us, was take children who are wonderful 19 at trying to sort of scheme the system and have them 20 really, for a year, say, "Look. I'm going to do 21 nothing but dance this year and not be able to move 22 from one focus to another, but stick to it through 23 the year." 24 It really created a sense of culture and 25 tenacity in our students. It was just very, very</p>	<p style="text-align: right;">Page 936</p> <p>1 high school programs, but also very culturally 2 based, very much a part of the culture, not 3 necessarily separated from the culture but really 4 part of the culture. 5 And so I was really engaged by that three 6 or four years ago, and so I started to implement 7 that. And that has become our percussion focus for 8 the last two or three years that we are starting to 9 evolve. 10 This year, we have three children in the 11 pilot program just starting to figure out is this 12 going to actually work, because one of the dangers 13 of starting new programs in a school is taking away 14 from existing ones. And our guitar program was 15 doing really well. Our music program was doing 16 really well, and I didn't want to pull from those 17 kids and start something and tear that program down. 18 So we're piloting that this year. But it 19 looks like it's going to take off in a wonderful 20 way. That's, again, just sort of outlining what my 21 job looks like. 22 I teach in the school. I teach 23 artisanship for three blocks. And I also teach a 24 percussion focus class for one block. But that's 25 where we are right now.</p>

<p style="text-align: right;">Page 937</p> <p>1 Another thing that we're looking at doing 2 here in February is I'm going to begin to go to 3 Mexico and engage in Guadalajara and the community 4 there, the flamenco community, and try to create 5 some collaboration with some of our students from 6 our charter school in the areas of Guadalajara and 7 Mexico City. 8 We have a wonderful tradition in Mexico. 9 We do wonderful things with flamenco, but also 10 what's called Escuela Bolera, which is 18th and 19th 11 Century classical dance, as well as jota, which is a 12 form of Basque dancing from northern Spain. 13 People in Mexico, when they see what we do 14 here in Albuquerque and New Mexico, they respect the 15 product so much that they want us to begin to come 16 down to the south and share what we do here with 17 some of their people there. 18 So that's kind of some of the things that 19 we're going to be looking at down the road. 20 I just want to say these two directors are 21 incredible people, incredible directors, our board 22 here as well, our governing council. Without that 23 type of support, I don't believe the arts would be 24 able to go as deeply into the community as it has in 25 the last ten years, and I only see it doing more</p>	<p style="text-align: right;">Page 939</p> <p>1 artistic output and how they engage in the 2 community, but when you talk directly with them as 3 individuals. 4 I'm -- I'm one of the professors on the 5 panel, the adjudication panel for the dance audition 6 to become a dance major at the University of New 7 Mexico. And I can share with you that the students 8 from TANM, when they audition, are not only far and 9 above the typical level of performing arts students 10 from other schools in Albuquerque, as performers, 11 but we also individually interview them. 12 And that level of maturity and 13 accountability and their ability to talk about 14 themselves and what they want to do in their career, 15 both as a scholar or as -- and/or as a performer, is 16 far above the level of the other students that 17 audition for the University of New Mexico. It's 18 very -- it's very impressive. 19 I think in this era of screen life, where 20 young people, and all of us, really, spend a lot of 21 time interacting with the world through a media 22 screen, this school provides priceless face-to-face 23 interactions with other humans in realtime that 24 teaches them accountability, empathy, and 25 self-reliance.</p>
<p style="text-align: right;">Page 938</p> <p>1 through this type of support. 2 So I appreciate your time, and thank you 3 for letting me speak with you this morning. 4 THE CHAIR: Thank you. And last is Donna 5 Jewell. 6 MS. DONNA JEWELL: Thanks. Good morning. 7 And thank you for giving me the opportunity to 8 speak. My name is Donna Jewell. I'm a professor of 9 dance at the University of New Mexico, and I'm 10 currently the chair of the Department of Theater and 11 Dance. 12 I'm here to share with you, the commitment 13 and attention to detail of the directors of the 14 school is exemplary. 15 I've been on the governing council for six 16 years. And they also have the knowledge and 17 awareness of who their students are, collectively 18 and as individuals. In addition, the expertise and 19 dedication of the faculty providing an understanding 20 of true rigor in the classroom is clearly evident 21 when you see the work and engagement of the 22 students. 23 In addition, creating good citizens with a 24 sense of responsibility to the community and to each 25 other can be seen, not only in their level of</p>	<p style="text-align: right;">Page 940</p> <p>1 Thank you for allowing me to speak. 2 THE CHAIR: Thank you. So thanks once 3 again. As I said this morning, we should have had 4 them come last and celebrate the end of this week 5 and have a presentation by their students. That 6 would have been the perfect way to end the week, 7 because many of us have had the incredible 8 opportunity to see the school perform. And it's -- 9 it's more than inspiring to see the students, and 10 also to see that it's not just what you perceive as 11 the typical high performing. There are special 12 needs students with multiple exceptions that are out 13 there doing incredible dancing. 14 So it's a testament to what the school 15 truly does, that you're not just focusing on those 16 that have innate talent; you are tapping into that 17 everyone -- everyone can shine in some form. And 18 that's -- that's the celebration of the human 19 spirit. 20 So we appreciate that time and time again. 21 So let's -- what's your timeline now, if 22 things go well today? Because I know the one 23 expression that came out from students and parents, 24 the only negative, was, "We don't have enough room," 25 you know.</p>

<p style="text-align: right;">Page 941</p> <p>1 So celebrate that. But we all know that 2 you haven't had enough room, and, yeah, you got off 3 of Central, where it was life-threatening to be 4 there; so it was a good move. But it still -- it 5 wasn't ideal. So what's your -- what's your time 6 frame look like? 7 MS. THERESA ARCHULETA: Madam Chair, 8 members of the Commission, March will be the 9 ground-breaking day. 10 THE CHAIR: Wow. 11 MS. THERESA ARCHULETA: And what our 12 developers and our architects have told us, it will 13 be a year after that for the construction to occur. 14 We already have the site chosen. We are near the 15 National Institute of Flamenco. They have their new 16 building that was just opened now in September. And 17 so if you go to the Sawmill area, there is a big 18 mound of dirt. That is ours waiting for us. 19 So we're hoping in the next year and a 20 half that we would be -- I mean, and sooner than 21 that we'll be before you again asking for support 22 and following and working with Public Ed Department 23 for the correct protocol for acquiring our new 24 facility. 25 And one thing I would like to say is one</p>	<p style="text-align: right;">Page 943</p> <p>1 for the online portion. So we really try to 2 accommodate the students and really try -- we really 3 believe in building individualized plans for every 4 kid at our school so that we don't lose them. We 5 want to keep them engaged. 6 That's what we're always trying -- like 7 Joaquin mentioned, we're always trying to keep up 8 with the changing society and their needs. 9 THE CHAIR: I remember when you came to 10 talk about starting that program, talked about that 11 hybrid. Have you had any students that started 12 there and transitioned into the full-time day? Has 13 that happened at all? Or have -- do you know? 14 MS. VERONICA TORRES: It's been more of 15 the other way around. There are students that had a 16 need to move out of their homes and work during the 17 day, support themselves. So like Ms. Archuleta was 18 saying, it's the hybrid the other way, where they go 19 focus into night school. 20 But out of our full-time night-school 21 students, we're going to have our first graduate 22 this year from that program. A student very much in 23 crisis that came to us wanting to graduate is now 24 going to accomplish his goal. So we're very proud 25 of that.</p>
<p style="text-align: right;">Page 942</p> <p>1 thing we've noticed is that our students definitely 2 deserve this new facility. We all know that kids 3 deserve the best environment they can possibly have. 4 So with the effort of everyone that has 5 supported us through this, our business manager, our 6 foundation, our governance council, our families 7 that have been super-patient with moving to a 8 mediocre facility, as opposed to a horrible facility 9 that you mentioned -- but, yeah, they deserve this. 10 And we feel that this will make a huge difference in 11 our students' lives. 12 THE CHAIR: Okay. Thanks. So how many 13 students do you have in the reengagement program, 14 recovery program, in the evening? About how many 15 students do you have, the after-hours program, 16 whatever we want to -- 17 MS. THERESA ARCHULETA: So, Madam Chair, 18 members of the Commission, we probably have about 19 12 students full-time in that program. And then 20 what we also offer is sort of a hybrid, where some 21 students want to be part of our focus, either in 22 dance, music. And then what they'll do is they'll 23 come for that part of it. 24 Because of our block scheduling, we're 25 able to accommodate them, and then they just stay</p>	<p style="text-align: right;">Page 944</p> <p>1 THE CHAIR: You also mentioned that 2 there's a fast track with that? So how does that -- 3 how is that working? 4 MS. VERONICA TORRES: So the students that 5 are on a fast track -- actually, it's -- one of my 6 family members just did it. I have four cousins 7 that go to the school. So he was doing his junior 8 classes during the normal day program, taking his 9 regular eleventh-grade classes. And he's in the 10 artesanía focus with Joaquin in the afternoon. 11 But he wanted to get ahead. So he would 12 either stay for the night school, or just go online 13 on his own, because we could trust him to do it at 14 his own home. And he, during his junior year, not 15 only completed his junior year classes, but also his 16 twelfth-grade classes as well. 17 Now, he's choosing to stay on for twelfth 18 grade, but he only comes for focus, because he's 19 completely done with his academics. But he's going 20 to enter the electrician program in spring at CNM 21 and got accepted into the mechanics program in 22 Phoenix, Arizona, for fall of 2020. So he's an 23 example of how that fast track could work for a 24 student to their benefit. 25 THE CHAIR: Great. Because I think that's</p>

<p style="text-align: right;">Page 945</p> <p>1 something that not a lot of schools actually think 2 about. So it's an interesting concept to be able 3 to, I think, share out to other schools that do, for 4 whatever reasons, have those students as well that 5 maybe need to get out earlier for -- they need to 6 get to work early or whatever. 7 MS. THERESA ARCHULETA: Madam Chair, 8 members of the Commission, if I may also -- and one 9 of the things we know. A lot of our students, we 10 don't really want them in college too early, right, 11 because then they could fail. So what we like to do 12 is have them take dual-credit classes while we can 13 sort -- under our umbrella, and we can support them 14 and walk them through that. 15 Then we feel we have a much better success 16 rate for those students. Because once you're in 17 that college world, you're on your own. And we feel 18 if you want to get ahead, fine; but stay with us so 19 we can support you in your dual credit. So that's 20 the other option as well. 21 THE CHAIR: Thanks. So I guess my next 22 question is more to Mike; because the -- the 23 performance framework chart looks pretty good, 24 except there's that consistent, across-the-board 25 Falls Far Below with the financial issues; so...</p>	<p style="text-align: right;">Page 947</p> <p>1 MR. MICHAEL VIGIL: -- 2014. The school 2 was actually in a deficit at that point. We have 3 now built up. They have qualified for financing. 4 They are carrying cash balances. Everything is 5 being paid on time and such. 6 So there are no issues. And I think when 7 you see this year's audit, it's a big improvement 8 over last year's. 9 THE CHAIR: Okay. Thanks. Thanks. So I 10 hope, as the build-out comes, maybe this will help 11 to generate conversations and opportunities with 12 your equity council to involve the neighborhood and 13 truly help -- because I'm sure, in some cases, it's 14 also, for families, a reengagement of the culture as 15 well. So that's -- you know, we're looking forward 16 to see what happens. 17 And I guess my last thing is a curiosity. 18 How do you afford all these trips? You know, 19 that's -- you know, when we -- so -- you know, I've 20 got an overarching -- you know, what are the 21 financial struggles? You're still relatively small. 22 So, you know, what are those struggles? 23 MS. VERONICA TORRES: So every school 24 year, Madam Chair, members of the Commission, we 25 perform around 49 times around the community. And</p>
<p style="text-align: right;">Page 946</p> <p>1 MR. MICHAEL VIGIL: Madam Chair, members 2 of the Commission, I'll report to you on the 2018 3 audit, which has been released. 2019 is going to 4 look better. 5 There was one material weakness on the 6 2018 audit. It was related to the classification of 7 assets. We had listed -- the expenditure for the 8 planning of the new facility is listed as an 9 expenditure. It's really the auditors' -- and we 10 discussed it with them -- they wanted to list it as 11 an asset and capitalize it when the building was 12 going to be built. 13 Under the new standards, the accounting 14 standards, that discussion becomes a finding. 15 So that was the finding. That was the 16 material weakness. 17 The other two findings were compliance 18 issues, the cash receipts. We talked about it, the 19 24-hour rule. We have put in processes to try to 20 date-stamp and time-stamp every one of those cash 21 receipts. The second was a purchase order issued 22 after the invoice was -- was incurred. 23 So -- but other than that, the school 24 has -- you know, we took it over -- we came in -- 25 MS. THERESA ARCHULETA: 2014.</p>	<p style="text-align: right;">Page 948</p> <p>1 when we're at those performances, many of them 2 either donate or pay us to be there. So that 3 definitely helps the students pay for their trips. 4 And we usually send the students that are 5 going to be traveling that year -- they're the ones 6 performing, so the money can go directly back to 7 them. 8 Obviously, our foundation does a lot of 9 fundraising on their own as well. We'll host 10 community events for our students to perform at, 11 again, to raise money and have donors in the 12 audience that will donate to the students to help 13 them take those trips. 14 And then we have our annual, what's our 15 form of a jog-a-thon; it's called a flamenco-a-thon 16 every April, where our students perform for the 17 Sawmill community. We have tents -- you're all 18 invited -- and we perform throughout the day for 19 hours upon hours, hence the "a-thon"; and we raise 20 money and ask for donations, too. And each kid has 21 their envelope asking for, "Hey, I'm going to do a 22 quarter for every hour I dance," or however we do 23 it, and we've changed it over the years. 24 And each student, if they raise between 50 25 to 100 bucks, we can make 10 to 20 grand in any one</p>

<p style="text-align: right;">Page 949</p> <p>1 flamenco-a-thon. The most we've made is 10; the 2 lowest we've made is 5. So that goes to the student 3 traveling as well. 4 THE CHAIR: What about through the school 5 funding formula? What challenges have you had with 6 the school? 7 MS. THERESA ARCHULETA: Madam Chair, 8 members of the Commission, are you saying the 9 current funding formula? 10 THE CHAIR: Right. 11 MS. THERESA ARCHULETA: This coming year? 12 Well, this year was much better than years previous. 13 THE CHAIR: Right. 14 MS. THERESA ARCHULETA: So my background, 15 I've had -- I worked with Albuquerque Public Schools 16 for 23 years before coming to -- so I have worked 17 with Michael Vigil when he was Chief Financial 18 Officer. So we had pretty good management training 19 at Albuquerque Public Schools. 20 So what we do is we really prioritize with 21 our staff and with our governance council, and we 22 just have to look at what the need is. 23 And so when I first came on board 2014, 24 the community and the staff felt it was the building 25 that was our priority. So that is why we have</p>	<p style="text-align: right;">Page 951</p> <p>1 Commissioner Voigt? 2 COMMISSIONER VOIGT: Thank you, 3 Madam Chair. First of all, it's really great to see 4 a school so rooted in the arts, but emphasizing the 5 academics and bridging that and balancing that so 6 successfully. So congratulations on that. 7 It's also great to see both of you in this 8 capacity being so creative and living this dream. 9 I've had the privilege of seeing 10 Mr. Encinias perform, and Ms. Torres. And so these 11 students are learning from some of the best as far 12 as their craft. 13 And I'm curious about the -- the 14 percussion program. Is that going to be more in the 15 genre of the artisanship that is being taught at 16 Tierra Adentro -- I'm sure it is -- versus the 17 southern style. 18 MR. JOAQUIN ENCINIAS: Members of the 19 Commission, Madam Chair. That is actually the 20 challenge, right? Because you want to figure out 21 how do you hold onto what you have and how do you 22 grow into something that is going to engage the kids 23 to what's next? 24 They start with a Peruvian instrument we 25 play in flamenco. It's called the "cajon." They</p>
<p style="text-align: right;">Page 950</p> <p>1 saved -- we have cash savings right now to go toward 2 our facility, because that is our number one. 3 Now, our foundation has worked very 4 closely and very hard at just looking at facilities. 5 But now we're pushing them to start working on 6 fundraising, because we do need more for support and 7 the after-school. I think we never look at budget 8 as a deficit, because we don't own it. We work with 9 what we have. 10 And so we have -- like Joaquin mentioned, 11 several of our staff are professional artists; so 12 the fact that they know how to make something from 13 nothing. So we are very good. And I know all of 14 the folks in the audience here that are educators, 15 we're good at that. That is just something -- we 16 don't have time to complain and worry. 17 And so that question was a little -- it 18 stumped me a little bit. Because I don't think that 19 we've -- our staff has complained about not having 20 the money. We look at what we have, and we do 21 something with it. Would we want more? All the 22 time. All the time. If we can find a million 23 dollars towards our building, we'll take it. 24 THE CHAIR: Thank you. 25 Commissioners?</p>	<p style="text-align: right;">Page 952</p> <p>1 learn basically hand skills; those are hand 2 percussion skills. They then incorporate congas 3 from -- obviously, Afro Cuban, Cuban music, 4 Caribbean music. And those are slightly different 5 techniques that they use with their wrists. 6 And the nice thing about that is those two 7 instruments -- a cajon now, if you look on -- on 8 YouTube or a lot of music groups, they're in many 9 pop bands now. The cajon. They play them almost 10 like a drum set. 11 The conga is a different technique and 12 brings something to light that incorporates 13 Afro-Cuban music and can be played with Mexican folk 14 music, can be played with pop music, can be played 15 with all of that. 16 And, finally, the last instrument that we 17 begin to incorporate is the snare and marching 18 drums. The idea eventually will be to create sort 19 of our own hybrid type of drum line experience and 20 percussion ensemble that would have cultural roots 21 that explore cultural music, whether it be Northern 22 Mexican music or music from here in New Mexico, 23 flamenco music from Spain, but then also allow the 24 children to have a sort of outlet to identify with 25 their sort of pop music roots -- I don't know if</p>

<p style="text-align: right;">Page 953</p> <p>1 you're familiar with drum lines. But there's big 2 bass drums, there's tom drums; there's other -- so 3 it allows them that capability to sort of move off 4 into other genres. 5 The other thing it brings is in music 6 notation and reading music, which I truly believe 7 in. It's a wonderful skill for young minds to 8 engage in. And so through the snare drum, we begin 9 reading rhythmic notation as a way for them to begin 10 to engage in that whole world of literature. 11 I see -- so I don't know if that -- might 12 not have answered your question. 13 COMMISSIONER VOIGT: No, it did. 14 MR. JOAQUIN ENCINIAS: It's rooted in some 15 sort of cultural drumming that moves -- not that 16 drum lines aren't cultural. They're very cultural; 17 that's what drew me to them. It engages to a little 18 bit more of the popular culture as well. How we do 19 that and balance it is kind of what my study is. 20 But I see it really going to be able to 21 take root. 22 COMMISSIONER VOIGT: Beautiful. I look 23 forward to seeing that new level of energy added to 24 student performances, which are nothing short of 25 professional. I've had many opportunities to see</p>	<p style="text-align: right;">Page 955</p> <p>1 ensure that the funds are being not only properly 2 spent, but properly accounted for. And, you know, 3 charters have tended to have some issues in that 4 area. 5 With your current enrollment, about 6 270-280 students -- but your cap is 550 -- what are 7 the plans? I mean, do you have a wait list in given 8 grades? Or what are the plans for growth and 9 expansion? 10 MS. THERESA ARCHULETA: Commissioner 11 Robbins, members of the Commission. So we've had 12 that conversation. We started this, as Dr. Diego 13 Gallegos mentioned, earlier about, what, eight, nine 14 years ago, this journey. So we thought we needed to 15 have a larger building with a larger number of kids 16 to be able to sustain the financing. 17 So since then, what we have learned is we 18 are actually going to move toward -- and we've had 19 this discussion with our board. And the board 20 members have urged us, because we're able to give 21 such individual support to all the students, we're 22 going to move to bring down that cap. 23 And so we haven't -- we need -- we're 24 moving towards 350. Now, our financiers understand 25 that. And they're going with those numbers in terms</p>
<p style="text-align: right;">Page 954</p> <p>1 the students from Tierra Adentro perform in many 2 different venues. They're just exceptional and 3 professional, and congratulations on all those great 4 awards that you've received. Just phenomenal work. 5 Thank you. 6 MR. JOAQUIN ENCINIAS: Thank you. 7 THE CHAIR: Thanks. 8 Commissioner Robbins? 9 COMMISSIONER ROBBINS: Well, I want to 10 thank you, and also congratulate you, on the success 11 of your program and the success of your students, 12 and also the governance council. You have a very, I 13 think, engaged governance council. And the fact 14 that they're all up to date on their training and 15 everything is an indication of their dedication, 16 because, you know, we -- many councils, they do 17 struggle with maintaining that training. And I 18 think that's very important. 19 With regard to Mr. Vigil's reference on 20 the audit finding, I think, as you get into this 21 building and you start doing that, I think it's 22 going to be very important to track that and work 23 with your auditors and Mr. Vigil to make sure that 24 everything is accounted for properly. Because at 25 the end of the day, basically, the State needs to</p>	<p style="text-align: right;">Page 956</p> <p>1 of giving us financing. So we haven't done anything 2 official. 3 This isn't an official request or anything 4 like that. We know we have to go through the 5 amendment process. But that is the conversation 6 that we've been having is that we're not moving to 7 have -- we don't want to be a large school, per se. 8 We want to keep it, because that's how we're able to 9 give that individualized attention. 10 And so, yes, we definitely -- we're 11 working with the National Institute of Flamenco. We 12 had our board meeting last night. Our board is 13 pushing us to maybe hire someone to market our 14 school, you know, because none of us are in 15 marketing; we're in education. So we need to 16 probably hire an outside consultant to help us, how 17 do we market. 18 We don't want to grow too big. Do we want 19 a wait list? Of course. It would be great to have 20 a wait list. 21 So that's what we're working towards. 22 Right now, we don't have a wait list. 23 COMMISSIONER ROBBINS: Okay. And related 24 to the size, the Legislature, this last session, did 25 put in place a cut -- a phased cut in reduction in</p>

<p style="text-align: right;">Page 957</p> <p>1 elimination of the Small School size. How is that 2 impacting you, and how do you think that's going to 3 impact you going forward? Is it going to force you 4 to put more of your SEG toward lease assistance and 5 things like that? 6 MS. THERESA ARCHULETA: Commissioner 7 Robbins, members of the Commission, most definitely, 8 yes. Because we are pretty -- wanting to stay at a 9 small number. And it'll definitely hurt us without 10 the Small School Size Adjustment, for sure. 11 We're working with the Coalition and -- 12 excuse me -- Matt Pahl -- excuse me, I don't know 13 the new name of the Coalition. 14 THE CHAIR: Matt's back there. 15 MS. THERESA ARCHULETA: I saw him. That's 16 why I said that. But, definitely, we're working 17 with him as well and with the organization, with our 18 colleagues in the other charter schools, because 19 we'll work with -- we'll continue to work with our 20 legislators. 21 We don't want the Small School Size to go 22 away, clearly. But we know that we'll do what we 23 can. Again, as Commissioner Gipson asked us the 24 question, "What will we do?" That would be one we 25 don't want to lose and that we would fight for as</p>	<p style="text-align: right;">Page 959</p> <p>1 our school. It's just recognizing where our 2 students are. 3 We have a pretty high mobility rate as 4 well. So within the year, anywhere from -- just 5 yesterday, we received a new lottery for sixth 6 grade. And I'm sure you see it just statewide, the 7 mobility. 8 Now that there's choice in our state, you 9 know, there's more movement, right? So that's -- 10 and that's an interesting -- and that's what we're 11 studying as well. Why are these families moving? 12 So we work a lot with -- Dr. Diego 13 Gallegos is the CEO of YDI. So he's in the business 14 of supporting families. We work with one of the 15 programs through YDI to support our families as 16 well, because we know they come -- you can't just 17 support the student; you have to support the family. 18 So, I mean, it makes it really difficult, 19 the truancy rate, right? It's -- it's a whole 20 education of the family. It's not always the 21 student's fault why the students are -- are late or 22 truant. And a lot of the truancy is they're mostly 23 late. They're there, but they come maybe second 24 period, or they come half-an-hour late. So that's 25 why it tends to add up.</p>
<p style="text-align: right;">Page 958</p> <p>1 well. But it may be not within our -- our purview, 2 and we'll do what we need to do to sustain the 3 program that we've started. 4 COMMISSIONER ROBBINS: Good. The last 5 thing -- and you talked about how the students are 6 engaged and things like that. But I noted in the 7 report that we have a very high truancy rate 8 comparable to APS, which, okay, that's fine. But 9 engaged students tend to have lower truancy. 10 So I'm curious as to why it's so high and 11 what are the steps that the school is taking to try 12 to reduce that. 13 MS. THERESA ARCHULETA: So, Commissioner 14 Robbins, members of the Commission. When you create 15 other venues for students to learn, as in the online 16 program and the dual credit, those students are 17 truly committed, right? 18 So the students that are still within our 19 regular program, those are the students that are 20 more in crisis. So that's also why our data also 21 dipped for math and for reading as well. 22 And it's not -- and so what we do is we're 23 working -- those kids are more in crisis. So that 24 was what Ms. Torres had talked about adding a 25 full-time social worker; because that was big for</p>	<p style="text-align: right;">Page 960</p> <p>1 It's not that they don't come or they're 2 not there. We have maybe 2 or 3 percent that we 3 have a -- the ones that are truly truant, and we 4 follow the truancy regulation. But the one -- they 5 always come. They just come late. So that's why 6 our truancy rate looks like that as well, too. 7 COMMISSIONER ROBBINS: Well, you know, 8 just to end the idea of cutting back on funding and 9 restricting funding Small School size, lease 10 assistance, things like that, it hurts the small 11 schools, and small charter schools, especially. And 12 I think, you know, that -- that's the wrong 13 direction that the Legislature has taken, especially 14 in response to the Yazzie-Martinez lawsuit. We're 15 kind of going in the wrong direction there. 16 And salaries are nice. But that's not 17 going to address your other fundamental issues that 18 you have with funding in support of the students. 19 So thank you very much. 20 THE CHAIR: Thank you. Commissioners, 21 anyone else? 22 Commissioner Chavez? 23 COMMISSIONER CHAVEZ: Thank you, 24 Madam Chair. Gosh. I think -- I had several 25 questions. But I think some of them were already</p>

<p style="text-align: right;">Page 961</p> <p>1 answered by questions from other Commissioners. 2 But I just want to say -- and you may have 3 already touched on this. But I was looking at your 4 scores, your proficiency scores. And believe me, I 5 know that proficiency doesn't always tell the story 6 of the success of the school. And so I'm aware of 7 that. 8 And I'm a huge proponent of the arts or 9 CTE and that sort of thing, because I believe that 10 that provides motivation for kids and relevancy in 11 many ways. Because a lot of times kids go to 12 school, and, you know, how many times do you hear 13 kids say, "Why do we need to know this? There's no 14 relevancy tied to that." 15 And so, however, on the other side of 16 that, we do have an accountability measure that we 17 have to live up to. And so looking at your scores 18 since 2016, both in reading and math, they've been 19 stagnant; they've leveled off. And do you attribute 20 that to some of the things that you've already 21 mentioned, such as your mobility rate and some of 22 the social-emotional issues that are going on with 23 your kids? 24 MS. VERONICA TORRES: Yes. Commissioner 25 Chavez, members of the Commission, we obviously use</p>	<p style="text-align: right;">Page 963</p> <p>1 have to take the ACT, the SAT. 2 We're really glad that the State is moving 3 toward a proficiency being something that is 4 meaningful to a student. SAT is something that will 5 be meaningful for our students. So we do work hard 6 at making sure. 7 One of the things you do have to know, 8 though, the reason -- another reason why our scores 9 are low, is our dual-credit students do not take the 10 PARCC. We -- they're not able to, only because 11 they're taking classes at the university already. 12 So we do not want those classes to be interrupted. 13 So our highest performing students are not 14 reflected in that data you're looking at. So -- 15 which is okay. And so we're willing to take the 16 ding for the academics so that we don't want to hold 17 back any students from furthering their college 18 experience and their college academic career or 19 pathway. 20 COMMISSIONER CHAVEZ: I just want to touch 21 on something that you said that I think -- I don't 22 know that a lot of people are truly aware of. But I 23 think any secondary school faces the same kind of 24 challenges that you just mentioned when you first 25 started talking as far as receiving kids that maybe</p>
<p style="text-align: right;">Page 962</p> <p>1 the NWEA MAPs for baseline at the beginning of the 2 year. They take it three times a year. This year 3 alone, our sixth-graders are coming in low -- as low 4 as preschool and first-grade-level readers. 5 So those proficiency rates, yes, they're 6 going to be low. 7 And then we're asking these students to 8 take, you know, annual exams, such as the "new 9 PARCC," we call it, that are not geared towards the 10 culture of our state and our students. So, 11 therefore, those scores are going to look the way 12 they look. 13 However, when you look at our NWEA MAPs 14 growth scores, we're in one of the highest 15 percentiles. Ms. Archuleta can speak more to this. 16 But we're in the 90th percentile for growth. 17 We're showing a trend. If students can 18 stay with us from sixth through twelfth grade, we 19 can get them proficient by twelfth grade. 20 MS. THERESA ARCHULETA: Commissioner 21 Chavez, members of the Commission, she hit the nail 22 on the head. And we do want you to know that we're 23 not -- we're not happy with those proficiency rates, 24 either. Because the other thing is in their 25 lifetime, they will take tests, no matter what. You</p>	<p style="text-align: right;">Page 964</p> <p>1 are not at grade level and are far below, making it 2 really, really difficult for a secondary school 3 to -- to cut that gap, that achievement gap. 4 And I would think that for a charter 5 school, a secondary charter school, it's even that 6 much more difficult, because you're receiving 7 kids -- you have no control over the kids that 8 you're receiving as far as where they're coming from 9 academically. 10 And so that's something that I think more 11 attention needs to be given to. 12 But if I could just share just a personal 13 story, because my son was very musically inclined. 14 And I've got to say that this is the kind of school 15 that I think he would have just done really well. 16 I have a son and a daughter. And my 17 daughter did really well in traditional school, but 18 my son was very much driven musically and in the 19 arts. 20 And so one year, he came, and he mentioned 21 the cajon. And he came to us, and he said, "You 22 know, I really -- I've seen this box, you know. I 23 think it's called a 'cajun' [ph]. And I'd really 24 like a 'cajun' [ph] for Christmas." 25 I thought, "What the heck is a 'cajun'</p>

Page 965

1 [ph]?" I looked. "You mean a cajon." Okay.
 2 And to this day, it's beautiful. We
 3 bought him a beautiful beechwood cajon that he still
 4 uses today -- this is, like, 12 years ago -- that he
 5 still uses today. I needed to share that.
 6 MR. JOAQUIN ENCINIAS: Is it possible for
 7 me to comment on that real quick? Is that okay for
 8 me to comment?
 9 COMMISSIONER CRONE: I've certainly
 10 contributed to the truancy rate at PEC. But I have
 11 a good excuse. I apologize for being late. I have
 12 vision problems, and I don't like to drive into the
 13 sun.
 14 And on the flamenco issue, I kept hearing
 15 "capron." So I'm glad to hear that it's "cajon" and
 16 not "capron."
 17 I taught at Northern New Mexico College
 18 for many years. We once had a thriving flamenco
 19 program. Unfortunately, that's gone. Vicente
 20 Griego was a student at Northern. I know Vicente.
 21 La Emi was a student of mine at Northern. And I'm
 22 young enough to have witnessed Maria Benitez
 23 perform. That's all the good news.
 24 Now, unfortunately, I have to become Timmy
 25 Downer. Another student I had in 2016, the fall of

Page 966

1 2016, was on the front page of the newspapers with
 2 his mug shot and his inmate number. He was, I
 3 believe, on a temporary certificate.
 4 He was pursuing -- he's a sexual predator.
 5 He was pursuing some of your students at
 6 Tierra Adentro. I learned the other day from
 7 Dr. Woerner that a lot of the responsibility for
 8 background checks is now on the schools. So I know
 9 that you weren't directly involved with that
 10 situation.
 11 Another role that I have in the State of
 12 New Mexico is I'm on the NMPSIA board as the AFT,
 13 New Mexico representative. As you well know, a
 14 problem that we used to not have very much, or at
 15 least we weren't as aware of as we are now, are
 16 sexual predators like this person.
 17 We, currently, NMPSIA and Poms &
 18 Associates and CCMSI are in the process and in a lot
 19 of litigation and paying out a lot of dollars, which
 20 results in us -- we're sort of an insurance broker,
 21 I suppose you'd say. So we're in a lot of
 22 discussions with what they call "extra carriers."
 23 So we have a certain liability with our
 24 insurance. And then if -- excess carriers. I'm
 25 sorry, if it goes over that. And then a lot of

Page 967

1 times, they just don't want to pay.
 2 And this is becoming -- I'm not speaking
 3 just to you guys. This is a general address.
 4 I know the other 89 school districts and
 5 the other 99 charters aren't here. But this is a
 6 problem that we really need to take very seriously.
 7 Because, in the end, it's the protection of the
 8 kids. And, you know, not only do we not want our
 9 children to be shot at and killed in the schools, we
 10 also don't want them to be sexually molested.
 11 (Commissioner Caballero enters meeting.)
 12 COMMISSIONER CRONE: So there is a
 13 question here. How are you dealing with your
 14 back- -- let me say one other thing before I
 15 continue.
 16 The background check primarily is with the
 17 FBI. But this young man had never been charged with
 18 anything. So he would have -- he would not have
 19 shown up in the data.
 20 There's a case that started in Utah and
 21 went to Santa Fe and came to my town, Española,
 22 where there was a person who just kept moving
 23 through the system and successively victimized young
 24 women, young females, in the schools.
 25 And so NMPSIA is working on a plan to do

Page 968

1 deeper training and to come up with some legislation
 2 whereby more extensive background checks will be
 3 executed.
 4 So I'm just wondering how you have --
 5 since you've taken over the responsibility for
 6 background checks, how are you dealing with that?
 7 MS. THERESA ARCHULETA: Commissioner
 8 Crone, members of the Commission, most definitely,
 9 that is the number one focus of our governing
 10 council, our staff, our families, that our kids are
 11 100 percent safe with every adult in the building at
 12 our school.
 13 That being said, actually, at our
 14 governing council meeting yesterday, as reflected --
 15 what will be reflected in our minutes -- is we did
 16 talk about a clear policy on what clear -- since we
 17 are now responsible for clearing all background
 18 checks that come into our school, that is something
 19 that our governance council is taking very
 20 seriously.
 21 And we are making sure and going to put
 22 into policy what that means and make sure that we
 23 communicate that.
 24 One of the things that we do set up in our
 25 building, though, is that we have our building set

Page 969	Page 971
<p>1 up in a collegiate manner, which means that the 2 classes are owned by the students and not by the 3 teachers or by the staff. 4 So that means that there is really no 5 teacher ever alone with a group of students. 6 There's always another adult in the classroom. And 7 that's for the safety not only of students, but for 8 the safety of the staff as well. 9 So we feel that that extra added 10 monitoring and vigilance has made a huge difference. 11 I can tell you since I've been at 12 Tierra Adentro that we have not had any reports of 13 misconduct by anybody on staff or by substitutes 14 that come to our school. So that is one thing that 15 we take very seriously is making sure that the 16 adults -- of course, the first check is the 17 background check. 18 And then afterward is the behavior of the 19 adults in the building. So, yeah, we very much 20 respect that. 21 COMMISSIONER CRONE: Yeah. This could add 22 an extra burden to an already overburdened 23 workforce. But social media is a way to detect some 24 of these things. And I believe that this 25 individual, his means of -- sexting was essentially</p>	<p>1 THE CHAIR: There's a motion by 2 Commissioner Voigt and a second by Commissioner 3 Robbins. Any further discussion? 4 (No response.) 5 THE CHAIR: And will the record reflect 6 that Commissioner Caballero has stepped in? 7 THE REPORTER: (Indicates.) 8 THE CHAIR: Thank you. Roll call? 9 COMMISSIONER ARMBRUSTER: Commissioner 10 Crone? 11 COMMISSIONER CRONE: Yes. 12 COMMISSIONER ARMBRUSTER: Commissioner 13 Robbins? 14 COMMISSIONER ROBBINS: Yes. 15 COMMISSIONER ARMBRUSTER: Commissioner 16 Gipson? 17 THE CHAIR: Did you say "high school 18 graduation rate"? 19 COMMISSIONER VOIGT: You know what? I did 20 not. 21 MS. AMI JAEGER: You need to amend your 22 motion. 23 COMMISSIONER VOIGT: I'll amend my motion. 24 Here's the amended motion. 25 I move the Public Education Commission</p>
<p>1 what he was doing. 2 And so we just have to become more careful 3 and more diligent. And within -- even though I'm a 4 higher ed teacher -- within our own profession, we 5 need to be more -- we need to become whistleblowers, 6 quite frankly. And I need to apologize to 7 Representative Silva. I heard "Foley." So I deeply 8 apologize to you. Dan Foley. That's -- 9 THE CHAIR: Make the motion? 10 Commissioner Voigt? 11 COMMISSIONER VOIGT: Madam Chair, thank 12 you. 13 I would like to move that the Public 14 Education Commission renew the charter for 15 Tierra Adentro of New Mexico for five years, with 16 the conditions that the New Mexico System of School 17 Support and Accountability Report prepared by PED 18 shows similar performance for School Year 2018-2019 19 in the student growth, highest quartile; student 20 growth, middle quartile; student growth, lowest 21 quartile; English learner progress; chronic 22 absenteeism; college-and-career readiness; education 23 climate; and with no statistically significant 24 decrease in performance. 25 COMMISSIONER ROBBINS: Second.</p>	<p>1 amend the charter for Tierra Adentro of New Mexico 2 for five years, that the New Mexico System of School 3 Support and Accountability Report prepared by PED 4 shows a similar performance for School Year 5 2018-2019 in the student growth, highest quartile; 6 student growth, middle quartile; student growth, 7 lowest quartile; English Learner progress; chronic 8 absenteeism; college-and-career readiness; 9 educational climate, and growth in four-year 10 graduation rate, with no statistically significant 11 decrease in performance. 12 COMMISSIONER ROBBINS: Second. 13 THE CHAIR: An amended motion by 14 Commissioner Voigt and a second by Commissioner 15 Robbins. 16 Roll call, please. 17 COMMISSIONER ARMBRUSTER: Okay. Starting 18 over again. 19 Commissioner Robbins? 20 COMMISSIONER ROBBINS: Yes. 21 COMMISSIONER ARMBRUSTER: Commissioner 22 Crone? 23 COMMISSIONER CRONE: Yes. 24 COMMISSIONER ARMBRUSTER: Okay. 25 Commissioner Gipson?</p>

<p style="text-align: right;">Page 973</p> <p>1 THE CHAIR: Yes. 2 COMMISSIONER ARMBRUSTER: Commissioner 3 Voigt? 4 COMMISSIONER VOIGT: Yes. 5 COMMISSIONER ARMBRUSTER: Commissioner 6 Armbruster votes "Yes." 7 Commissioner Davis? 8 COMMISSIONER DAVIS: Yes. 9 COMMISSIONER ARMBRUSTER: Commissioner 10 Chavez? 11 COMMISSIONER CHAVEZ: Yes. 12 COMMISSIONER ARMBRUSTER: Commissioner 13 Caballero? 14 COMMISSIONER CABALLERO: Yes. 15 COMMISSIONER ARMBRUSTER: Commissioner 16 Raftery? 17 COMMISSIONER RAFTERY: Yes. 18 COMMISSIONER ARMBRUSTER: That is a -- 19 THE CHAIR: Nine-zero? 20 COMMISSIONER ARMBRUSTER: Want to make 21 sure I got everybody. Yes. 22 THE CHAIR: Motion passes, nine-zero. 23 Congratulations. 24 (Applause.) 25 THE CHAIR: Commissioners, let's take a</p>	<p style="text-align: right;">Page 975</p> <p>1 well. 2 THE CHAIR: Good morning. 3 FROM THE FLOOR: Good morning. 4 THE CHAIR: Thanks for traveling up and 5 putting up with us this morning so far. We 6 appreciate it. 7 I will remind anyone who has recently come 8 in that if anyone wishes to speak in regards to the 9 school, there is a sign-up sheet here by 10 Ms. Friedman. So please make sure that you sign up 11 if you wish to speak. 12 So, once again, if you were here earlier, 13 I have a stock statement that I make before each 14 school in regards to the lack of the complete data 15 that's available right now; so the renewing of the 16 charters with conditions. 17 The PED has not provided a report or a 18 review of data for the School Year '18-'19 19 Accountability. 20 It is important for schools to have the 21 complete academic data as part of its renewal 22 information for this renewal and also for future 23 years. 24 The PEC needs complete State 25 Accountability Reports to make the best decision on</p>
<p style="text-align: right;">Page 974</p> <p>1 short break, please. 2 (Recess taken, 9:20 a.m. to 9:39 a.m.) 3 THE CHAIR: Before we start, I'm going to 4 recognize Commissioner Crone. 5 COMMISSIONER CRONE: I would like the 6 minutes to reflect that I made a profound mistake. 7 The school -- the person I was talking about was 8 Tierra Encantada, not Tierra Adentro. So I 9 apologize profusely to everyone from the school that 10 I interacted with. 11 No excuses. But I got my -- I had 12 forgotten which school this was. So I went back to 13 the archive in the Santa Fe New Mexican, and it 14 clearly said Tierra Adentro; so I apologize for that 15 in the record. 16 COMMISSIONER VOIGT: You said 17 "Tierra Adentro." 18 COMMISSIONER CRONE: Yeah. Tierra 19 Encantada, not Tierra Adentro. Let me be clear. 20 THE CHAIR: I'd like to publicly 21 congratulate the school for professionally just 22 handling that, and, you know, going with the flow. 23 COMMISSIONER CRONE: If you want to see 24 flamenco and Vicente Griego, he performs at El Farol 25 on Canyon Road. And La Emi performs in this area as</p>	<p style="text-align: right;">Page 976</p> <p>1 school renewal applications. 2 The PEC will review financial and 3 operational performance because the data is complete 4 at this meeting in December 2019. 5 If the PEC decides to issue a renewal with 6 conditions, the PEC will clearly state what 7 Accountability information it will review from the 8 PED Accountability Report. 9 When the Accountability data is prepared 10 by PED and the school has had an opportunity to 11 review the data -- no less than ten days -- the PEC 12 will review the data and remove the condition or 13 take other actions, such as a Corrective Action 14 Plan, or possibly non-renew the charter. 15 At the future meeting, January or February 16 of 2020, the PEC will only consider the issues 17 related to the reason for the conditions and will 18 not consider any other issues related to renewal. 19 So, once again, we will close out, 20 100 percent, all operational and financial concerns 21 and 95 percent of the academic concerns. So that if 22 the school gets the conditional renewal, that 23 renewal with conditions, that you just have to show 24 there's no downward dip, then you'd be on the 25 Consent Agenda. So thank you.</p>

Page 977	Page 979
<p>1 So we will, once again, start with CSD. 2 You folks will then have your 15 minutes. And then 3 there's the eight minutes of the Public Comment. 4 Thanks. 5 MS. KAREN WOERNER: Madam Chair, 6 Commissioners, school representatives. 7 Before you, Aldo Leopold Charter School, 8 serving Grades 6 through 12 in Silver City, with a 9 current enrollment of approximately 172 students. 10 The school's mission emphasizes direct 11 experience, inquiry learning, stimulation of the 12 creative process, and stewardship of our community 13 and natural environment. 14 And I know the school brought some 15 pictures that displayed those key topics of their 16 mission. May not be available for you now here on 17 the floor; we couldn't find a place to put it. But 18 it will be available in the back of the room after 19 the meeting if you want to take a break after the 20 school and want to look at it more closely. You 21 know, it's not really easy to provide you a place 22 for you to see it. 23 So going to the report, the proficiency 24 data is where I'd like to start, Part A. 25 On the math and reading proficiency, as</p>	<p>1 first three years and then a jump, even by subgroups 2 in reading, in both sets of subgroups. 3 Economically disadvantaged, students with 4 disabilities and English Learners also showing a 5 jump in their reading proficiency over the last 6 year. The subgroups in math reflect what you saw in 7 the overall chart as well, with a dip this last 8 year, a slight decline in their performance in math. 9 Graduation rate was at 67 percent in the 10 last available data. 11 And the mission goals, for the last couple 12 of years, the school has Met or Exceeded all four of 13 their goals. They did have some, in 2017, where it 14 was rated as Falls Far Below or Does Not Meet. In 15 '18-'19, they have Exceeded or Met all four. 16 The membership has had a slight increase 17 over the years of the contract term. 18 And the retention within the school year 19 has been between 89 and 92 percent. It has declined 20 a little; but 89 to 92 is pretty high. 21 And then in the -- between the school 22 years, that has improved from 83 up to 91 percent. 23 Teacher retention rate is high, 85 to 24 94 percent over the course of the contract term. 25 And in the audit findings, this last year</p>
<p>Page 978</p> <p>1 you can see, the reading proficiency took quite a 2 jump, increased. The math, on the other hand, took 3 a bit of a dip from the prior year. 4 Again, though, I do want to point out that 5 the -- despite the dip, it is still just slightly 6 above the State average of 20 percent proficiency in 7 math. 8 Their science proficiency rate is 9 extremely high at 76 percent. As you know, the 10 State average is 35 percent. 11 Their growth indices are all showing close 12 to, with their lowest -- with their higher 13 performing students in both reading and math, pretty 14 close to the as-expected or the zero mark on those 15 charts with a slight -- and I can't really tell here 16 which group -- but a slight -- one group that's 17 slightly up, going greater than expected. 18 The indices in the -- the growth indices 19 for the subgroups in reading, again, appear to be a 20 little bit below the line, but, again, not over 21 negative .55, which is, again, within the expected 22 growth range. Same with the subgroups for math. 23 The proficiencies, of course, reflect what 24 you saw in the chart for the overall proficiency for 25 the school, where there was sort of a decline the</p>	<p>Page 980</p> <p>1 that we have data for, there were four findings, two 2 of which were repeat findings. And one of those 3 repeat findings was a material weakness. And that, 4 Commissioners, is the reason for the Failing to 5 Demonstrate Progress that was rated on the report 6 and the red mark that you see on their chart for the 7 last year. 8 Going back to the report itself regarding 9 the progress report, or Part B ratings, the school 10 has demonstrated or met standards in all areas other 11 than the one I just mentioned. 12 And the area under the organizational 13 performance framework where the school had to 14 provide a response due to repeat Workings to Meet or 15 Falls Far Below were both in the financial areas, 16 the financial compliance and Generally Accepted 17 Accounting Principles, because those are the areas 18 where we rate the audit. So you see it again there. 19 Affidavits. 100 percent of the employees 20 signed the petition for the school's renewal. 21 80 percent of the households signed the petition. 22 And the index letter provided showed a 23 score of 28.53, which is slightly above the 24 23.07 percent. And, remember, lower is better; so 25 that's not quite where we'd like it to be for a</p>

<p style="text-align: right;">Page 981</p> <p>1 facility.</p> <p>2 And I think that takes into effect the one</p> <p>3 facility -- as you know, the school has come before</p> <p>4 you. They also have students on the campus of</p> <p>5 Western New Mexico. And I don't think that's</p> <p>6 reflected in this index.</p> <p>7 THE CHAIR: Right.</p> <p>8 MS. KAREN WOERNER: And with that, I</p> <p>9 conclude my report.</p> <p>10 THE CHAIR: Thank you. And good morning</p> <p>11 once again.</p> <p>12 If you would just introduce yourselves and</p> <p>13 everyone from the school that's going to speak on</p> <p>14 the record right now. Thanks.</p> <p>15 MR. G. WAYNE SHERWOOD: Okay. Thank you,</p> <p>16 Madam Chair, Commissioners. My name is Wayne</p> <p>17 Sherwood. I'm the director of Aldo Leopold Charter</p> <p>18 School. I was going to let all of our speakers</p> <p>19 introduce themselves, but I will introduce them now.</p> <p>20 This is Catalina Claussen, Jennifer</p> <p>21 Lepisko, Harry Browne, Fiona Bailey, and A.J.</p> <p>22 Sandoval. And I will let them explain what part</p> <p>23 they are going to be speaking.</p> <p>24 So I just want to give you a little bit of</p> <p>25 history -- or not really history, but just where</p>	<p style="text-align: right;">Page 983</p> <p>1 At Aldo Leopold, again, we focus on the</p> <p>2 outdoors. So the kids took their tents, and they</p> <p>3 camped.</p> <p>4 And it was quite an experience for the</p> <p>5 kids, because they woke up, and all their tents</p> <p>6 were, like, covered in ice. They're up at 6:00 in</p> <p>7 the morning to go watch the birds. What an</p> <p>8 experience. You can't get that from a textbook.</p> <p>9 So our students have to be present. When</p> <p>10 they come to our school, they are out in the</p> <p>11 outdoors experiencing these opportunities.</p> <p>12 So excuse me for using my phone. I</p> <p>13 actually put my notes on my phone; so --</p> <p>14 So some of the things we've done in the</p> <p>15 last five years, we now have added lunch, hot lunch,</p> <p>16 hot meals for all of our students. We are now at</p> <p>17 60 percent Free and Reduced Lunch.</p> <p>18 We also have moved our high school to the</p> <p>19 WNMU campus, and we are looking forward to our</p> <p>20 middle school moving to WNMU campus next year, which</p> <p>21 I will go through the proper -- get that done</p> <p>22 correctly this time.</p> <p>23 So we are really excited about that. That</p> <p>24 has increased our dual enrollment also. We're about</p> <p>25 30 percent dual enrollment with our high school.</p>
<p style="text-align: right;">Page 982</p> <p>1 we're located, because we are the only school in</p> <p>2 Grant County, which is a small county of about</p> <p>3 30,000 people, in a town of about 10,000 people.</p> <p>4 And as most of you know, traveling up here</p> <p>5 to Santa Fe, it can be -- it's a long drive. It</p> <p>6 took us, like, six hours yesterday, and some of us</p> <p>7 are pretty tired. I know you guys are doing the</p> <p>8 same thing coming from all over the state. And I</p> <p>9 appreciate you guys doing your job all week long for</p> <p>10 all of the schools.</p> <p>11 So Aldo Leopold is a small charter school.</p> <p>12 And what we focus on is experiential education in</p> <p>13 the outdoors.</p> <p>14 And I just wanted to give you one example</p> <p>15 of what we did just this week.</p> <p>16 Our junior class is studying birds in</p> <p>17 their science class. And we don't live along the</p> <p>18 Rio Grande Corridor. So we don't really have a lot</p> <p>19 of large migratory birds or a large group of</p> <p>20 migratory birds.</p> <p>21 So they planned a trip to Bosque del</p> <p>22 Apache. And as all of you know that have been to</p> <p>23 Bosque del Apache, there's tens of thousands of</p> <p>24 Canadian snow geese there. There's Sandhill cranes</p> <p>25 and many, many other birds.</p>	<p style="text-align: right;">Page 984</p> <p>1 And I actually anticipate a little bump in our</p> <p>2 student growth next year at our high school, just</p> <p>3 because of our location on the WNMU campus. It has</p> <p>4 been very nice for the students be able to just walk</p> <p>5 to the classes.</p> <p>6 It has eliminated a lot of the</p> <p>7 transportation problems. The reasons kids couldn't</p> <p>8 take dual enrollment is because we were off -- too</p> <p>9 far away from the campus, and if they didn't have a</p> <p>10 vehicle, they had to provide their own</p> <p>11 transportation. And now they can just walk to</p> <p>12 school. So that is really beneficial.</p> <p>13 We also are working on career-technical</p> <p>14 education. And we're working with WNMU also in</p> <p>15 their outdoor education program. And we're going to</p> <p>16 continue to build our program and WNMU's program in</p> <p>17 that way and start offering CTE classes for our</p> <p>18 students.</p> <p>19 So at this time, I'd like to turn it over</p> <p>20 to Harry Browne, our business manager.</p> <p>21 MR. HARRY BROWNE: As Wayne mentioned, I</p> <p>22 am the business manager. I've also been a teacher,</p> <p>23 primarily of math, but also of economics,</p> <p>24 government, business, and, briefly, Spanish.</p> <p>25 And my job is to talk a little bit about</p>

<p style="text-align: right;">Page 985</p> <p>1 our history and, very briefly, our fiscal condition. 2 Aldo Leopold opened its doors in August of 3 2005 with 41 ninth- and tenth-graders, who, like 4 those of us who founded the school, were willing to 5 take a risk in order to experience a new way to 6 teach and learn. 7 2005 was also the year that Richard Louv 8 published his groundbreaking book called "Last Child 9 in the Woods, Saving Our Children From 10 Nature-Deficit Disorder." 11 Aldo Leopold's founders believed, along 12 with Mr. Louv, that all humans need contact with 13 nature, but especially children as they develop. 14 Mr. Louv wrote that, quote, "The future 15 will belong to the nature-smart, those individuals, 16 families, businesses, and political leaders who 17 develop a deeper understanding of the transformative 18 power of nature and who balance the virtual with the 19 real. The more high-tech we become," he wrote, "the 20 more nature we need." 21 That very much informed our creation of 22 the school. 23 Back in the day, charter applications were 24 enormous. I don't know how many of you were around 25 back then, but ours was no exception. It was</p>	<p style="text-align: right;">Page 987</p> <p>1 teachers had been taught we were supposed to do, 2 which was teach to the whole child. We believe 3 we're able to do that. The fact that we meet 4 academic standards is crucial. The rest is a bonus, 5 I guess. But we believe we're teaching to the whole 6 child. 7 All of this does cost some extra money. 8 But, fortunately, we have a very frugal staff and a 9 highly dedicated staff, and we're able to make it 10 work. 11 Our fiscal condition has been sound since 12 our first two years. We were scraping the bottom of 13 the barrel at the end of the first two years. But 14 since then, we've maintained a very healthy fiscal 15 position. 16 We've had at least a month and a half of 17 cash carryover every year since those first two 18 years, and sometimes even more than that. We're 19 very cautious with spending. 20 And I anticipate more questions about the 21 audit. I look forward to those. But as far as 22 budgeting and managing our money, I think we've done 23 an excellent job. 24 Thank you. 25 MS. FIONA BAILEY: Hello, Commissioners.</p>
<p style="text-align: right;">Page 986</p> <p>1 786 pages. Contained therein were curricula that 2 shared a theme. They all connected our students and 3 what they studied with the place where they were 4 growing up. We very much believed in place-based 5 education. 6 That meant two things: First, connecting 7 them with the natural environment. You may know 8 Silver City is the gateway community to the Gila 9 Forest and the nation's first wilderness area, the 10 Gila Wilderness Area, which was created by 11 Aldo Leopold, our name sake. It was created by his 12 efforts. Of course, it was created by Congress; but 13 he was the one who pushed. 14 Second, connecting the students to the 15 human communities in which they live, Silver City, 16 the mining district and rural surroundings. We set 17 aside Fridays for exploring those environments, as 18 you'll hear more from Ms. Claussen. 19 And we set one week a year aside to take 20 students out. They go on four-day backpacks. We've 21 done this from the beginning. It's an amazing 22 transformative experience for them. It's the one 23 thing we most often hear about when students give 24 their graduation speeches. 25 Our goal was to do what we -- all of us</p>	<p style="text-align: right;">Page 988</p> <p>1 Thank you for having us here. I'm Fiona Bailey, and 2 I am the Title I instructor and the assistant 3 principal. I spend most of my time at the middle 4 school. And the best part about my job is it gets 5 me into the classrooms a lot. So I get to see, both 6 from an administrative point of view and as an 7 educational support point of view, what our -- what 8 our teachers are up to. 9 And I tell you, we are just so thrilled 10 with -- we love our curriculum, and our staff is so 11 amazing at integrating all the different subject 12 areas, getting hands-on activities to the kids, 13 whether it is in the classroom or out in the field. 14 So a lot of times we call our Fridays our 15 experiential ed day. But believe me, experiential 16 ed is going on every day of the week at our school, 17 as teachers are bringing the real world into the 18 classroom, bringing hands-on activities to the 19 students. 20 And all of that inquiry and experiential 21 learning kind of comes to -- to fruition each year 22 in the high school as the students create their own 23 research project. They create it. They conduct the 24 research, or the program that they are wanting to 25 present. And then at the end, they present their</p>

<p style="text-align: right;">Page 989</p> <p>1 very self-directed project, which they've worked on 2 for a full semester under the mentorship of the high 3 school teachers. 4 So each year, through high school, they do 5 that project. 6 How do we prepare them for such a 7 self-directed program? 8 Well, starting in sixth grade, we really 9 show our students that we have -- are holding them 10 to a high academic standard. We consider a passing 11 grade a "C"; a 70 percent or above is passing. We 12 do not give "D"s at all. So we really, you know, 13 hold them to that standard right from the beginning. 14 And we provide lots of homework help; we 15 provide lots of academic support in lots of 16 different ways. 17 We have an amazing continuum of education 18 through -- especially in our sciences, I think. As 19 the test scores really show, that continuum from 20 sixth grade through high school is really amazing. 21 But even in an area where we really feel like we 22 excel, we're looking to add a capstone senior 23 science class. And we think that would really kind 24 of heighten our program even more. 25 We do recognize that math is an area that</p>	<p style="text-align: right;">Page 991</p> <p>1 appreciate the opportunity to talk about our school. 2 I teach eighth-grade language arts and 3 social studies. What I'm going to focus on and talk 4 to you about is our Friday program; that's our 5 designated day when we take the kids out. As I'm 6 talking to you, 75 kids are out in our community. 7 And they went out in two different groups. 8 One group walked down to look at the art 9 show. So we have an excellent art teacher in the 10 high school and the middle school. And those kids 11 have been working really hard to create a beautiful 12 show that's put up at the coffee shop every year -- 13 twice a year, actually. So the kids will go through 14 that. 15 Once they're done with that, they're going 16 to go across the street, and they're going to work 17 with this man that's come from Brazil; he's an 18 Artist In Residence. He's got this big project that 19 he's working on. And that includes making all these 20 little figurines. So the kids are each going to 21 make a clay figurine that's going to be part of this 22 big huge art installation. 23 And each one of the students is going to 24 get a chance to make their figurine. 25 They also make cards for the senior</p>
<p style="text-align: right;">Page 990</p> <p>1 we do need to show some growth. And ways that we've 2 been doing that, as we have recognized 3 middle-schoolers coming in with a lot of holes, a 4 lot of deficiencies in some of the basic skills, 5 we've implemented 15 minutes a week of what we call 6 our RTI program, our Response to Intervention, where 7 we group students and really hone in on those 8 missing skills as they continue to work on 9 curriculum. 10 We're also looking to add a math club for 11 those with huge math anxiety. And that's something 12 that I hope to start next semester. 13 Meanwhile, we also are very proud of our 14 elective courses. We offer PE and health. They 15 have three semesters of each of those throughout 16 their time with us. 17 But then we also offer drama, music, 18 culinary arts, Spanish, primitive skills, creative 19 writing, journalism, keyboarding -- and the list 20 goes on. And we really pull from the community to 21 help supplement those programs. 22 So now I'm going to pass it on to 23 Jennifer, one of our middle-school teachers. 24 MS. JENNIFER LEPISKO: Good morning. 25 Thank you all for having us here. I really</p>	<p style="text-align: right;">Page 992</p> <p>1 citizens in the senior residence in our town. 2 And then the other group is over at the 3 high school campus at the University and they're 4 going to be working on creating a whole new garden 5 in a space that was once a garden that has now been 6 fallow, and they're going to design with the YCC 7 Garden Group Program, working on creating and 8 designing and implementing that. 9 And it's right in town. And so many of 10 their neighbors, when I mentioned it to one of their 11 neighbors, "That is so awesome, so excited that that 12 land is going to be used and we're going to have a 13 garden close by." So that's what's happening right 14 now. 15 I did also want to tell you, I asked my 16 eighth-graders, "What do you think about the Friday 17 programs?" Most of them have been through this for 18 three years. 19 I said, "What do you think that the 20 Commissioners should know about that?" 21 And what most of them said was it allows 22 them to connect to one another, and it allows them 23 to connect to their community. And in the 24 connecting to one another, is we mix sixth, seventh, 25 and eighth-graders in groups every time we go out.</p>

<p style="text-align: right;">Page 993</p> <p>1 So I don't have my same group of kids every time. 2 I'm with a whole different group of kids. So I get 3 to know them; they get to know me. And for these 4 students, they all said it helps to create a safe 5 community for them. 6 Several of them said, "If I'm having a bad 7 day, or if I look down, or people know that 8 something is going on for me, then I know somebody 9 is going to say, 'Hey, are you okay today? What's 10 going on?'" 11 They feel cared about. 12 And when that comes into the classroom, 13 which is my other question to them: "How do the 14 Friday experiences -- how do you bring that into the 15 classroom? Where do you see us using that Monday 16 through Thursday?" 17 They say, "Because I feel cared about. 18 I'm part of a community. That makes my learning a 19 lot easier. I'm working with people. I'm more 20 comfortable working with other people. I know I can 21 go to any teacher and ask for help. I know that I 22 can go to other students for help." 23 They also said it gives them social 24 skills. A couple of them said they really 25 appreciate learning how to communicate with other</p>	<p style="text-align: right;">Page 995</p> <p>1 where students are exposed to various opportunities 2 in our community. And then -- or internship 3 opportunities in our community. 4 And then for tenth through twelfth grade, 5 our students have six semesters of internship in our 6 community. They have a choice between Youth 7 Conservation Corps placements in archeology, murals 8 crew, eco-monitoring crew, gardening crew -- so 9 sorry. And then -- or they can be placed in the 10 community with -- we have a wide variety of business 11 partners that we work with. 12 Thank you for your time. 13 THE CHAIR: Thank you. While Beverly is 14 doing this, I just have a piece of housekeeping. 15 Wayne, is your legal name Gary? 16 MR. G. WAYNE SHERWOOD: Gary Wayne 17 Sherwood, yes. 18 THE CHAIR: Because it says "Gary" here, 19 and I'm, "What? Gary?" 20 And there are three people that have 21 signed up for Public Comment. And the first one is 22 Ava -- 23 FROM THE FLOOR: Bjornstad. 24 THE CHAIR: Bjornstad? 25 FROM THE FLOOR: Good morning,</p>
<p style="text-align: right;">Page 994</p> <p>1 adults in their community, and they really 2 appreciate -- one kid said -- he said, "How to be a 3 well-behaved person in important places." 4 And then another -- another one said -- 5 which I thought was really great. And they do. 6 It's -- we hear from community members -- the 7 Aldo -- thank you. 8 We hear from the Aldo members that they -- 9 community members -- that Aldo students represent 10 themselves well out in the community, and they 11 really appreciate whenever we come by. 12 MS. CATALINA CLAUSSEN: Good morning, 13 Madam Chair and Commissioners. My name is Catalina 14 Claussen. I'm the co-founder of Aldo Leopold 15 Charter School. I'm also a former teacher of 16 English, history, and physical education, and 17 currently serve as the internship coordinator in our 18 school. 19 So as you can tell from the very lively 20 Fridays that we have out in the community for our 21 middle-schoolers, those experiences are built upon 22 in the high school with a program that is headed by 23 my colleague, Pete Rankin. He runs what we call 24 "Community Orientation." 25 And Community Orientation is a program</p>	<p style="text-align: right;">Page 996</p> <p>1 Commissioners. My name is Ava Bjornstad. I'm a 2 high school senior at Aldo. And I have been going 3 to Aldo since I was in seventh grade. 4 And when I first started attending Aldo, I 5 was terrified to stand up in front of my own 6 classmates and speak. And now, thanks to Aldo, I 7 have the confidence and the ability to stand in 8 front of you and stand in front of my own school and 9 speak. 10 And I have learned how to push myself 11 academically, and I have learned how to push myself 12 in my internship program. 13 As a junior, I worked to plan our 14 San Diego trip that our whole junior class takes and 15 with several of my other classmates. And that's 16 because I was given the tools, starting in seventh 17 grade. I was given the tools to learn how to plan 18 those trips, and I was given the leadership skills 19 to do that. 20 And I also took on an internship junior 21 year planning my own Grand Canyon trip. It didn't 22 end up working out, but I learned so much from doing 23 something like that. This internship program made 24 it so that I was able to go into something that I 25 was really interested in.</p>

<p style="text-align: right;">Page 997</p> <p>1 I'm interested in being on the 2 Grand Canyon. And so I was able to dive into that, 3 and I was able to learn a lot more about that 4 because of our internship program and because of the 5 skills that Aldo has given me. 6 And I've been able to take on other roles 7 in my community. Whether that be in school and 8 outside of school, I've been able to take on other 9 roles. I was able to go to Washington, D.C., and 10 speak about protecting the Gila River, which is 11 something close to home for all of us. And that's 12 only because I was able to attend Aldo, and I was 13 able to learn about the importance of community and 14 working together. 15 And so I am so grateful that Aldo exists, 16 and I'm so grateful that I've had the opportunity to 17 attend, and I hope that other students in the future 18 also have the opportunity to attend such an 19 incredible school like Aldo Leopold Charter School. 20 Thank you. 21 THE CHAIR: Thank you so much. Well said. 22 Next speaker is Ajalaa Claussen. 23 FROM THE FLOOR: Good morning, Chairman 24 and Commissioners. My name is Ajalaa Claussen. I'm 25 a senior at Aldo Leopold Charter School.</p>	<p style="text-align: right;">Page 999</p> <p>1 THE CHAIR: Thank you so much. Finally, 2 Katrina Estrada. 3 FROM THE FLOOR: Good morning, Chairman 4 and the council. I am Katrina Estrada. I am the 5 student body president of Aldo Leopold Charter 6 School. 7 I got into Aldo my sixth-grade year. I 8 was only eleven years old. I am now 18 years old 9 and a senior in high school. 10 I can confidently say Aldo Leopold Charter 11 School changed my life for the better. I grew up 12 with low -- low and close to failing grades, and now 13 I am thriving through my educational success. I 14 cannot be more happy to be where I am today in my 15 life because of this school. 16 From the plant identification in the Gila 17 Wilderness at the beginning of every year to the AP 18 exams at the end of the year, I am now the best 19 version of myself that I could ever be. 20 My education at Aldo Leopold Charter 21 School has transcended upon more than just good 22 grades and high scores. I have gained social 23 skills, public speaking skills, experience in 24 activism and so much more. 25 Aldo Leopold Charter School shows today's</p>
<p style="text-align: right;">Page 998</p> <p>1 Aldo Leopold Charter School is an experiential 2 educational program that is vital for our rural 3 community. Through the internship program and YCC, 4 I have been able -- 5 THE CHAIR: You just need to slow down 6 just a little bit so she can keep up with you. 7 FROM THE FLOOR: I have been able to 8 tailor my curriculum to pursue career paths that I 9 am interested in. 10 I was able to work with professionals in 11 photography, entrepreneurship, and to help beautify 12 my community by installing murals and building 13 trails. 14 Aldo Leopold Charter School extends above 15 and beyond resume building, experiential education, 16 and traditional classroom education. It has given 17 us incredible, unforgettable life experiences. 18 Last year, our class organized a trip to 19 San Diego. We studied different cultures, American 20 history, and marine biology. However, the most 21 memorable moment I had was witnessing three of our 22 classmates see the ocean for the very first time in 23 their lives. See, Aldo isn't just a place we go to 24 school. It's four walls we call home and students 25 we call family and teachers we call mentors.</p>	<p style="text-align: right;">Page 1000</p> <p>1 youth that they can accomplish their wildest dreams. 2 It shows students to sustain determination through 3 their educational career. 4 Aldo Leopold Charter School is one small 5 part of New Mexico, but it creates powerful impacts 6 on New Mexico students. 7 Aldo Leopold Charter School is part of 8 what makes New Mexico so great, and this is why I 9 ask for us to keep our Aldo Leopold Charter School 10 charter and have it be renewed this year. 11 Thank you. 12 THE CHAIR: Thank you. Thanks once again. 13 Just as a personal note, this was actually 14 the first school I did contract negotiations with. 15 We were down in J. Paul Taylor right after our term 16 started. So it was an interesting experience for 17 me, because it was the first one; but also 18 fascinating because, also personally, I backpacked 19 the Appalachian Trail from Maine to Georgia. So I 20 certainly understand. And backpacked most of the 21 East Coast throughout my years and did a lot of time 22 training with the National Audubon Society. 23 So it was a concept that, certainly, I 24 embraced. And also the service learning that is 25 embedded in the school and the projects that they go</p>

Page 1001	Page 1003
<p>1 out on Fridays with. I guess I also admired anyone 2 that will take middle-school kids out into the 3 woods, because, as you all know, I probably would be 4 very apt to leave quite a few of them behind. 5 So it's -- I was quite impressed that 6 someone's willing to take that risk. But it -- 7 without a doubt, this is just another one of those 8 schools -- we've had a lot of schools that embrace 9 arts that have come before us this week in 10 particular. 11 But this entire expeditionary and 12 exploring model and how it helps to encourage 13 self-reliance, team building, without a doubt. So I 14 truly do appreciate that you -- in a community that 15 is a struggling community. I mean, Silver City is 16 small and really doesn't have much in the near 17 future that looks like it's going to have it expand. 18 So a school that can maintain any student 19 population really is a testament to those folks that 20 want to go to the school; because it's -- you know, 21 I'm sure Silver is having declining enrollment. 22 MR. G. WAYNE SHERWOOD: Yes. 23 THE CHAIR: And the struggles that the 24 school has had for years with the facility. So the 25 fact that they're able to land in a really good</p>	<p>1 THE CHAIR: I'll be honest. I did read 2 through it. 3 MR. HARRY BROWNE: So let me explain. You 4 probably also can see that our previous audits had 5 been zero and one findings, and that had been our 6 history at least before that. 7 The auditing firm of Pattillo, Brown & 8 Hill came from Texas. They were used as the 9 subcontractors to audit our school. They actually 10 missed \$35,000 worth of payroll in Fiscal Year '17. 11 I caught that. But I caught that very close to the 12 deadline for them to file. So it was my bad for not 13 catching it sooner. 14 Anyway, they were not able to incorporate 15 my comments into their audit. And that threw the 16 books way off. \$35,000 -- actually, there was a 17 second error that made it a slightly different 18 number. 19 The large material weakness that is quite 20 embarrassing to me stems from that issue, that our 21 General Ledger was thrown off compared to what the 22 auditors had. 23 There are some other findings that I think 24 are not as important. One of them that some of you 25 may have picked up had to do with our bank</p>
Page 1002	Page 1004
<p>1 place and create that great partnership is exciting, 2 and, hopefully -- because the one student said they 3 wanted a football field or a soccer field; so, 4 hopefully, there will be space. You know, that was 5 the one negative: "We want a field." So, 6 hopefully, you'll have that space as well. 7 So I appreciate that. And the fact that 8 the -- you know, the evaluation of the performance 9 framework over the years also shows that there's 10 that constant communication between the governance 11 council and the school and that it's a really good 12 and hard-working partnership that you have. And you 13 have those -- and I'm sure -- really tough 14 conversations at times. 15 I'll just let Harry address the one, 16 because it's unusual for someone to go from 17 exceeding to now you're Falling Far Below on the 18 audit finding. 19 MR. HARRY BROWNE: So I do believe you 20 have written management's response; is that correct? 21 COMMISSIONER ROBBINS: Uh-huh. 22 THE CHAIR: We do and -- 23 MR. HARRY BROWNE: I'm happy to talk about 24 it and to answer specific questions as well. I'm 25 also happy to throw the auditors under the bus.</p>	<p>1 reconciliations, where, again, the General Ledger 2 had an issue. The reconciliations come up perfect 3 every month; but the General Ledger had these swings 4 that the auditors didn't understand and frankly I 5 didn't understand until quite recently, when I 6 figured out that the bank reconciliation report that 7 they were looking at was only current fiscal year 8 transactions. It did not include previous fiscal 9 year transactions. 10 When those were incorporated into the 11 General Ledger portion of the bank reconciliation, 12 everything is perfect, and everything matches to the 13 dime. 14 So I've fortunately finally figured that 15 out. I realize we are not allowed to talk about the 16 current year audit. I hope I am able to give a 17 subjective prediction, based on excellent knowledge, 18 that there will not be any material weaknesses in 19 the current year audit. Thank you for allowing me 20 to say that. 21 THE CHAIR: Thank you. And, Wayne, I know 22 you did address in the narrative the fact that your 23 graduation rate is perhaps off because of that "C," 24 the requirement for the "C," in order to get a 25 passing.</p>

Page 1005	Page 1007
<p>1 MR. G. WAYNE SHERWOOD: Yes, that is 2 correct. So a lot of our students at Aldo -- and I 3 shouldn't say "a lot." But there are several 4 students that it takes them five years to graduate. 5 We're okay with that, because sometimes 6 kids aren't ready to graduate in four years. Maybe 7 they're not ready to leave the house. And we see 8 that a lot. In today's day and time, I mean, some 9 kids need that extra nurturing at home. They need 10 that extra support at home. They're not ready to go 11 off to college or the military or start a year on 12 their own. 13 And, yeah, they fail a couple of classes, 14 and they stay at Aldo an extra year. And I think 15 once they get out of there after five years, they 16 are more prepared and ready to go. 17 But the State gigs [verbatim] us on that. 18 So we do take a hit on that. 19 Most of our students graduate. Even the 20 ones that do leave our school, which, as you saw -- 21 the students that come to our school stay at our 22 school. There's very few that do leave our school. 23 But the ones that leave the community -- and that's 24 mainly the students that we lose in high school, not 25 necessarily middle school. Middle school kids are</p>	<p>1 some job opportunities and internship opportunities 2 for the kids. So that's -- that's hopefully 3 exciting to see what happens there. 4 Commissioner Robbins? 5 COMMISSIONER ROBBINS: Well, you probably 6 know I'm going to talk about the audit. But I do 7 appreciate -- I do appreciate your explanation. 8 How many years has this auditor worked 9 with you? Was this the first year that they had -- 10 MR. HARRY BROWNE: That was the first year 11 they worked for us, Pattillo, Brown & Hill. They 12 only worked for us for two years. We don't work 13 with them now. They were subcontractors. Not the 14 normal three-year cycle. So we're currently with 15 CLA, Clifton, Larson & Associates. [Verbatim.] 16 COMMISSIONER ROBBINS: Okay. That can be 17 an issue. When you have a new auditor, sometimes 18 they don't understand. I was at the New Mexico 19 Department of Workforce Solutions. They had 26 20 federal grants. We had about five different sources 21 of State funding and five fund balances that were 22 non-reverting. 23 For the typical state government auditor, 24 it was difficult for them to understand, because 25 many states, they have one fund. They have a</p>
Page 1006	Page 1008
<p>1 still testing the waters, and they like to go to the 2 other middle school or, they'll go somewhere else. 3 But the high school kids pretty much stay 4 at our school or they leave the community 5 altogether. As you mentioned, Grant County is a -- 6 it's not really a very stable population. It's 7 actually declining a little bit. And if it's not 8 declining in numbers, it's declining in parents 9 moving into the community with school-age children. 10 So it's becoming more a retirement community. So we 11 don't have those kids coming into the community. 12 So Silver Schools and Cobre Schools are -- 13 within ten miles of our school, are both losing 14 students, and 50 to 100 students a year. And 15 Aldo Leopold has stayed stable throughout those 16 years. 17 THE CHAIR: Right. Thanks. And, 18 hopefully, maybe the new Office of Outdoor 19 Reclamation, I think it's being referred to -- and I 20 saw where they just put in place for the first time 21 in eight or nine years a Director of Natural 22 Resources. 23 So that, hopefully, with those offices 24 building out and up, that'll also -- I mean, that 25 area is just a great area for exploration and maybe</p>	<p>1 general fund, and that's it. They may have one 2 small grant. When I was at Tax & Rev, you had 3 General Fund. Motor Vehicle had a small amount, and 4 then you had a small CDL grant, basically, from the 5 federal government, Commercial Driver's License, to 6 handle those types of things. 7 So, you know, 95 percent of their funding 8 was General Fund, so it was fairly simple; whereas, 9 with that one, it was, you know, 75 percent of it 10 was these federal grants, which didn't all follow 11 the federal fiscal year, which even if they did, is 12 different from the state fiscal year, so it always 13 caused problems and people's heads were always 14 exploding when they came in. 15 And, you know, when you changed auditors, 16 it's like you had to educate them on the way things 17 are done. So I do appreciate that and your 18 explanation. 19 And I think your explanation, in the 20 notes, it's not wrong to challenge what the auditor 21 says, and especially when an auditor is not 22 familiar. And I appreciate that. So that's fine. 23 I'm a math person. I enjoy science. I'm 24 not a scientist. I have an older brother who is. 25 So I see a disconnect between high reading</p>

<p style="text-align: right;">Page 1009</p> <p>1 proficiency, high science and very low math scores. 2 And I'm like, that, to me, just doesn't seem to -- 3 MS. FIONA BAILEY: Yeah, it is. And I -- 4 my -- the majority of my educational career, which 5 is coming up to 30 years now, has been in 6 elementary. And I have seen a trend that is very 7 worrisome to me, where the scope of math that is 8 being taught in the elementary schools is so broad 9 that it doesn't ever go deep enough, so that every 10 year in elementary school, it feels as if students 11 are learning anew. They're never -- they're never 12 concrete in any one skill. 13 Those who have a natural aptitude towards 14 math, you know, they -- they get through that, and 15 they come out looking really good. But we have more 16 and more students who -- and in our location, in 17 particular -- who just -- they have true math 18 phobia. 19 And it's because they have had a little 20 bit of this, a little bit of that, a little bit of 21 this, a little bit of that, all -- every year. And 22 they never fully immerse in any skill. 23 So by the time we get to middle school, 24 and they don't -- they're not competent with adding 25 and subtracting double-digit numbers. They're not</p>	<p style="text-align: right;">Page 1011</p> <p>1 that same low -- you know, low -- I think it was -- 2 I can't find the number right now -- but it was, 3 like, 20 percent to begin with. And we're getting 4 them up to 68, almost 70 percent. All of our 5 students show really good growth through the math. 6 And -- but it just -- we really are 7 turning to, and our middle school just adopted, a 8 real hands-on math program, a real inquiry-based and 9 hands-on math program. So, hopefully, we'll 10 continue to see some growth. 11 MR. HARRY BROWNE: I just wanted to 12 address the disconnect, because I found it 13 fascinating also. And I think it's really because 14 what's tested in science isn't math for the most 15 part. There is a math component, and that math 16 component is really a strong math program. It's 17 data analysis. That's the part of math that fits 18 into the science curriculum. 19 And the rest of the science testing is 20 about process and critical thinking, and those are 21 areas we're very strong in. So I think that 22 explains the disconnect. 23 COMMISSIONER ROBBINS: And I understand 24 that. One thing I've said -- and I've heard this 25 from educators also -- that most elementary</p>
<p style="text-align: right;">Page 1010</p> <p>1 confident with their multiplication facts. 2 And so when you're trying to make up those 3 skills and learn the huge breadth of math that is 4 being tested at the middle and high school, it's 5 really, really challenging. 6 But some -- we use -- and I heard the 7 previous school say the same thing. We use the MAPs 8 to help us keep track of our students throughout the 9 year, and from year to year. 10 So when we look at our MAPs data, our 11 current eighth-graders, when they were in sixth 12 grade, just -- they had a -- we had a very small 13 percentage that were competent in -- in math. It 14 was -- I -- I'm sorry. I put it on a different 15 sheet of paper. 16 It was just -- just a handful of students, 17 like two or three. And now they're at -- like, 18 64 percent of them are -- are proficient and above, 19 according to the MAPs data. 20 And so I think that -- the good thing 21 about that test, as opposed to just the State test, 22 is they take it three times through the year. 23 Our current eleventh -- our current 24 eleventh- and twelfth-graders, we have 68 percent 25 advanced in math. And so that's starting at about</p>	<p style="text-align: right;">Page 1012</p> <p>1 schoolteachers are not comfortable with math 2 themselves. And that's going to transfer into their 3 teaching, because in most elementary students, you 4 have one teacher, and they teach all the subjects 5 all the way up through fifth grade. 6 If you're not comfortable in the subject, 7 you're probably not going to teach it well. And 8 like you said, they're not going in depth. 9 When I was on the APS School Board, I had 10 some charter school principals come to me. One of 11 their husbands worked at Sandia and collaborated 12 with people at MIT. 13 And they said, "I wish high schools would 14 stop teaching trig and calc, because I get people 15 who were getting 'A's in trig and calc coming to me, 16 and they get 'C's and 'D's because they weren't 17 taught the depth. They were taught surface levels 18 of things." 19 And I think that's -- part of the thing of 20 what our Legislature has done by requiring so many 21 years of math, we don't get into the depth. We give 22 them many years of surface, and we don't get them 23 into the depth of really understanding. And I would 24 rather have fewer years and more depth. 25 So -- especially with the basics. If you</p>

<p style="text-align: right;">Page 1013</p> <p>1 cannot add, subtract and multiplication and 2 division, those are the fundamentals of going on to 3 anything else in math. You know, I was a 4 statistician. I loved quantitative analysis and 5 differential calculus. I loved those things. 6 However, you have to know the 7 fundamentals. That's so -- it's even important for 8 someone going into accounting. I had accountants 9 that couldn't add and subtract, literally, without a 10 calculator. They could not do it in their head. 11 And I would sit and look at, you know, 12 million dollar numbers and look at it and just say, 13 "These numbers are wrong. I'm not going to take the 14 time to add it up. Go back and add it up." 15 "What do you mean it's wrong?" 16 "It's wrong. I'm not going to take the 17 time." 18 They'd come back and say, "You're right." 19 It was wrong. They didn't see conceptually that it 20 was off. 21 The enrollment, obviously, I would imagine 22 you can't have any wait list or anything like that 23 at your school. But maybe by certain grades, you 24 do? 25 MR. G. WAYNE SHERWOOD: Well, we actually</p>	<p style="text-align: right;">Page 1015</p> <p>1 understanding math. 2 And I think that's a very important -- you 3 know, if they get into higher levels of science -- 4 we have some wonderful scientific facilities here. 5 When you get into nuclear science, you get into some 6 of the things that they're doing, and engineering 7 and things like that, that does require basic 8 fundamental math that is so essential. And we want 9 to push that. 10 People want to become, you know, aerospace 11 scientists and engineers. And it's, like, "Well, if 12 you're going to be a physicist, guess what? You're 13 going to have to know a lot of math, because a lot 14 of computer programming when you get into some of 15 those areas, it's basically just math." 16 So thank you very much. And I encourage 17 you to continue with those efforts in improving the 18 math. I understand the disconnect of what you're 19 saying, that they're coming into the school with 20 very low levels of math skills; but I think it's 21 something that, statewide, we need to work on. 22 And I challenged some individuals and even 23 schools, saying, "You need to maybe get a teacher, 24 an elementary teacher, to float -- who really likes 25 math -- to float and teach the math in the schools</p>
<p style="text-align: right;">Page 1014</p> <p>1 do have a wait list in sixth grade. 2 COMMISSIONER ROBBINS: Okay. 3 MR. G. WAYNE SHERWOOD: This year, 4 since -- it wasn't last-minute. We weren't sure the 5 Western facility was going to be finished at the 6 beginning of the school year. And we were able to 7 get it finished in the second or third week of 8 August. 9 And we had about 24 kids on a wait list in 10 sixth grade. But we only have one sixth-grade 11 class. So next year, we will have more space. We 12 are looking at bringing in another sixth-grade 13 teacher and adding another sixth grade to our -- but 14 we don't have a waiting list in any of the other 15 grades. 16 COMMISSIONER ROBBINS: One of the things 17 to follow up on the math, your idea of the math 18 club, a lot of students may still be, "What is that 19 supposed to be?" 20 But if you make it fun, math games, you 21 focus it more on math games and teaching math 22 through fun games and everything, that will really 23 engage the students, I think. And it will get them 24 to understand, you know, this building wasn't built 25 by just people; it was built and designed by people</p>	<p style="text-align: right;">Page 1016</p> <p>1 rather than having someone who's not comfortable 2 teaching it." 3 It would be like someone who doesn't like 4 music trying to teach music to your students, and, 5 you know, either -- even if they can't sing. But if 6 they don't like music, they're not going to teach 7 music well. 8 And music and math kind of go together a 9 little bit. My father was a dual major in math and 10 music. So I appreciate that. Thank you. 11 THE CHAIR: Commissioner Voigt? 12 COMMISSIONER VOIGT: Thank you. I know 13 some people even hate singing "Happy Birthday." 14 So I just wanted to commend the school on 15 the student choice and voice that you provide with 16 the student presentations of learning, and their 17 choice in being able to choose their research topic. 18 That's like master-level work, right, being able to 19 choose a research topic, do the research and stand 20 up and present, like, the thesis or the defense of 21 their research. 22 Is that done within a public venue in 23 front of judges? 24 MR. G. WAYNE SHERWOOD: Yeah. 25 Commissioner Voigt. Thank you. Yes, it is. We</p>

Page 1017

1 actually go to what's called the GRC, which is the
 2 Global Resource Center, on Western, which is a big
 3 auditorium. And the students present, and the
 4 parents get to come, and we do open that up to the
 5 public so they can present to everybody.
 6 And last year was amazing. We had little
 7 short video clips. We had some of the students
 8 wrote their own music and sang their own songs.
 9 Some did research out on the river. This one was on
 10 feral cattle on the Gila River, which is just
 11 amazing. He set up a little one of those little
 12 cameras to track the cattle, which he didn't really
 13 get any pictures of them. But there was a lot of
 14 cow poop all over the place; so it was pretty
 15 obvious there was cows in the area.
 16 So, yeah. The students get to choose
 17 their own project, and it's great to see them excel
 18 when they do that.
 19 COMMISSIONER VOIGT: That's awesome. I
 20 think as far as the thing of academic culture,
 21 that's huge, wouldn't you say? I imagine, since the
 22 school has been open, you didn't have those type of
 23 presentations of learning in place in year one, did
 24 you?
 25 MR. HARRY BROWNE: Well, yeah. Do you

Page 1019

1 We did have shining examples of students
 2 able to be freed up and pursue their passion. We
 3 also struggled with kids becoming engaged. That's
 4 something we're going to have to look at for the
 5 future. If they don't know what they want to do,
 6 how do they take care of that? So that's
 7 something -- that's a way we can grow.
 8 MS. FIONA BAILEY: If I may, I'd like to
 9 tell one student story. We have one student -- I
 10 think last year, he was a sophomore. And he is
 11 about as ADHD as they come; I mean, just all over
 12 the place, really, really struggles with focusing
 13 and getting homework done, really tough family life,
 14 that kind of thing, where he chose -- well, he was
 15 passionate about wolves. And he chose wolves as his
 16 project.
 17 And, I mean, every time I saw him in the
 18 hall, he had new data, new information that he'd
 19 learned, new things that -- and I, unfortunately,
 20 didn't get to see his end project. But he was just
 21 over the moon about it the whole time he was working
 22 on it.
 23 And I think that's where -- you know, it's
 24 so important to really pull kids in in that way.
 25 So --

Page 1018

1 want to talk about it, Catalina? Catalina was
 2 another founder.
 3 MS. CATALINA CLAUSSEN: I was a teacher
 4 from the very beginning. And we had presentations
 5 that -- these presentations that we have this
 6 year -- or we just started it last year -- are
 7 passion-driven presentations. And before, we had
 8 created themes for each grade level, and students
 9 did a project around those themes.
 10 So in ninth grade, for example, they
 11 did -- their focus was on environmental science
 12 topics. And then in tenth grade, they did something
 13 about -- connected to world history and
 14 understand- -- like, they would represent particular
 15 cultures. And then they would talk about global
 16 resources and how they were going to manage global
 17 resources.
 18 And then year after year, kids would start
 19 to go, "Oh, I just don't -- I don't want to do
 20 projects, and I don't" -- so then we said, "Okay.
 21 We're just going to get really brave here and just
 22 try out passion-driven projects."
 23 And we were -- some of us were, like, what
 24 if kiddos don't have a particular passion? That can
 25 be a downside. That can be a struggle.

Page 1020

1 COMMISSIONER VOIGT: That's very cool.
 2 I'm a firm believer in student presentations of
 3 learning, because they demonstrate so much more what
 4 a student knows and is able to do, right, than
 5 simply taking a standardized test. So I'm all about
 6 presentations of learning.
 7 I have a question about the capstone
 8 project that you're going to be bringing in for
 9 seniors. Is that going to be kind of a graduation
 10 requirement?
 11 MS. FIONA BAILEY: We're still talking
 12 about it.
 13 MR. G. WAYNE SHERWOOD: That's in the
 14 works right now. And, really, that's a
 15 student-driven class that the students would like to
 16 see to have a senior capstone project and take a
 17 senior capstone trip.
 18 Right now, we still -- we do offer a
 19 senior trip. So just let me go back a little bit.
 20 Starting in ninth grade, they -- all the
 21 ninth-graders -- they all go backpacking, all ninth
 22 through twelfth. But the ninth-graders will have
 23 their own trip with just the ninth-graders, the
 24 tenth-graders, just the tenth-graders, eleventh --
 25 and so on, and the twelfth-graders.

Page 1021	Page 1023
<p>1 And the twelfth-graders do have two trips. 2 We've tried to get all of our twelfth-graders into 3 New Mexico history. So when they teach New Mexico 4 history, it's not just like one semester of teaching 5 it out of the textbook. 6 We actually take seven days -- or five to 7 seven days -- and we tour all of New Mexico, and 8 they get to see some amazing. I'm born and raised 9 in Silver City. And some of the places I've got to 10 go to on these trips is just amazing. I've never 11 been there. And I've been a lot of places. 12 So the students want a senior capstone 13 trip. And some of the things that have been talked 14 about is this school in the past has gone to Mexico 15 and gone down to San Carlos, and maybe putting that 16 as the senior capstone trip. 17 They've gone to Costa Rica. 18 These are the kind of ideas that are -- 19 we're still working on. 20 And, of course, there is that financial 21 aspect to all of this, too. Right now, we -- Harry 22 was mentioning earlier, we work on a shoestring 23 budget. Our kids, when we go out somewhere, we buy 24 the food upfront. We cook our own food on the 25 trips. We camp either in campgrounds, state parks,</p>	<p>1 have to keep the kids at the focus of everything 2 that we do. And, you know, sometimes I get a little 3 bit of backlash from that, because adults don't 4 always take that right. But that's where it 5 belongs. So having three wonderful examples of what 6 goes on at your school is just amazing. 7 I also commend you on your partnership 8 with WNMU and being there on campus to be able to do 9 more dual-credit classes and just have that 10 partnership; I think it's great, and to have your 11 middle school with plans to come onto the campus for 12 next year or in future years, whenever that happens. 13 And so congratulations to you in 14 everything that you guys are doing. 15 And I echo a lot of the comments that have 16 already been made. I -- again -- and I said this at 17 the previous presentation -- you know, proficiency 18 doesn't always say the whole story. But, again, we 19 do have an Accountability system that we have to 20 live up to. 21 And so as I was looking through your data, 22 some of the things -- there was a couple of things 23 that really stood out for me. One is the 24 achievement gap between your -- your white students 25 and Hispanic students. And so it's a significant</p>
<p>Page 1022</p> <p>1 wherever. So it's very, very minimal cost to the 2 students. And we never ever let a student not go on 3 a trip because of financial needs, also. 4 COMMISSIONER VOIGT: Great. I mean, 5 charter schools are notorious for doing so much with 6 so little, you know, and doing more with less than 7 traditional schools. 8 I want to give kudos out to you for having 9 that garden in the middle of the city. I mean, talk 10 about high visibility and marketing and promoting 11 your school and showing off, you know, the great 12 things that the kids are doing. 13 And I also want to give kudos to the 14 students who spoke so articulately about their 15 school. That's just a definite reflection of those 16 presentations and being able to manage yourselves in 17 a professional manner. Very well done. Thank you 18 so much. 19 THE CHAIR: Commissioner Chavez? 20 COMMISSIONER CHAVEZ: Thank you. I only 21 have two charter schools in my district, and Aldo 22 being one them. So it's -- it's always good to hear 23 all the wonderful things that are going on. 24 And, you know, this year has been -- for 25 me, has been a year of reminding the adults that we</p>	<p>Page 1024</p> <p>1 achievement gap. That's the first thing that stood 2 out; that's in reading and in math. 3 So then the next thing I did is I looked 4 over to see subgroup data. And I was noticing that 5 you don't have any English Learners that are 6 reported on that. 7 And so being somebody that was born and 8 raised in Luna County and has family members in 9 Grant County and Hidalgo County, I'm quite aware of 10 the Hispanic community in all three of those 11 counties. And I'm always amazed when -- when we 12 have -- you know -- and Grant County is very unique 13 in many ways. There seems to be a divide between 14 Hurley and Bayard and Silver City itself and some of 15 the differences that go on demographically there. 16 However, there is a large Hispanic 17 population in that county. And so I started to just 18 think about, well, what does that look like when we 19 look at comparisons in enrollment? 20 So as I was looking at your data for that 21 and comparing it to Silver City Consolidated 22 Schools, it's -- it's almost the flip. Your 23 demographics are almost the exact opposite of 24 Silver City Public Schools. And so -- to the point 25 of Aldo has a 68 percent white population and a</p>

Page 1025

1 27 percent Hispanic; whereas, Silver City Public
 2 Schools has a 33 percent white population and
 3 63 percent Hispanic.
 4 And so I'm just wondering, why is there
 5 such a disparity and such an opposite of -- you
 6 know, from the Silver City Public Schools to Aldo,
 7 and what's going on with that?
 8 MR. G. WAYNE SHERWOOD: Okay. Thank you,
 9 Commissioner Chavez.
 10 Yes, we've looked at this, too. And we've
 11 noticed this. And I -- I asked around. I asked
 12 some of my teachers, what did they think? Why is
 13 this -- why is this disparity there?
 14 And there are several answers that came
 15 up. But I'm not sure that they are the whole
 16 answer.
 17 But one of the things, Aldo being a
 18 charter school, is some people in the community
 19 still don't realize that we are a public school, and
 20 they think they have to pay to come to our school.
 21 And I think that is one of the things that
 22 we've worked on. We have -- when we do advertise --
 23 which we don't advertise much. But when we do
 24 advertise, we advertise as public schools.
 25 And I think that's something the Charter

Page 1026

1 School Division is trying to work on is saying that
 2 these are -- these are public schools first. Put
 3 that word "public" out there first, because it's
 4 limiting the students who are wanting, or could
 5 attend, from coming to our school, because the
 6 parents believe that it's a private school.
 7 And I catch that all the time. I even
 8 caught one of our new representatives in our
 9 community was saying, "Well, the private school" --
 10 it's, like, no, we're not a private school; we're a
 11 public school. And we need to be public first, and
 12 people need to understand that.
 13 But for some reason, that's not being
 14 conveyed. And we're not doing a good enough job
 15 conveying that in our community also.
 16 There's also another reason that came up.
 17 And when Aldo started, it was considered the "hippie
 18 school." And so we had this image of being this
 19 "hippie school." So people didn't want to send
 20 their kids to this "hippie school."
 21 If you're familiar with Grant County, it's
 22 a very strong hunting -- there's a lot of hunters
 23 that are outdoors people. But they're not the same
 24 type of outdoors people that were being attracted to
 25 Aldo.

Page 1027

1 But that is -- that's also an untrue
 2 statement. We're actually looking at -- right now,
 3 we're in the process of developing -- I probably
 4 shouldn't even say this, so I won't. We are working
 5 with the State Game and Fish developing a project
 6 that we can collaborate with them. I can just say
 7 that much, okay?
 8 THE CHAIR: I have a good friend on the
 9 Game and Fish Commission.
 10 MR. G. WAYNE SHERWOOD: Okay. Great. We
 11 want to develop that relationship with them. And we
 12 want to get these students out there that look more
 13 like the actual persons that live in Grant County.
 14 MS. CATALINA CLAUSSEN: May I also add to
 15 that -- that disparity as well?
 16 MR. G. WAYNE SHERWOOD: Yeah.
 17 MS. CATALINA CLAUSSEN: So in our early
 18 years, we were just a high school. So we didn't
 19 have the middle-school part. And so we used to ask
 20 the Silver High School administration if we could
 21 come in and speak about what it is that our school
 22 does so that we could speak directly to students so
 23 that they understood the education choices that they
 24 had before them before they went up into the high
 25 school.

Page 1028

1 And then, over time, there was, you know,
 2 a perception that, you know, we're stealing students
 3 and things like that that go on between public and
 4 charter schools. And we became disallowed to go
 5 into the schools to be able to speak directly with
 6 students and to help answer questions, especially
 7 that huge question as to whether or not we are a
 8 public school.
 9 And now that we are a middle school and a
 10 high school, we still haven't had that opportunity
 11 to go into elementary schools and have that
 12 conversation so that students themselves get to know
 13 who we are and what their choices are in the
 14 community.
 15 And I'm not sure how we can move forward
 16 to be able to have that direct conversation with
 17 students and to help them understand that they do
 18 have choices and that they can talk about those
 19 choices with their parents. I think that's been a
 20 big wall for us.
 21 COMMISSIONER CHAVEZ: Do you currently
 22 have students from the Bayard area and the Hurley
 23 area?
 24 MS. CATALINA CLAUSSEN: Yes, we do.
 25 MR. G. WAYNE SHERWOOD: Yes. And as far

Page 1029

1 as Mimbres.
 2 COMMISSIONER CHAVEZ: I would just like to
 3 see something that's more reflective of the
 4 community and the demographics of that community;
 5 because as you guys know, the whole Yazzie-Martinez
 6 lawsuit and the whole equity, when you see
 7 achievement gaps like this, and then you see the
 8 demographics of your school, it sends up a red flag
 9 in many ways.
 10 MS. CATALINA CLAUSSEN: I think something
 11 also, to add to it, is that our school has a higher
 12 special education population than our neighboring
 13 schools as well. And so the word seems to be
 14 getting out to students who have special needs,
 15 because we -- we can create smaller and more
 16 personalized education, like, in that smaller
 17 environment.
 18 But we still have to -- I agree with you,
 19 Commissioner, that we still need to bridge that gap
 20 and let people know more about the opportunities in
 21 our community.
 22 COMMISSIONER CABALLERO: Madam Chair?
 23 THE CHAIR: Commissioner Caballero?
 24 COMMISSIONER CABALLERO: Commissioner
 25 Chavez, thank you for the questions. They were my

Page 1030

1 questions. But you represent that area, and I'm
 2 glad you brought it up. I will second him.
 3 I -- I -- I don't accept the -- these
 4 glaring -- to me, they're glaring differences. I
 5 don't suppose you just have these differences this
 6 year; you've had them for quite some time. And
 7 if -- what's your breakdown in the entering students
 8 that come in? It's sixth grade?
 9 MS. CATALINA CLAUSSEN: Yes, sixth grade.
 10 COMMISSIONER CABALLERO: What's your
 11 breakdown? The same breakdown that you have here?
 12 MR. G. WAYNE SHERWOOD: I'm not sure what
 13 the current sixth-grade class is as far as
 14 ethnicity, what the breakdown is there. But I would
 15 say it's very close to what the stats are that you
 16 have.
 17 COMMISSIONER CABALLERO: And so I bring it
 18 up because if that's your breakdown of your entering
 19 students, that's going to continue your breakdown.
 20 And if you don't do -- by high school, it's very
 21 hard to bring in.
 22 And I will tell you, you would have to
 23 talk to parents; and not at the schools, because --
 24 and what I heard was a lot of theories and a lot of
 25 excuses.

Page 1031

1 If your charter is depending on you coming
 2 to equity in the population of the students in the
 3 area, I'm sure you would hustle it. You have to do
 4 more -- there's a difference between when people do
 5 outright things to do this, and when things -- say,
 6 "Well, they're just -- this is just a fact, de
 7 facto, de facto breakdown. This is just the way it
 8 breaks down. But we follow the rules. We have open
 9 enrollments and all this stuff."
 10 But there's got to be more -- if -- from
 11 the very beginning, you started out with a high
 12 population of -- of White Anglo, and you failed to
 13 do more to educate parents.
 14 And the Hispanic parents are hard to
 15 educate. And you have to hustle it. It's not going
 16 to happen at the schools; it's not going to happen
 17 at the high schools. You've got to go to the
 18 communities. You've got to -- and if you don't know
 19 how to penetrate the community, you look for help,
 20 people that are very into the community.
 21 All you have to do is explain to parents
 22 what is it that you do. And you get them. You just
 23 have -- all parents, especially immigration --
 24 immigrant parents, they came to this country for the
 25 education of their children. And all you have to do

Page 1032

1 is give them that message.
 2 And so, also, if you're not doing enough
 3 to help out the -- the -- those students that are in
 4 your -- in your school to thrive and to succeed, and
 5 your scores show it, then they're going to abandon
 6 you. They're going to say, "Well, there was no
 7 difference there."
 8 Talk to their neighbors, "No, there's no
 9 difference there. Might as well leave him where
 10 he's at. He eats better. His friends are there."
 11 and it goes on and on and on.
 12 And I would hate to see this beautiful
 13 program not being taken advantage with a higher
 14 percentage of Hispanics; because they really need
 15 it. They need this stuff. And to be -- and not to
 16 have that opportunity because their parents didn't
 17 learn about it, because somebody couldn't speak to
 18 them in English when they answered the phone -- I
 19 don't know what it is.
 20 But you've got to look at everything,
 21 because this is -- this is glaring. This is
 22 embarrassing in the community of Silver. And I've
 23 been there a lot of times, and I talk to folks from
 24 there. And they're super-excited about their
 25 community.

1 But this is not right. This is public
2 money. And you've got to have a passion to
3 diversify your -- your student population a lot
4 more. And it helps them. Because if you have -- if
5 you're bringing in all the -- all the Anglo White to
6 your school, and all that's staying at the other
7 schools are Hispanic, that doesn't help your
8 students, nor the students that are staying behind.

9 And I can tell you, I grew as a person
10 much more when I left El Paso to graduate school and
11 became friends with other folks that were other than
12 Hispanic. I grew. And it's a beautiful thing.

13 But you cannot have this in a class. I
14 don't accept it. My colleague is very cordial and
15 so forth. But I'm rougher when I look at glaring
16 disparities. And I went after a school that had a
17 10 percent differential.

18 But look at yours. What is it? 20? 30?
19 No, 41 percent. Holy cow. In Silver?

20 And it's going to get more glaring now
21 that you're at the university; because now Hispanic,
22 low-income families -- and I have a harder time
23 getting out there. And so I don't know. I don't
24 know how -- I don't know what the answer is.

25 If I were there, if I was from that area,

1 Commissioner Caballero, I appreciate your comments
2 on this issue. I was born and raised in Silver
3 City.

4 THE CHAIR: I'm sorry. Could you just
5 identify yourself?

6 MR. A.J. SANDOVAL: Yes. I am the
7 governing council chair for Aldo Leopold Charter
8 School. A.J. Sandoval. I missed my introduction in
9 our 15 minutes.

10 But growing up and seeing this school
11 develop, I did believe that it was a school that
12 served White privileged students in our area. It
13 wasn't until I got to work alongside the students at
14 Aldo Leopold Charter School that I saw the great
15 power the school has to educate all students that
16 are willing to attend our school.

17 There's a great cultural divide, like
18 Wayne mentioned, between the ranching community and
19 the hunting community and the Anglo and the Hispanic
20 community. Our school is often used in political
21 campaigns as something negatively associated with
22 our school. People running for office and have run
23 for office associated with our school have been
24 attacked for having an association with our school.

25 The issue of the protecting the Gila

1 and I grew up in that area, I could probably help.

2 But I'm just looking at the statistics.
3 And my position is, no, no. You've got to -- I'm
4 going to be here for a while. I've got to see some
5 changes, some movement here.

6 And I can tell you. There's a lot of
7 whispering at the Legislature about the nature of
8 the private school for charter schools, that that's
9 all it is. Charter schools are private schools
10 financed by public money.

11 And we have -- and that's also my job, to
12 prevent that little talk that happens there. I want
13 to brag about charter schools and say, "No, it's
14 not. Look at the diversity of..." -- yeah,
15 sometimes schools have more of this and less of
16 that, but not glaring.

17 And, guys, eeho. And I know why my
18 colleague, Mr. Chavez, that's his personality, and
19 he's got to live there. I don't. I'm not going to
20 live in Silver, guys. But I feel for my Chicanos
21 in that area. There's a lot of poverty. My God,
22 there's a lot of poverty.

23 Thank you, Madam Chair.

24 THE CHAIR: Thank you.

25 MR. A.J. SANDOVAL: Commissioner Chavez,

1 River, our school's name comes up as "that hippie
2 school, those kids that are advocating for that
3 river and don't understand our ranching heritage."

4 So the history and the heritage that goes
5 behind this divide is very, very deep. It goes
6 beyond more than just marketing our school.

7 It's -- my family has lived in the area
8 for at least eight generations. And this divide has
9 existed from the history of the area. So it's
10 something that we will continue to work on, and we
11 have worked on for hundreds of years in this
12 community.

13 But I do appreciate your concern. As a
14 Hispanic man, I am proud to serve on this school
15 board and advocate for our school, especially to
16 those in the mining district, Hurley and Bayard and
17 Santa Clara, as Mr. Chavez expressed his concerns of
18 those areas. It's also harder for those students to
19 find transportation to get to all the activities and
20 just get to school.

21 Those students in those -- in what we call
22 "the mining district" do have higher levels of
23 poverty, and there are issues we need to address. I
24 appreciate the concerns. But I will -- I take -- I
25 would say I do need to step up as well, as a

Page 1037

1 governing council member, to address those issues.
 2 Thank you.
 3 THE CHAIR: Thank you.
 4 MS. FIONA BAILEY: Commissioners, would it
 5 be okay if Katrina spoke to the issue? The
 6 question?
 7 THE CHAIR: Sure.
 8 MS. FIONA BAILEY: Yeah?
 9 FROM THE FLOOR: Hello once again. I'm
 10 Katrina Estrada. I'm the student body president of
 11 Aldo Leopold Charter School.
 12 I completely understand the frustration of
 13 the topics and the issue. But I will say that this
 14 whole issue goes so much more than beyond just
 15 Aldo Leopold as a school. It -- this whole issue
 16 contributes to Silver City's community, just because
 17 the Silver City community and Grant County
 18 community, we are mostly Hispanic and Latino.
 19 But for our Anglo and White population in
 20 Silver City, New Mexico, there is a separation
 21 between the two ethnicities, and that shows
 22 throughout both Silver Consolidated Schools and
 23 definitely our school.
 24 And I just wanted to address that to show
 25 that the separation between Mexican students and

Page 1038

1 Anglo students is -- how do I say? -- is contributed
 2 towards the amount of separation that is created
 3 through our own community.
 4 And coming from the perspective of a
 5 second generation -- generation American, I will say
 6 that people who grew up in Silver City, they went to
 7 Silver High. And because of that, they -- they have
 8 this idea in their mind that they have to put their
 9 children through the same course and cycle.
 10 And since Aldo Leopold Charter School
 11 barely came into play as an educational area where
 12 people could come and learn about ecology and
 13 science and so much more than what Silver
 14 Consolidated Schools provide, and considering that
 15 it's a much newer school than the more public basic
 16 schools that are provided within our community,
 17 the -- the separation between White people and
 18 Mexican people within our community definitely
 19 shows.
 20 I will -- since the majority of our
 21 community is Mexican, and since those people went
 22 through that cycle of going through Silver High and
 23 other schools in the community, they send their
 24 children to those schools.
 25 And a lot of the people who -- and

Page 1039

1 students who come to our school, they're fairly new
 2 people to our community, I will say. We have
 3 someone from Socorro in the Silver -- not in the
 4 Silver -- in the senior class. And we just have
 5 students from all over. We have students from
 6 Colorado and some from California. It's just very
 7 diverse.
 8 And that -- what my point is, is just that
 9 the majority of people that live in our community
 10 are primarily Hispanic and Latino. And they went to
 11 certain schools, and they grew up in this community.
 12 And they have no contact with Aldo Leopold Charter
 13 School.
 14 They never did, not even growing up. And
 15 it is because our school is fairly new to our
 16 community.
 17 And I would just like to say that
 18 contributes to why that -- that gap is there and why
 19 that predicament and that issue is there.
 20 Thank you.
 21 COMMISSIONER CABALLERO: Just real fast,
 22 Madam Chair. And I get it. I was told. I was told
 23 in Silver about all of that, because I had those
 24 questions. Politically, I went -- I've gone there
 25 for political events and -- and legislative

Page 1040

1 hearings.
 2 And I know some people in Silver.
 3 Dr. Ortego, who taught at the University, was my
 4 professor at UTEP and became a lifelong friend. And
 5 so we had those discussions. And I understand that.
 6 But if I were to ask what have you done
 7 specifically to -- to bring in parents and talk to
 8 parents, it's going to be very difficult for you to
 9 tell me what program or approach you've taken, other
 10 than, "Well, we did the -- we published -- we have a
 11 web site, and we" -- the digital world is not going
 12 to work in the Hispanic community.
 13 You've got to do the old-style approach.
 14 If you're not talking to parents and talking to them
 15 and bringing them in, and if you can't go to the
 16 schools, then have an open house way in advance to
 17 show what you have.
 18 And my point, why, even though generations
 19 have been separate, and everybody -- "If the Anglos
 20 are there, we're going to be here"; and so the point
 21 is they've had generations of going to the same
 22 school, and the kids want to continue that, well, it
 23 goes for both -- both ethnic groups.
 24 And so the final point, Madam Chair -- and
 25 Aldo Leopold -- is that if we don't break those

<p style="text-align: right;">Page 1041</p> <p>1 continued disparities of generations, being separate 2 and apart, and, "I'm better, and you're not -- 3 you're not good"; or maybe that's not the idea. 4 But, "I want to be over here because you guys are 5 over there," and -- that has to get broken. 6 And the school, when you -- when you make 7 an effort to have a mixed ethnic group population, 8 that breaks down. My son, I took him from a 9 99 percent Hispanic to Grants. And my house was 10 filled with all types of people. And his friends 11 are diverse. And he still has those same friends. 12 And he's -- he told me, "Dad, we don't 13 look at -- at ethnicity anymore. You may have, but 14 we don't. We don't see skin color." 15 And I thought, "Man, that is -- that is a 16 gorgeous thing to grow up in." 17 And so I'm -- my effort is to give 18 Hispanic students the same opportunity, but also 19 everybody should work together and live together and 20 understand that, and break that -- that generational 21 thing that's there, if it's there. 22 I'm not from the community, so I don't 23 know. I'm just throwing it out there. I would -- I 24 would stand corrected if I'm wrong. But that's all 25 I'm trying to say.</p>	<p style="text-align: right;">Page 1043</p> <p>1 children who are Hispanic is going to be having the 2 staff that they can identify with. 3 And so we are -- I know that that's the 4 solution. That's my priority. 5 We were also able to hire an instructional 6 assistant today -- this year -- who's also Hispanic. 7 And so growing our staff, increasing the numbers of 8 Hispanic staff, I think, is going to be a solution 9 there. 10 THE CHAIR: Thank you. 11 Commissioner Raftery? 12 COMMISSIONER RAFTERY: Thank you. You 13 know, when you're trying to bring people in and you 14 have to have people in that are in, bring them. So, 15 you know, you have a lot of ambassadors already, 16 your students. You know, they -- they're the ones 17 that can bring those other kids in. 18 I'll tell you, if you have ambassadors 19 going out there and talking to kids about your 20 school, inviting them to come in, and the pressure 21 is put on them, everybody's going to want to come to 22 that school. 23 So, you know, maybe perhaps starting -- or 24 thinking about an ambassadorship program with your 25 students to be the people who go out there and talk</p>
<p style="text-align: right;">Page 1042</p> <p>1 But, again, it's public money. You have 2 to make a move on it. I'm not going to tell you how 3 to do it. But you guys are very, very capable, 4 because you made something from nothing. And you're 5 getting it better and better. And I'm sure you can 6 address this problem. 7 It's a problem that needs to be addressed 8 critically. Because Caballero is going to be around 9 for a long time. 10 Thank you, Madam Chair. 11 FROM THE FLOOR: Commissioner Caballero 12 and members of the Commission, I'm Siah Correa 13 Hemphill, and I am the special ed director. I'm the 14 school psychologist, and I'm also a parent at Aldo 15 Leopold. 16 And I'm from the mining district. And 17 what I see as being the solution is recruiting more 18 teachers and staff from the mining district, which 19 we were able to accomplish this year. 20 We were in need of a special ed teacher at 21 the high school, and I spoke with a special ed 22 teacher that I knew from the mining district, and we 23 were able to hire her. 24 She's been there just a few weeks. But I 25 think the key is attracting children -- more</p>	<p style="text-align: right;">Page 1044</p> <p>1 to the other students, that might help a little bit. 2 I know that in Southeastern New Mexico, we 3 have a lot of oppression as well. So a lot of our 4 workers, they don't go to "that" school, because 5 they don't belong in "that" school, or they 6 shouldn't go to "that" church, because nobody goes 7 to "that" church except these other people. 8 You know, there's oppression everywhere. 9 And the only way to break it, I think, is having 10 inclusion and having these ambassadors and having 11 these people talk to other people and say, "It's 12 okay. We're just like you. We're not any 13 different." 14 But, you know, you have that power right 15 now. You just have to develop it. 16 Thank you. 17 THE CHAIR: Thank you. 18 Commissioner Armbruster? 19 COMMISSIONER ARMBRUSTER: I'm on a 20 different subject, a little bit. 21 So I think that I heard this, but I've 22 heard so much, my brain is full. I think you said 23 that you're moving -- and I know via amendment -- to 24 a new facility, and you're looking at an additional 25 sixth-grade class. Did I hear that correctly?</p>

1 MR. G. WAYNE SHERWOOD: That is correct.
2 If we do move the middle school up to Western, we
3 are hoping to add an additional sixth-grade class.

4 COMMISSIONER ARMBRUSTER: So eventually,
5 you'll be adding seventh.

6 MR. G. WAYNE SHERWOOD: We only have one
7 sixth grade, but we have two seventh and two
8 eighth-grade.

9 COMMISSIONER ARMBRUSTER: So you do have
10 an opportunity here. Just wanted to clarify in my
11 mind what you're saying.

12 I had a number of things I just wanted to
13 say to you.

14 I'm really happy to hear that you have a
15 "C" grade as the lowest grade that you can get. I
16 just happen to have been with the president of
17 Northern last evening, and I said to him, "So you've
18 been getting a number of kids from...," in this case
19 charter schools, because that's all I know about
20 here.

21 And I said, "They're having such low
22 proficiencies. Tell me how they're making it at
23 Northern." And they're doing programs like plumbing
24 and IT and those kinds of things.

25 I said, "But, still, you have to know how

1 outstanding, I mean, just stellar, but not in math
2 and reading. And they would go on these trips. And
3 they were the best -- the best, bar none.

4 Our kids in California, we -- I don't
5 think they do this anymore. But we took them to
6 Toyon Bay, which is on Catalina Island. And they
7 went there for three days. They had bunkbeds; they
8 weren't tenting.

9 But they were -- Toyon Bay was kind of
10 like the Los Alamos Ranch School that was taken over
11 by the Army during the war. So then some people who
12 were biologists took it over, and they took the kids
13 on hiking and snorkeling and different laboratories
14 and things.

15 And the kids -- there was no separation.
16 Everybody did a great thing. And it's one of the
17 things that I've always told my kids. "Everyone is
18 not good at everything." So I really liked that
19 part of the program.

20 I wonder if, just -- you may not actually
21 know this number. But on your special ed, which is
22 like -- here, I said 20 percent? Sounds about right
23 to you?

24 MR. G. WAYNE SHERWOOD: Yes.

25 COMMISSIONER ARMBRUSTER: Are they a

1 to read and do math."

2 And he said, "Because we have remedial
3 programs for them."

4 So I'm hoping -- and not that I think that
5 your kids would probably go to Northern -- that
6 would help that -- them in college, because now
7 you're paying for college, and you're taking high
8 school classes.

9 So that's one of the reasons the kids drop
10 out, as we all know.

11 Second of all, I wanted to say -- I don't
12 know. Maybe you-all know this. But I did teach
13 special education in middle school. I just forgot
14 my crown today; but -- for 39 years.

15 So I do want to talk about a couple of
16 comments. One is I wrote down your comment about
17 the "behavior in important places." I'm going to
18 actually make a little T-shirt of that, because
19 that's exactly right.

20 But I will say that I taught 22 years in
21 California and 17 years in Los Alamos at the middle
22 school. And what you were saying is exactly right,
23 which is why I love to see kids going places and
24 doing things.

25 Because we would have children who were

1 majority Hispanic?

2 MR. G. WAYNE SHERWOOD: Do you know that
3 answer? I don't know.

4 MS. SIAH CORREA HEMPHILL: I'm not sure.
5 I haven't looked at that data.

6 COMMISSIONER ARMBRUSTER: It's not
7 glaring.

8 MS. SIAH CORREA HEMPHILL: It's not
9 glaring.

10 COMMISSIONER ARMBRUSTER: So it's probably
11 not. That's good. That's a really positive
12 comment.

13 And on your lowest quartile, I was
14 hearing, I think, about you having 50 minutes on a
15 transition, sort of an RTI thing, on Fridays?

16 MS. FIONA BAILEY: No. That's through the
17 week.

18 COMMISSIONER ARMBRUSTER: It's every day.

19 MS. FIONA BAILEY: It's 25 minutes twice a
20 week, where our middle school are grouped by what
21 skills that they need for math interventions.

22 COMMISSIONER ARMBRUSTER: So it's only
23 math and not reading then.

24 MS. FIONA BAILEY: Right. So as the Title
25 I reading instructor, I have some small groups that

<p style="text-align: right;">Page 1049</p> <p>1 I work with who are showing signs of dyslexia, 2 whether they've been diagnosed or not, and really 3 work hard with the multi-sensory, 4 Orton-Gillingham-based reading program with them. 5 And then I also push into the classroom, 6 when it's necessary for assistance within the 7 classroom, for reading strategies and -- and work 8 there. 9 So -- so, yes, our RTI is just in math. 10 And we decided that's what the focus needed to be 11 for that time in our schedule. 12 COMMISSIONER ARMBRUSTER: Are the special 13 ed-identified students getting the advantage of that 14 as well? 15 MS. FIONA BAILEY: Correct, yeah. So our 16 special ed teacher has some student -- some of our 17 students with math IEPs go to her during that time. 18 Others, if their needs aren't as great, coming -- 19 come to either me or -- you know, depending on what 20 their needs are. 21 So we look at -- we look at special ed and 22 general ed across the board based on skills and 23 skill deficits. 24 COMMISSIONER ARMBRUSTER: And my last 25 comment is -- it's kind of relating to the young</p>	<p style="text-align: right;">Page 1051</p> <p>1 so... 2 MR. G. WAYNE SHERWOOD: Sounds like we 3 need to go there. 4 COMMISSIONER CRONE: Yeah. It was in the 5 Carson. He hadn't written A Sand County Almanac 6 yet. but it's where he killed the wolf, the famous 7 line, "a fierce green fire dying in her eyes." And 8 it was that experience that motivated him to become 9 an American hero and a fierce ecologist and write A 10 Sand County Almanac, if there's anyone in here 11 well-versed about Aldo Leopold. I encourage you to 12 do that. He's a wonderful man. 13 Also I learned something, that there's 14 actually an Aldo Leopold Wilderness within the Gila 15 Wilderness. 16 MR. HARRY BROWNE: It's within the Gila 17 Forest. 18 COMMISSIONER CRONE: The Gila Forest. 19 Okay. 20 My parents retired to Reserve. So I spent 21 a quite of bit of time in that area. And my wife 22 attended Western back in the '70s. And so for both 23 of us, my wife and I, our two favorite cities in 24 New Mexico are Santa Fe and Silver City. 25 And so every time we're even anywhere near</p>
<p style="text-align: right;">Page 1050</p> <p>1 lady's talk. Well, I know that we have two, like, 2 famous in our State, people who I do believe went to 3 Silver City High School: Lieutenant Governor Howie 4 Morales and Stephanie Garcia Richard, our first 5 woman and Hispanic Land Commissioner. So they -- so 6 that's a big thing to break. They made it. Just 7 saying. 8 COMMISSIONER CHAVEZ: Don't forget 9 Harrison Schmidt. 10 COMMISSIONER RAFTERY: And Jeff Bingaman. 11 COMMISSIONER ARMBRUSTER: I happen to know 12 these two. 13 COMMISSIONER CABALLERO: He's got another 14 one. 15 COMMISSIONER CRONE: Madam Chair? 16 THE CHAIR: Commissioner Crone? 17 COMMISSIONER CRONE: I promise to do my 18 very best to not represent you incorrectly. And in 19 your case, it's all good news. 20 So you mentioned that you've traveled all 21 around the state. Have you been to the Aldo Leopold 22 cabin in Tres Piedras? 23 MR. G. WAYNE SHERWOOD: No, I have not 24 been there. 25 COMMISSIONER CRONE: Well, you're close,</p>	<p style="text-align: right;">Page 1052</p> <p>1 there, when we spend the night -- and we do come to 2 the little blues festival in June -- or May. I'll 3 yield my time to Ava. I think I said to her, "Save 4 the Gila." 5 But I heard someone else -- before I go 6 there, though, I heard the two of you use the term 7 "hippie." I represent that remark. And my wife is 8 Hispanic. All of her best friends in Silver were 9 hippies; so -- so, anyway, would you come up, Ava? 10 FROM THE FLOOR: Good morning. I -- when 11 it comes to the Gila Wild and Scenic designation, me 12 and, actually, Commissioner Browne and Jamie 13 Crockett, who's also here, we traveled to 14 Washington, D.C., about a month ago to represent our 15 community with the "Wild and Scenic." 16 And I was chosen to do that, not because I 17 necessarily go to the hippie school that, you know, 18 fully supports that. Not everyone at the school -- 19 we are open to everyone's perspective and beliefs 20 about that. 21 But I was able to do that because of my 22 internship that I do. And my internship this 23 semester was with the director of Western's Outdoor 24 Program. And the New Mexico Wild and Scenic 25 Wilderness -- New Mexico Wild and Wilderness</p>

<p style="text-align: right;">Page 1053</p> <p>1 Alliance approached the director of the Outdoor 2 Program and asked if she had any students that would 3 be interested in going to Washington, D.C., with 4 them to talk to our senators and one of our 5 representatives about the "Wild and Scenic" 6 designation. 7 And she suggested me, because I have a 8 connection with both Western and Aldo Leopold. And 9 I strongly agree with protecting the Gila, because 10 it's a place that has so much significance for me 11 personally -- I grew up along the Gila River -- and 12 also because it has also been such a big part of my 13 education. It's the reason I know what I want to do 14 after I graduate high school. 15 And part of that is because of the 16 experiences I've had in the Gila with Aldo on our 17 backpacking trips, you know. My freshman senior 18 backpacking trip was a really big introduction with 19 me with Aldo. It really -- it kind of caused my 20 "ah-ha" moment. 21 I realized why I was at Aldo was when I 22 was on my freshman senior backpacking trip my 23 freshman year, and we were sitting near the campfire 24 next to the river. And it was one of those moments 25 that I realized how lucky I am, that not only do I</p>	<p style="text-align: right;">Page 1055</p> <p>1 But I do know that there -- is designating 2 the Gila as "Wild and Scenic" would not affect -- it 3 would not affect the way that we get to use the 4 Gila. It simply protects it for future generations. 5 COMMISSIONER CRONE: Thank you very much, 6 Ava. 7 THE CHAIR: They were looking to dam it, 8 yeah. 9 COMMISSIONER CABALLERO: Madam Chair? 10 COMMISSIONER CRONE: I just -- let me -- 11 THE CHAIR: I'm sorry. 12 COMMISSIONER CRONE: I think it's 13 appropriate that the attempt to reintroduce wolves 14 to New Mexico is centered in your area. So thank 15 you. 16 COMMISSIONER CABALLERO: Just to add on 17 the damming in the water, there is a lot of 18 discussion by the feds and the State Legislature and 19 people in the area, because there's -- there's a 20 position by downstream, southern New Mexico, that 21 the water is theirs. 22 And folks in the north said, "No, we -- 23 we -- we -- we are -- this is some of our water, and 24 we've got to keep that water." 25 And as we started getting less and less</p>
<p style="text-align: right;">Page 1054</p> <p>1 live in a place where I am so close to such an 2 incredible resource; but I was there on a school 3 trip, and I was getting school credit to learn about 4 this incredible place. 5 So I really support the "Wild and Scenic" 6 designation. That's not just because of the 7 education I've received; but it's also because of my 8 background before then. 9 And so that's something that I was able to 10 do because of Aldo. And I am so grateful for that 11 opportunity. It opened my eyes up so much. I was 12 able to kind of see, you know, politics happening 13 right in front of me walking around Washington, 14 D.C., and that was all because of Aldo. And so I 15 owe so much to them, and I am so grateful for that 16 opportunity. 17 COMMISSIONER CRONE: Weren't there some 18 attempts to dam the Gila? 19 FROM THE FLOOR: Yes. There were several 20 attempts. I can't speak a lot to them. I don't 21 know all of the details about that. But the "Wild 22 and Scenic" designation doesn't have a huge effect 23 on that. And I don't know that that's up for 24 discussion as much anymore. I really can't speak to 25 that.</p>	<p style="text-align: right;">Page 1056</p> <p>1 water, then the northern part, Silver area, all that 2 area, started demanding their portion. 3 So there's going to be -- and so the fight 4 is over how much damming and where and how and who 5 pays for it. And downstream, they still demand that 6 it's their water, because they helped build the dam. 7 Don't tell me how that translates. But 8 there is a lot of give-and-take. 9 And maybe the students can get into that 10 discussion; also, the discussion of saving the 11 Spotted Owl versus cutting more -- more of the 12 forests down. 13 I mean, I spent three days listening to 14 testimony that it was just too much for me. I'm 15 sure it's a goldmine for students to get into. 16 But it -- Commissioner, it's a lot of 17 stuff. And I hope they don't put a lot of the area 18 under water. 19 But those folks in that area have got to 20 save their water that's theirs and save that 21 environment. Because it cannot exist without enough 22 water. 23 Thank you, Madam Chair. 24 THE CHAIR: Thanks. Commissioners? 25 No other questions?</p>

<p>Page 1057</p> <p>1 (No response.) 2 THE CHAIR: Okay. 3 MR. G. WAYNE SHERWOOD: Madam Chair, real 4 quickly. 5 THE CHAIR: Oh, sorry. 6 MR. G. WAYNE SHERWOOD: I failed to 7 introduce some very, very important people to 8 Aldo Leopold Charter School. And that is our -- two 9 of our other governing council members that came 10 along, too. And that is Jamie Crockett there and 11 Hannah Weeks. She also came. And also some of our 12 middle-school students, they have been sitting 13 there, very well-behaved. 14 THE CHAIR: They know how to behave in 15 public places. 16 MR. G. WAYNE SHERWOOD: There you go. 17 That's what we teach them. So thank you for giving 18 me that time. 19 THE CHAIR: Thank you. And thank you all 20 for coming. 21 COMMISSIONER CRONE: Madam Chair, I will 22 add, one of the students was asleep. And so we 23 have -- so we have continued to entertain our 24 audience. 25 THE CHAIR: Thank you. I move that the</p>	<p>Page 1059</p> <p>1 COMMISSIONER CABALLERO: Yes. 2 COMMISSIONER ARMBRUSTER: Commissioner 3 Robbins? 4 COMMISSIONER ROBBINS: Yes. 5 COMMISSIONER ARMBRUSTER: Commissioner 6 Crone? 7 COMMISSIONER CRONE: Yes. 8 COMMISSIONER ARMBRUSTER: Commissioner 9 Armbruster votes "Yes." 10 Commissioner Voigt? 11 COMMISSIONER VOIGT: Yes. 12 COMMISSIONER ARMBRUSTER: Commissioner 13 Davis? 14 COMMISSIONER DAVIS: Yes. 15 COMMISSIONER ARMBRUSTER: Commissioner 16 Gipson? 17 THE CHAIR: Yes. 18 COMMISSIONER ARMBRUSTER: Commissioner 19 Chavez? 20 COMMISSIONER CHAVEZ: Yes. 21 COMMISSIONER ARMBRUSTER: That is it. 22 Nine-zero. 23 THE CHAIR: The motion passes, nine-zero. 24 Congratulations. 25 Thank you all for everything you do every</p>
<p>Page 1058</p> <p>1 Public Education Commission renew the charter for 2 Aldo Leopold Charter School for five years, with the 3 conditions that the New Mexico System of School 4 Support and Accountability Report prepared by PED 5 shows similar performance for School Year 2018-2019 6 in the student growth, highest quartile; student 7 growth, middle quartile; student growth, lowest 8 quartile; English Learner progress; chronic 9 absenteeism; college-and-career readiness; education 10 climate; and growth in four-year graduation rate 11 with no statistically significant decrease in 12 performance. 13 COMMISSIONER VOIGT: Second. 14 THE CHAIR: So motion by Commissioner 15 Gipson, a second by Commissioner Voigt. 16 Roll, please. 17 COMMISSIONER ARMBRUSTER: Commissioner 18 Raftery? 19 COMMISSIONER RAFTERY: Is that me? 20 COMMISSIONER ARMBRUSTER: It wasn't that 21 bad. 22 COMMISSIONER RAFTERY: I didn't understand 23 what she said. Yes. 24 COMMISSIONER ARMBRUSTER: Commissioner 25 Caballero?</p>	<p>Page 1060</p> <p>1 day. And thank you all for your time. 2 (Applause.) 3 THE CHAIR: So here's the question. Do 4 you want a lunch break? If you want a lunch break, 5 then we should do it now, because it makes no sense 6 to do it after the next school, because it will be 7 1:30, and -- we're going to break for lunch for -- 8 we're going to break for lunch for 40 minutes. 9 (A recess was taken at 11:24 a.m., and 10 reconvened at 12:25 p.m., as follows:) 11 (Commissioners Davis and Caballero 12 not present.) 13 THE CHAIR: So thank you for coming up. 14 And thank you for being our last school. So 15 there's -- many causes for celebration here. And 16 just so the Commissioners are reminded, this is Taos 17 Integrated School of the Arts. So thank you. 18 And as I know you've been hearing, I've 19 got my stock little statement that I have to make 20 about renewals with conditions. And it's the last 21 time. 22 PED has not provided a report or review of 23 data from for the School Year '18-'19 24 Accountability. 25 It is important for schools to have the</p>

<p style="text-align: right;">Page 1061</p> <p>1 complete academic data as part of its renewal 2 information for this renewal and also for future 3 years. 4 The PEC needs complete State 5 Accountability Reports to make the best decision on 6 school renewal applications. 7 The PEC will review financial and 8 operational performance because the data is complete 9 at this meeting in December of 2019. 10 If the PEC decides to issue a renewal with 11 conditions, the PEC will clearly state what 12 Accountability information it will review from the 13 PED Accountability Report. 14 When the Accountability data is prepared 15 by PED and the school has had an opportunity to 16 review the data -- no less than ten days -- the PEC 17 will review the data and remove the condition or 18 take other action, such as a Corrective Action Plan 19 or possibly non-renew the charter. 20 At the future meeting, January or 21 February 2020, the PEC will only consider the issue 22 related to the reason for the conditions and will 23 not consider any other issues related to renewal. 24 So we'll close out operational and 25 financial today, and the only academic areas that</p>	<p style="text-align: right;">Page 1063</p> <p>1 It's not -- it's not in your packet. 2 The school's mission is based on an arts 3 innovative curriculum that is multicultural and 4 meets all Common Core State standards, with their 5 students becoming artistically minded, lifelong 6 learners. 7 From your packet, you have -- I always 8 like to start with the Part A data. And if you turn 9 to your reading and proficiency chart, you will see 10 that the school has shown a steady increase in its 11 math proficiency rate, reaching just over 31 percent 12 in the last reported year. 13 You will see that they also had, overall, 14 a good trend in their reading scores with that dip 15 in the last year. Again, I remind you the school 16 serves K through 8. Therefore, the dip is likely, 17 in part at least, attributable to their K-to-2 18 Istation scores. 19 Remember the -- we mentioned this with the 20 other schools, that the K-to-2 scores, to score 21 proficiency in the '18-'19 school year was much more 22 stringent than the '17-'18 school year. And the 23 Accountability Bureau reports that three-quarters of 24 the students who scored proficient in '17-'18, would 25 not, with that same score, be considered proficient</p>
<p style="text-align: right;">Page 1062</p> <p>1 will be up for discussion are any that we do not 2 have the information for right now. 3 So, once again, if you have any concerns 4 or questions, please don't hesitate to ask so that 5 everyone's as comfortable as we can be with this. 6 So thank you. 7 And, once again, I'm guessing there isn't 8 anyone. But in case there is someone that -- oh, 9 did you sign up? 10 Okay. 11 I figured there was a reason you moved a 12 little closer. So -- I don't think there's anyone 13 else. 14 But we do have the sign-up sheet there. 15 So we'll do the CSD report; you'll have your 16 15 minutes; and then Ms. Matthews will have eight 17 minutes. 18 MS. KAREN WOERNER: Madam Chair, 19 Commissioners, school representatives, happy to give 20 the report for our last school for the week. 21 So Taos Integrated School for the Arts, 22 serving Grades K through 8. It's in Taos. There is 23 a blank in both your electronic and printed 24 versions. So my apologies. But the current 25 enrollment, as of 40th day, was 173.</p>	<p style="text-align: right;">Page 1064</p> <p>1 in the following year. So that does account for why 2 that reading dip is in the chart. 3 If you look at their science proficiency 4 rate, they were at 67 percent, significantly higher 5 than the State average of 35. 6 Also their current standing and school 7 improvement points are worth mentioning as well, 8 because those both show an upward trend, pretty 9 drastic over the last few years. 10 On their high performing students in 11 reading, they are at or significantly above the 12 expected growth, as you see in your -- by subgroup, 13 on Page 11 of 66. 14 Higher performing students in math in 15 nearly all subgroups, ethnicity groups, were up 16 greater than expected. 17 Lowest performing students in reading were 18 pretty level at the zero, which means as expected. 19 Lowest performing students in math show significant 20 amount above the zero, in the last year, meaning 21 that they're growing better than expected. 22 (Commissioners Caballero and Davis 23 enter meeting.) 24 MS. KAREN WOERNER: On the proficiency 25 charts, again, I remind you that the -- the subgroup</p>

Page 1065	Page 1067
<p>1 proficiencies are also influenced by the K-to-2 dip 2 in that last year. However, on the math scores, you 3 can see that -- pretty steady incline, or increase, 4 in the course of the contract term.</p> <p>5 As for mission goals, they've had varied 6 success in the three goals; two were in reading, one 7 in math. In the last year, they met two of them and 8 did not meet one of them.</p> <p>9 Membership took a dip in the 2017 year, 10 but seems to be inclining since that time. And 11 retaining students within the school year has been 12 very high, 97 to 98 percent; and then between school 13 years, 87 to 95 percent, both showing great 14 retention of students.</p> <p>15 Their teacher retention rate has 16 drastically increased over the course of the last 17 few years from 54 all the way to 93 percent.</p> <p>18 There was one audit finding in the last 19 year that we have data. It was an other 20 non-compliance issue, but it is a reason for a 21 mention of the financial compliance concern in the 22 progress report ratings.</p> <p>23 So going back to those, the school has 24 Demonstrated or Met standard in all of the areas. 25 You can see in their school grade, it went from "D"</p>	<p>1 reviewed; I was not actually there -- but the team 2 reviewed -- were complete and thorough in all the EL 3 documents being filed appropriately.</p> <p>4 The financial compliance was around the 5 audit finding as well as some concerns about 6 official transcripts and verifications of 7 employment, which are important, because those drive 8 the salary schedules and confirmation of those.</p> <p>9 The school has resolved all of those 10 concerns as well.</p> <p>11 Facilities requirements was around 12 emergency drills, which the school demonstrated they 13 have followed the -- not only followed the drill 14 procedure, but it did change this year, so they are 15 following the new procedures, as evidenced at the 16 renewal site visit, at least thus far this year.</p> <p>17 And the health-and-safety requirements was 18 around a master log that they were developing, but 19 wasn't ready in the -- during the '18-'19 school 20 visit. But at the last visit, that was available 21 and complete as it -- requested.</p> <p>22 The school, I think, earns the prize for 23 petitions, since they got 100 percent of employees 24 and 100 percent of households to sign the petition. 25 So kudos to the school on that.</p>
<p>1 to "B" to "A."</p> <p>2 Their lowest performing students scores 3 were an "F" in -- in School Year '16, a "D" in '17, 4 and now are above "C" or above in all areas.</p> <p>5 So great improvement in their school -- 6 what was the school grade.</p> <p>7 Of course on the organizational 8 performance framework, as you know, the school is 9 required to respond when there are two repeat 10 Workings to Meet or any Falls Far Below. And those 11 are on Page 3 of 66, that show that the -- there 12 were five indicators listed there. And I want to 13 speak to those.</p> <p>14 The Applicable Education Requirements had 15 to do, if you recall, perhaps they were short in 16 hours in their kindergarten -- they exceeded hours 17 in all their Grades 1 through 8; but they were short 18 some hours in their kindergarten, which they did 19 resolve with a calendar change.</p> <p>20 Their English Language Learners, they have 21 similar struggles with their identification, as 22 other schools have had, also with reporting and 23 serving and some of the documents in the file. But 24 at the renewal site visit, I am happy to report that 25 all the files that we reviewed -- or the team</p>	<p>1 And then the facilities index didn't quite 2 get the prize, because we had a zero.</p> <p>3 But 1.4 percent, significantly below the 4 NMCI score, 1.4 percent significantly below the 5 23 percent State average, meaning that the facility 6 is in good shape. So lower is better.</p> <p>7 And with that, I conclude the report on 8 this school.</p> <p>9 THE CHAIR: Okay. Thank you. And welcome 10 once again.</p> <p>11 And if you would, please just identify 12 yourself and everyone who's going to be speaking at 13 this time for the school.</p> <p>14 MR. RICH GREYWOLF: My name is Rich 15 Greywolf. I'm the director. This is Julee LaMure. 16 She is the president of the governing council. We 17 have Linda Seto, who's also a governing council 18 member and founder. We have Pam Harris, who is our 19 vice president of the governing council. We have 20 Andrea Nicholson, who is also on the governing 21 council. And to my right, we have Nicole Abeyta, 22 and we have Dr. Kinney, who is our special ed 23 coordinator.</p> <p>24 THE CHAIR: Thank you. 25 MR. RICH GREYWOLF: So I just wanted to</p>

<p style="text-align: right;">Page 1069</p> <p>1 say, just about the school itself, is that it's -- 2 our motto has been "Continual improvement," that 3 that's really what we've tried to strive for is 4 looking at, hey, what are the issues that we have, 5 how do we address those as best we can. 6 This school was my first school as an 7 administrator. I was here when they came for the 8 renewal, and you were here for that. And it was -- 9 there was a lot of -- it was a big learning curve. 10 My first year there, I noticed that the 11 school did not have Common Core math, as they didn't 12 have a math program. They didn't have a reading 13 program -- well, we had a math, but it wasn't 14 aligned to Everyday Math; it wasn't aligned to 15 Common Core. 16 And then we also had -- there were some 17 difficulties with -- as far as they didn't have -- 18 they didn't have lunches or breakfast, and we didn't 19 have transportation. 20 And we have a -- we're a Title I school. 21 You know, my philosophy is, is with working with 22 students that are at-risk -- and I've done that for 23 25 years I've been in education -- is that one of 24 the mitigating factors, what makes students that are 25 coming from low income, is the ability to have</p>	<p style="text-align: right;">Page 1071</p> <p>1 We knew we had to redouble our efforts in order to 2 do things. 3 In that year, I do want to note we were 4 working out of somebody's -- it was partially 5 somebody's house, and the other one was a -- was 6 the -- it was an industrial park that we would have 7 to move out of the next year, because they were 8 moving in a marijuana distribution plant next door. 9 So that was -- that was -- that was 10 difficult. 11 So we came before you to go ahead and move 12 our facility. We actually had to move it into 13 another industrial park outside of a plumbing 14 facility, to go ahead and move. And we moved our -- 15 our other school into a crowded one -- or sort of -- 16 I believe there was like three room -- or four rooms 17 for four classes, and they were truly rooms. 18 We -- during that year, we made sure that 19 we were implementing our alignment to Common Core 20 standards, both for reading -- we used the 21 Lucy Calkins approach for reading/writing. We went 22 and made sure that Common Core in the Everyday Math 23 was being aligned and that teachers had training 24 for. 25 We had -- like I said, we changed our</p>
<p style="text-align: right;">Page 1070</p> <p>1 things outside of school. 2 So many parents will go ahead and take 3 their kids to tae kwon do; they'll take them to a 4 library; they take them to a zoo; they take them to 5 these things. And not having these opportunities 6 for those kids is really one of the contributing 7 factors of what happens. 8 The second thing that we addressed is -- 9 is aftercare. So one of the things, when I first 10 came there, is that you have parents that are 11 working some two or three jobs. We offer free 12 aftercare for our parents so that they're able to go 13 till at least 5:00 before they come pick up our 14 students. That's been a help. 15 We also have tutoring at our school after 16 school. And one of the things we do with tutoring 17 is that we do a rotation. And one of the reasons is 18 because those students are in a classroom with that 19 teacher. We don't have a variety of different 20 second grades or places to go through. So we wanted 21 to make sure that those students had opportunities 22 to see other teachers and how they approach those -- 23 those issues. 24 Now, our first year that I was there, that 25 was the year the school went from a "C" to a "D."</p>	<p style="text-align: right;">Page 1072</p> <p>1 grade system. Originally, the grade system was 2 more -- it was less stringent, and they did not have 3 an A-B-C-D-F for grades. And so we went there -- I 4 changed the grades so that they had the A-B-C-D-F 5 system, so the parents were able to be aware of, 6 hey, how's the child progressing. And it was a 7 letter-grade system that I do like -- it's sad to 8 see it go for the schools. 9 But it was something that was easily 10 understood. We moved to -- we made it more 11 stringent. So instead of a 10-point scale, we moved 12 to a 7-point scale. 13 We also made sure that we had added clubs. 14 So students have opportunities after school three 15 days a week to go to clubs. And those varied, 16 everything from Running Club, Chess Club, Arts and 17 Crafts -- 18 FROM THE FLOOR: Stilt Walking. 19 MR. RICH GREYWOLF: Stilt Walking, 20 Spanish. And it was an opportunity for those kids 21 to kind of have those extra learning activities that 22 they wouldn't normally have in, particularly, a 23 schoolday that perhaps parents would bring them to 24 that don't have that opportunity. 25 We also added, during that time, a</p>

<p style="text-align: right;">Page 1073</p> <p>1 breakfast and lunch program that we work with 2 Farmhouse Cafe that provides organic lunches and 3 breakfasts to the students. We offer that every day 4 of our school year. We started breakfast this year. 5 We also purchased a bus for the first 6 time, which is nice, because we're no longer having 7 to pay the money for the single bus service that 8 they have in Española to come up to Taos, which 9 cut -- they charge us for the drive up and the drive 10 back. 11 So we -- like I said, we've tried to, in a 12 way, really focus on just continual progress in all 13 areas, whether it be our students with ELL or our 14 regular students. 15 We do offer other things, too, during our 16 time. We've moved our campus onto a piece of land 17 we own. We have a -- we have a -- with facilities 18 that are on that campus now. It was originally -- 19 there was an acequia that was running through there 20 that had not been -- had not been run for over 21 50 years. 22 And we got together with Taos Land Trust 23 and with Mayordomo Miguel Santistevan, who helped 24 us -- who came to the kids, taught them about what 25 it meant to be a "parciante" and helped them move</p>	<p style="text-align: right;">Page 1075</p> <p>1 Tagtool. And that Tagtool is where you do light 2 graffiti. They used light graffiti to express both 3 stories -- Native American stories and their ideas 4 about science, as well as western science, and tying 5 those two things together and then brought those 6 into Taos Pueblo and taught students how to use the 7 Tagtool so that they could do it on their own. 8 And that's just a couple of the things 9 that we've done. 10 Anything you'd like to add? 11 MS. JULEE LaMURE: That was outstanding. 12 Excuse me. Madame Commissioner, members 13 of the Commission, thank you so much for your time. 14 I can't even imagine having to go through 15 this all week. So I appreciate the applause that 16 we're the last one. I'll try not to take it 17 personal. I'm Julee LaMure, governing council 18 president. This is a late addendum to your packet. 19 And I apologize for getting it to you late, but it's 20 pretty concise. 21 And I appreciate Commissioner Caballero 22 talking about the demographics and the performance 23 gaps and the demographic gaps, and, also, 24 Commissioner Chavez as well. 25 And all of you, I've heard it in here a</p>
<p style="text-align: right;">Page 1074</p> <p>1 the trash and make that acequia once again flowing. 2 So the acequia that hadn't been there for 3 50 years is now flowing through our property and is 4 being used down the way by the Taos Land Trust where 5 they are able to use it for some of the activities 6 they do there. 7 We do outreach into the Pueblo. We do 8 outreach by getting local artists coming in to come 9 into our facilities. We've worked with Agnes 10 Chavez, who is a local artist who hooked the 11 students up with both the Paseo event, which is a 12 new event we have in Taos for artists from all over 13 the world, as well as meeting up with them at the 14 CERN. 15 And CERN -- the CERN, the Large Hadron 16 Collider, where students got to talk to physicists 17 from the CERN. And they actually wrote poetry from 18 everything about the idea of quarks to what is dark 19 matter and their ideas about dark matter. 20 We then worked with a -- at the time, a 21 Lakota who had been a part of the water rights 22 issues. And he came in, taught students how to 23 create a teepee. 24 They went ahead and learned from an 25 individual from South America who had designed a</p>	<p style="text-align: right;">Page 1076</p> <p>1 number of times. And this is where the solution 2 happens, because we have to shine a light on this, 3 and it has to be talked about. And you have to hold 4 us accountable. 5 And that's why we have to -- that's why 6 we're expected to take steps to remedy these 7 problems, you know, boots on the ground. That's 8 what we have to do, and that's what you have to see 9 to it that we do. 10 So, anyway, we just wanted to demonstrate 11 to you with our graphic that there has been 12 improvements. And we worked with that. That's a 13 constant goal of ours. 14 I don't think any charter schools are 15 doing ourselves any favors nationwide when our 16 demographics don't mirror the demographics of our 17 community. And so that is our goal and has been 18 since the day that I started. 19 So we have seen growth in the Hispanic 20 population of our school. We've also seen growth in 21 the Native population of our school as well. 22 We now have representation on our 23 governing council from a Latina, yes, and also a 24 gentleman from the Pueblo, Jeremy Lujan, who 25 couldn't be with us today.</p>

Page 1077

1 So we're moving in a direction. We're
 2 moving in a positive direction. Lots of ground
 3 needs to be gained. But we did want to at least
 4 demonstrate to you-all that we are making efforts
 5 and gaining some ground slowly.
 6 MS. LINDA SETO: So my name is Linda Seto.
 7 Good afternoon to Chairwoman and all members of the
 8 Commission.
 9 I am one of the founding members of this
 10 school. My idea with founding it was that we would
 11 integrate the arts to teach the Common Core or
 12 common academics.
 13 I am also a teacher, a seasoned teacher of
 14 many years. I teach fifth grade. I also teach
 15 fourth and fifth math. And I will have to say our
 16 school, all of our elementary teachers know how to
 17 teach math very well, and it's one of my favorite
 18 subjects to teach.
 19 And I do find that the curriculum that
 20 we're using goes deeply -- what it does is it
 21 spirals around. So if you do -- for example, in
 22 fifth grade, if you've done fractions, and now they
 23 connect that to decimals and decimal fractions, how
 24 those are related, and then they get into all the
 25 operations with them, they will come back around to

Page 1078

1 deeper learning of fractions, bringing in the
 2 operations and various things, real-world problems
 3 and that kind of stuff.
 4 So, anyway, I feel like we have found a
 5 really good math program that addresses the needs of
 6 kids at the moment, and we're always looking to
 7 improve that.
 8 Since we are an integrated arts school, I
 9 do -- our staff does bring in the arts. That would
 10 be drama, music, visual arts, and dance into their
 11 classrooms, as well as we have a program where we
 12 bring in art specialists once a week to each class.
 13 So they also get those.
 14 We are partners -- so part of the original
 15 mission of the school, and my thought, was that we
 16 would be in a downtown location so we would take
 17 advantage of the many resources that are in Taos.
 18 As you know, there are a lot of artists; there are a
 19 lot of all kinds of wonderful things there.
 20 So we've been able to do that. The
 21 Harwood Museum is one place that has a grant, and
 22 we've been participating in their program for I
 23 don't know how many years here, almost ten years.
 24 And so we are at a location where we're able to
 25 walk -- we're about a mile -- we're about a mile

Page 1079

1 from that museum, so we are able to do that.
 2 You know, we take advantage of a lot of
 3 those kinds of things, as well as coming down to
 4 Santa Fe. I brought my class down to Santa Fe to
 5 the International Folk Art Museum last week, and we
 6 were able to do that sort of thing. So we do
 7 partner. We do environmental education. I heard
 8 that come up with some other schools.
 9 I do camp with my kids twice a year; in
 10 fourth-grade camps, once a year. So we do like to
 11 get out and get the kids out as much as possible.
 12 Thank you.
 13 THE CHAIR: So there --
 14 MR. RICH GREYWOLF: Did you want to say
 15 something?
 16 MS. PAMELA HARRIS: My name is Pamela
 17 Tennant-Harris. And I was a -- I'm a retired school
 18 psychologist from the state of Washington. And then
 19 I came down here and worked another eight -- was it
 20 nine years? -- first at Chama School District and
 21 then at Questa School District.
 22 And I ended up going to a lot of the
 23 villages in Northern New Mexico, which I really
 24 enjoyed learning about and -- and working in.
 25 And one of the things that brought me to

Page 1080

1 being interested in this board is that it's a very
 2 diverse board. The -- the school is diverse. I
 3 mean, the staff is diverse. I'm not looking at you.
 4 Anyway, it's --
 5 MS. LINDA SETO: I'm diverse.
 6 MS. PAMELA HARRIS: So am I. Anyway, it
 7 brings a lot to the community. Because my
 8 granddaughter, Olivia, was going to have to move to
 9 Wayne, Pennsylvania. And so she had grown up here,
 10 you know.
 11 And so I talked to her about cultural
 12 differences. And we went all through them. But I
 13 also mentioned to her cultural differences aren't
 14 just cultural; it's also financial, you know, that
 15 there's a -- the higher you get in -- the higher you
 16 get in money, the more different it is, too.
 17 She went to Wayne. And that's a 1 percent
 18 town. It's a very wealthy town. And she called me
 19 a month after she was there, and she said, "Grandma,
 20 remember when you talked about cultural
 21 differences?"
 22 And I said, "Yeah."
 23 She says, "It's not just cultural
 24 differences; it's cultural extreme."
 25 And I had to laugh, because she finally

<p style="text-align: right;">Page 1081</p> <p>1 caught on that you -- and I said, "Just stand back 2 and see where you have some similarities," because 3 we can learn from every single culture. 4 And to -- I just believe that racism is 5 out of hand anymore. And so it's important that our 6 kids have a staff like this that's diverse, that 7 understands, you know, the differences -- 8 appreciates the differences and honors those 9 differences. 10 THE CHAIR: Thank you. That forboding 11 sound was the 15 minutes are up. 12 MS. PAMELA HARRIS: Okay. 13 THE CHAIR: Beverly's changed the sound 14 from -- it was a pleasant sound at the beginning of 15 the week. It was the wind chimes. Now, it's -- 16 COMMISSIONER CABALLERO: And it's getting 17 louder and louder. 18 THE CHAIR: So thank you. So there were 19 three governing board members that signed up here. 20 Two -- I believe two have already spoken. So which 21 is the one that has -- 22 MS. LINDA SETO: Andrea. 23 THE CHAIR: Okay. So you haven't. So 24 that gives me one, two, three, four, five people 25 that have signed up for Public Comment. So about --</p>	<p style="text-align: right;">Page 1083</p> <p>1 "Founding Member." So got you. So then I've got 2 Patty Kinney. 3 DR. PATSY KINNEY: Yes. I'm Patsy Kinney. 4 THE CHAIR: Patsy. Sorry. 5 DR. PATSY KINNEY: And I'm the special ed 6 coordinator, and I also work with the teacher 7 observation program, the NMTEACH in the school. 8 I also mentor some of our new teachers. I 9 used to be a college professor and a teacher of 10 education in special education. So my whole job now 11 at TISA has taken all these things that I've done, 12 and they've all come together in one place. 13 So I feel very lucky to be there. We 14 really try to promote inclusion in our school. And 15 we just found this consulting group that was 16 recommended -- we were recommended to them by the 17 State. And it's called the Autism Project. I don't 18 know if you've heard about it before. 19 But what they're going to be doing with us 20 is going into the classrooms, coaching -- coaching 21 teachers, not only children on the spectrum, but 22 also children who might have behavior issues, and 23 they'll be coaching and consulting with us. I'm 24 real excited about that, to get this level of 25 expertise.</p>
<p style="text-align: right;">Page 1082</p> <p>1 what -- a minute and a half apiece. 2 FROM THE FLOOR: Let me count my words. 3 That wouldn't count against me. Do you want me to 4 go ahead -- I'll just stand up here. 5 Good afternoon. Thank you for giving us 6 this opportunity to speak up. 7 My name is Andrea Nicholson. I am a 8 Taos -- well, I'm from South America originally. I 9 live in Taos. I'm a teacher. I'm a special ed 10 teacher. 11 And TISA has been the place I found -- 12 even though I work in the district, my son goes to 13 TISA, and this is the place that is home for him. 14 It's the place where things happen. He's learning; 15 he's engaged; he's getting the support he needs. 16 And that is the difference. Thank you. 17 THE CHAIR: Thank you. 18 Next is Linda Seto. 19 MS. LINDA SETO: That was me. 20 THE CHAIR: Oh, sorry. Okay. So am I 21 missing Julee LaMure? 22 MS. JULEE LAMURE: That was me. We're 23 trying to keep it brief for you guys; so -- 24 THE CHAIR: And we already heard -- okay, 25 because Linda didn't list as governing board. Said</p>	<p style="text-align: right;">Page 1084</p> <p>1 And that's all I have to say. 2 THE CHAIR: Thank you. Nicole Abeyta. 3 FROM THE FLOOR: Hello. Good afternoon. 4 My name is Nicole Abeyta. I've been with TISA for 5 nine years. I started as the office manager and 6 moved my way up to the assistant business manager. 7 This is my first year as full business manager 8 compliance officer. 9 I am also a parent of two students 10 enrolled at the school. I am very happy with the 11 school. I have to admit when I first applied for 12 the job, I was scared because I was the only 13 Hispanic in the school. And I did have my kids in 14 the district, because I felt like they were not 15 going to be happy or succeed at our school. 16 And it wasn't until two years ago that I 17 had seen a drastic change. Actually, I've been 18 through three different directors. And Richard 19 Greywolf, he is our third director. And it wasn't 20 until Mr. Greywolf came in that I actually saw a 21 change in the school as a whole for the better, for 22 the staff, for the students, and for the parents. 23 And we've jumped through a lot of hoops 24 throughout the years. Like I mentioned, we've had 25 three different campuses. We've dealt with</p>

Page 1085

1 different landlords. We've had to deal with loss of
 2 budget and still have to make ends meet for the
 3 students. And I feel like we've done a really good
 4 job with that.
 5 Our diversity has grown, and I think it
 6 shows in the reports. And I'm happy to say that my
 7 kids love TISA. And we've added the breakfast and
 8 lunch program, and that has been a really huge
 9 blessing for our community, for the students that
 10 are hands-on learners through arts integration. And
 11 I feel like we still have a lot to learn; but we
 12 also have a lot of things planned for the future.
 13 And I just want to be able to implement
 14 that, not only for my kids, but for the rest of the
 15 kids in our community.
 16 Thank you.
 17 THE CHAIR: Thank you. And, finally,
 18 Ms. Matthews.
 19 COMMISSIONER ARMBRUSTER: I want to really
 20 pay attention.
 21 COMMISSIONER DAVIS: I wonder what she'll
 22 say.
 23 MS. PATRICIA MATTHEWS: Madam Chair and
 24 members of the Commission, Patricia Matthews on
 25 behalf of TISA.

Page 1086

1 Just, for the record, the school objects
 2 to any bifurcation or extension of the charter
 3 renewal process that is intended to, or would result
 4 in, the PEC's decision not being a final decision
 5 until after the statutory requirement in law -- and
 6 that would be January 1st, 2020 -- and reserves all
 7 of its rights to appeal under the New Mexico --
 8 under New Mexico law.
 9 THE CHAIR: Thank you.
 10 MS. PATRICIA MATTHEWS: I should be able
 11 to read it perfectly, have it memorized. But I did
 12 not.
 13 THE CHAIR: So thank you once again. And
 14 thanks for hanging in there with us and being our
 15 last. That can't be easy on your end, either. So
 16 we appreciate -- we appreciate that as well.
 17 And, you know, every -- I think almost
 18 every school that comes up, you say, "And here's yet
 19 one more shining example of how you integrate arts,
 20 you are connecting with your community, and this is
 21 what charter schools are all about."
 22 I mean, it is obvious that you still have
 23 some pretty glaring differences between Taos Public
 24 and yourself. And I appreciate you addressing some
 25 part of that.

Page 1087

1 Some Commissioners may have other
 2 questions about that. But I am going to ask, do you
 3 think that, at least with the addition of your own
 4 bus, is -- will that help to maybe bring in students
 5 from other areas?
 6 MR. RICH GREYWOLF: So we're not using the
 7 bus as transportation.
 8 THE CHAIR: Oh. you're using it for,
 9 like, trips.
 10 MR. RICH GREYWOLF: It's an activity bus.
 11 It does -- we're offering things that other schools
 12 are offering.
 13 I mean, one of the problems that you have
 14 is many of the charter schools don't have to offer
 15 bus service. They don't have to offer breakfast or
 16 lunch. And they don't have the services for that.
 17 Many people in our community, they rely on
 18 breakfast and lunch. They do rely on it from the
 19 school. So offering those services is one more
 20 thing that we're able to offer the community.
 21 The other thing that we do that's helped
 22 us, I believe, is offering free aftercare. That's
 23 been a huge -- a huge push.
 24 The other thing that's been a push is just
 25 being able to have our own bus, is that we can go to

Page 1088

1 some of these places that, you know, the regular
 2 schools go to that they have because they have those
 3 services.
 4 So it's just looking at it as, hey, how
 5 are we going to bring individuals over to our school
 6 and make sure that they know, hey, you're getting --
 7 you're getting better than what you're getting over
 8 at the regular school.
 9 Hey -- if they say, "Hey, well, I don't
 10 want to go to that school because my kid needs
 11 breakfast," we don't just offer breakfast. We offer
 12 an organic breakfast and they're farmed from local
 13 communities. I mean, we actually -- the place we
 14 use, Farmhouse Cafe, actually brings in the farming
 15 land from the communities within a 20-mile radius.
 16 So that's a huge boost.
 17 And we do do a lot of outreach to make
 18 sure that we're talking, and we're saying, "Hey,
 19 what are the things -- what do we need to do" --
 20 asking people, "What are the things we need to do to
 21 bring you over to this school? What do we need to
 22 do to provide the services that you feel you might
 23 not be getting from either other charters or that
 24 you're not getting from the regular public school
 25 that you might be getting from us?"

Page 1089

1 THE CHAIR: Absolutely. One of my notes
 2 was, "Great appreciation for the hot breakfast and
 3 lunch." I mean, that is, that's absolutely huge.
 4 And it does -- it does help, without a doubt, with
 5 those families that food is an issue.
 6 MR. RICH GREYWOLF: And I think --
 7 THE CHAIR: So I certainly do appreciate
 8 that. And I do want to say kudos, because I think
 9 there were a number of comments when they asked
 10 students, "What do we need to do for the school,"
 11 it's like, "You need to keep Mr. Greywolf. Whatever
 12 you do, he needs to stay here."
 13 So that's a testament to the changes that
 14 you've helped to implement and the strength of this
 15 governance council that is here to speak for the
 16 school as well, that you, obviously, did some deep
 17 soul-searching to see what changes needed to be
 18 made. You brought on board someone that was able
 19 to, and took a risk with someone who's never been
 20 there before, but maybe a good thing, because he's
 21 willing to try a lot of things as well, you know?
 22 MR. RICH GREYWOLF: Yeah, I sing Happy
 23 Birthday to the kids and serve lunch and breakfast.
 24 So I'm the lunch guy with the beard that sings. So
 25 it's helpful.

Page 1090

1 THE CHAIR: And also the rating of -- the
 2 performance framework is truly an indication of
 3 those good conversations that are going on.
 4 So I appreciate that as well and say thank
 5 you.
 6 Commissioners?
 7 COMMISSIONER CABALLERO: You can start
 8 over there, Madam Chair.
 9 THE CHAIR: Commissioner Voigt?
 10 COMMISSIONER VOIGT: Thank you. Thank
 11 you. I just wrote down some pieces to -- to commend
 12 you on.
 13 I was really impressed that a student was
 14 doing a Pecha Kucha presentation. And that is
 15 awesome. And that's such a great presentation
 16 format.
 17 MR. RICH GREYWOLF: It wasn't just one.
 18 There was five that were talking that worked with
 19 that, yeah. And part of the Taos Poetry Dragons, as
 20 well as talking about "Agua es vida." So --
 21 COMMISSIONER VOIGT: Super. That's
 22 awesome. And I just recently discovered that, as I
 23 was reading about innovative ways to do
 24 presentations and really highlight with art and
 25 photos. And speaking of photos, the -- the photos

Page 1091

1 that you have highlighted in your packet are
 2 beautiful, especially the running with llamas.
 3 Looks kind of risky, but it looks like fun.
 4 THE CHAIR: Better than bulls.
 5 COMMISSIONER VOIGT: I know. Right.
 6 Exactly.
 7 The fact that you're doing
 8 cross-curricular art with your core subjects is
 9 truly commendable. I appreciate that. I think it's
 10 one of the best ways to engage kids in the standard
 11 content, and especially math.
 12 You know, you can teach, drill-and-kill
 13 subjects, but that's not going to invite or engage
 14 or excite students. But if you're able to integrate
 15 something that's going to hook them, like art or
 16 media or outdoors or projects, you know, that's --
 17 that's wonderful that you're doing that.
 18 Are you finding that that's a little more
 19 motivating for students?
 20 MS. LINDA SETO: Oh, totally.
 21 MR. RICH GREYWOLF: Find it very
 22 motivating, and we owe all of that to Linda. And
 23 giving her -- one of the things, too, is that I was
 24 able to do that perhaps previous administrations
 25 didn't do, was giving individuals that have those

Page 1092

1 skills, those high skills, to work with our staff.
 2 And Linda gets that opportunity, and we --
 3 I defer many times to her when I feel that, "Hey,
 4 are we following along with the charter in the
 5 things that you -- that was your original vision.
 6 And what do you want to see differently, and what do
 7 we do to go ahead and continue that?"
 8 And it's been a real blessing to go ahead
 9 and have someone on our staff who was a founder;
 10 so...
 11 COMMISSIONER VOIGT: Cool. Also, when
 12 you're integrating those types of arts and you're
 13 doing projects or thematic units, you don't have to
 14 just teach so narrowly to the standards, and you can
 15 create your project and integrate your arts. Then
 16 you can go back to your standards and say, "Did
 17 that. Did that. Did that. Did that."
 18 That's something I find so disappointing
 19 with a lot of schools is they just look at the
 20 Common Core standards, and they choose those
 21 standards and that's what they teach, instead of
 22 doing something more big-picture. So great job on
 23 that.
 24 And then the student portfolios that
 25 you're using, Google Portfolio, are those being

<p style="text-align: right;">Page 1093</p> <p>1 presented at the end of the school year? 2 MR. RICH GREYWOLF: That's our -- that's 3 our next goal, our next thing that we want to be 4 able to do. I mean, right now has been the -- it's 5 a hard transition to -- to do -- you know, making 6 sure -- teaching students how to use Google Docs, 7 making sure that everything is secure, having them 8 use Google Drive. We -- you know, making sure that 9 they have good pictures of uploading their 10 documents. 11 So we really have -- right now what we've 12 done, been able to do -- and as well as the 13 transition from year to year. So our hope is that 14 next year, we have that as a presentation. 15 But what's the -- what I find is really 16 rewarding is we're able to look at a kid with their 17 writing, their art, the tests that they think as 18 exemplars, from kindergarten all the way to eighth 19 grade. 20 So what's -- it's great for conversation 21 for -- piece for if a parent has difficulty saying, 22 "Hey, I don't think my kid is learning anything from 23 your class this year," a teacher is able to go to 24 that portfolio and go, "Well, let's look at what 25 their writing was like last year and what their</p>	<p style="text-align: right;">Page 1095</p> <p>1 is limited to K through 5. And aftercare, 2 typically, the EAs run aftercare. They read books. 3 It's an opportunity for homework help during that 4 time. 5 When we have our Tuesday -- but Monday -- 6 Mondays is really an opportunity for just that. We 7 also have our staff meeting on Monday after school. 8 But then Tuesday, Wednesday, Thursday, 9 staff members are asked to give a day of tutoring, 10 and then they give a day of clubs. 11 So students can say, "Hey, you know what? 12 I want to go to" -- last year, Ms. Kinney and 13 Ms. Linda and myself had done a science club. So 14 one of the things that the kids wanted to do, one of 15 the activities I did was dissecting a cow heart and 16 teaching kids about dissection. And they could go 17 from that and go, "No, I don't want to go ahead and 18 do what they're doing in that. I'm going to go to 19 art." 20 And Ms. Linda has done lots of different 21 things, everything from crocheting to painting and 22 cooking, all sorts of things. 23 Then they say, "I really don't want to do 24 that this week." And then they can go to -- like, 25 what we have, running club, where they can go ahead</p>
<p style="text-align: right;">Page 1094</p> <p>1 writing is like today." 2 And it's a great way to communicate with 3 parents, of saying, "Hey, can you see the 4 difference? Hey, they're -- perhaps they were -- 5 your child never used a period in anything. And 6 they -- they were sans a period. Now they're able 7 to use punctuation." 8 We're able to understand the communication 9 in a very -- way. 10 So but that is our next step and utilizing 11 people on the governing council to go ahead and do 12 that for next year. 13 COMMISSIONER VOIGT: Awesome. That not 14 only informs your student growth, but also it's 15 going to give you a really good picture of your 16 graduate profile. 17 So this aftercare that you were talking 18 about, you mentioned that you had aftercare till 19 5:00. But then you also went on to say you have all 20 these great clubs and some tutoring. 21 So I presume of the students that are 22 staying till 5:00, they're not just sleeping, but 23 they're probably engaged in a club or doing 24 something. 25 MR. RICH GREYWOLF: The thing is aftercare</p>	<p style="text-align: right;">Page 1096</p> <p>1 and -- we have three different sets, where kids can 2 go ahead and either run, they can jog, or walk for 3 their time. 4 Oh. And then we have, that we started 5 this past year, is Travel Club. So we've worked now 6 with EF Tours, which is a company. And students are 7 raising funds to go to Europe. And those are kids 8 fifth through eighth grade. And we're helping 9 them -- teaching them very basic things like, "Hey, 10 this is how you go ahead and blog. This is what you 11 do to communicate to your family. This is how 12 you're going to use social media in order to 13 communicate to those people that you haven't talked 14 to and let them know that those things are going so 15 that you're able to raise the funds." 16 Because they have to raise close to 17 \$4,000. So -- and it's open to all the students. 18 We currently have 30 kids that are going to Europe 19 next year. 20 COMMISSIONER VOIGT: Are they going to 21 Pamplona? 22 Just kidding. 23 So that's awesome that you're dipping the 24 kids into lots of different experiences. That's 25 great.</p>

Page 1097

1 MR. RICH GREYWOLF: It's something that I
 2 really truly believe that just -- that's one of the
 3 big differences that you see among students that
 4 come from wealthier backgrounds. And we see some of
 5 this disparity that goes on, is because those kids
 6 don't have that opportunity.
 7 And it's not because parents don't want to
 8 give it to their kids. How do you have the time
 9 when you're working two jobs? How do you have the
 10 opportunity to go, "Okay, I'm going to do this,"
 11 when, for many of them, when they're picking their
 12 kid up, it's, "Okay, I've got to go ahead and feed
 13 them, and then I've got to take them home, and I've
 14 got to go to my second job."
 15 So we've taken it on as our passion, our
 16 need to go ahead and make that for the community.
 17 COMMISSIONER VOIGT: That's wonderful.
 18 Thank you very much.
 19 THE CHAIR: Commissioner Robbins?
 20 COMMISSIONER ROBBINS: Seems like today
 21 I'm following Commissioner Voigt on my comments and
 22 everything.
 23 The one audit finding, the primary one
 24 from last year, dealt with not submitting
 25 reimbursements, \$221,000.

Page 1098

1 MR. RICH GREYWOLF: Correct.
 2 COMMISSIONER ROBBINS: That's pretty
 3 significant.
 4 MR. RICH GREYWOLF: It is. So that
 5 individual is no longer working for us.
 6 MS. JULEE LaMURE: Period.
 7 So that is why we have --
 8 COMMISSIONER ROBBINS: You don't have to
 9 say anything more on that. Attention to that is
 10 very, very important and everything, especially --
 11 and this is the thing I'm getting into. You're a
 12 small school. Small School Size is going away. Two
 13 questions:
 14 How is it going to impact you? And what
 15 plans are you putting in place in order to address
 16 it?
 17 MR. RICH GREYWOLF: Well, not here at this
 18 meeting. But my hope is that if -- my hope was is
 19 that the PED was going to give us our grades earlier
 20 so that we would be able to go before the Commission
 21 and say, "Hey, we would like to go ahead and grow
 22 our school."
 23 COMMISSIONER ROBBINS: Okay.
 24 MR. RICH GREYWOLF: We do have waiting
 25 lists in all grades except for fourth and eighth.

Page 1099

1 Fourth grade was because, unfortunately, we had a
 2 teacher leave us the day before school started,
 3 which was difficult to find another teacher.
 4 And we found somebody that was a former
 5 Waldorf teacher, also taught in Santa Fe, is working
 6 out. But that took some of the confidence from
 7 parents. Parents want to make sure they have a
 8 stable teacher. We do have one now.
 9 And that's our hope is to grow. But,
 10 again, I did not want to go to the Commission when,
 11 it currently says in the rules that if you have a
 12 "D" within the three years that you have been
 13 working, that they wouldn't consider.
 14 So my hope is is that those things go on
 15 and we're able to do that and come before you.
 16 COMMISSIONER ROBBINS: Okay. And I
 17 appreciate the fact that many schools, charter
 18 schools, operate on a shoestring budget and that
 19 staff sometime sacrifices themselves and their own
 20 finances to help the schools and everything. And
 21 the parents; the parents and the community are
 22 supporting. And I admire that.
 23 In addition to the international trips,
 24 you're talking about going to Pamplona or something
 25 like that. A couple of years ago -- I have a

Page 1100

1 disabled son. We took him -- he's in a wheelchair.
 2 But we took him to Yellowstone. People kind of
 3 looked at me and said, "You and your wife took your
 4 adult son to Yellowstone?"
 5 And I said, "Yeah. Last time I was there,
 6 I was 13 years old."
 7 It's changed a little bit, a couple of
 8 fires and things like that. One of the things he
 9 really enjoyed is driving around and seeing all the
 10 scenery. You go from -- literally, it was
 11 75 degrees in one area to literally where it's snow.
 12 And this was the first week of June. They had just
 13 had snow the week before.
 14 If you do have the ability -- and it's a
 15 lot less expensive than going to Spain. But, I
 16 mean, there's so many things in this country that
 17 you can go to and really exhibit and get back to
 18 nature. I mean, one of the things people talk about
 19 is getting back to nature and experiencing those
 20 things and everything.
 21 And I know the community in Taos is very
 22 sensitive to that. You know, Yellowstone was the
 23 first National Park. And it's a fascinating thing,
 24 the diversity of vegetation, the diversity of animal
 25 life there, the diversity of the geography.

<p style="text-align: right;">Page 1101</p> <p>1 I mean, you have small Grand Canyons 2 there. You just want to be careful, because when I 3 was 13, I got in a tree. And if I had fallen, I 4 would have fallen into Yellowstone Falls. It 5 freaked my mother out. 6 This time I was much further away and got 7 some nice pictures of it. But you want to be 8 careful with students there. It is a fascinating 9 place. 10 I think my son's most exciting thing of 11 that was when we had to stop the vehicle and watch a 12 herd of buffalo walking up the road as they were 13 coming by. 14 And he saw these little baby calves 15 buffalo calves, that were probably hours or maybe 16 only a day or two old. They were wet. The other 17 ones weren't. So that's why I figure that these 18 were probably newborns, because they'll start 19 walking within an hour or two of being born. 20 He was just amazed at these animals, these 21 huge, huge animals walking by. 22 And, you know, a lot of -- a lot of our 23 children don't get to experience that. They go to a 24 zoo, and it's one thing. But when you see these 25 animals and things in their natural state, it is</p>	<p style="text-align: right;">Page 1103</p> <p>1 for homework. And I was very fortunate to have 2 older brothers. And my parents would say, "Go to 3 your brother," because they couldn't help. 4 And so homework was a big -- and if 5 they -- they had homework themselves, I had to 6 manage by myself. And it -- many times I was there, 7 but not all the time. And so what you're doing in 8 terms of the tutoring, the after-school, all of 9 that, is fantastic support. 10 The fact that you have food and all of 11 that, and you have a bus. 12 And I can tell you, you put it to work to 13 bring in a little bit more students, those hard to 14 bring in, just have to reach out to parents and 15 network to students and let them know what you have. 16 Hispanic parents want their kids to be 17 better than where they're at. And what you have is 18 a goldmine. And I'm sure they're going to 19 realize -- they may be a little hesitant. They may 20 just send their kids to see what would happen. 21 But I can tell you, those -- those 22 children are going to thrive. All you have to do is 23 bring them in. 24 And I know that you can get comfortable 25 with what you have. There's a lot to do. You're</p>
<p style="text-align: right;">Page 1102</p> <p>1 much more fascinating. 2 But I applaud the school, applaud the 3 success that you've had and the growth that I've 4 seen in the students, and continue to hope that you 5 will have that and continue that in the future. 6 Thank you. 7 THE CHAIR: Commissioner Caballero? 8 COMMISSIONER CABALLERO: Thank you, 9 Madam Chair. I -- I really applaud that you're 10 doing all -- a lot of the stuff that would support 11 low-income and Hispanic students. But you need to 12 bring up your percentage. It's fantastic to see the 13 progression through the years. But there's a lot 14 more work to be done. 15 And it takes -- takes a lot of challenge 16 to -- to do the outreach and teach parents, and all 17 that stuff. I know it's not easy. I know it's not 18 easy. 19 But 24 percent differential is -- is quite 20 a bit. Even though when we think about, okay, we're 21 even, pretty much. But I can tell you, with what 22 you have in support, one that I can think of for -- 23 the number one is your support after school. 24 A lot of the families, the kids go home, 25 Hispanic students go home, and there is no support</p>	<p style="text-align: right;">Page 1104</p> <p>1 doing a lot of things. You're moving a lot of -- a 2 lot of elements in the school that needed to be 3 moved at the same time. 4 And it is not easy to have a charter 5 school. Those that were founders and, early on, big 6 dreams, and they thought it was -- oh, this is going 7 to be a cinch, you know. I can do whatever. It is 8 a devil. It is tough. 9 I didn't know, as a Commissioner. I 10 taught for many years. But doing a charter school? 11 I don't think I would attempt it, knowing what I 12 know, because it is hard. And you've got to have 13 good people around you in order to succeed. 14 And you're there. All you need to do is 15 bring some more folks in. And Taos kids need you. 16 They really do. And the 24 percent there -- out 17 there in the community that -- they don't even know 18 you exist. Or if they know you exist, they really 19 don't know what that means or what you -- "What is 20 at Taos something-or-other?" 21 And you need to let them know and bring 22 them in. 23 Sometimes, in political campaigns, I do 24 radio -- Hispanic radio. And I've done many 25 different things in campaigns, community organizing.</p>

Page 1105

1 But, hell, that was decades ago.
 2 You need to -- and there's folks in the
 3 community that are connected. You need to find a
 4 hook, either a person or persons or organization,
 5 and bring them in.
 6 I know that my first inclination was
 7 organizations in church, the -- the religious folks
 8 and, they're really good at bringing them in. I
 9 used -- in one particular neighborhood, I used the
 10 gangs to bring in some youth. And it worked out.
 11 And I even used the gang leaders to -- and it was an
 12 anti-drug campaign.
 13 COMMISSIONER DAVIS: Leave your guns at
 14 home?
 15 COMMISSIONER CABALLERO: Yeah. They were
 16 against the hard drugs. And they were okay with --
 17 with pot. But they were trying to get rid of the --
 18 the new arrivals, the new pushers. They didn't know
 19 what to do. So I managed to organize that.
 20 But you will find ways. Just be creative.
 21 Use people. Ask for help. You know, I just throw
 22 it out there. I don't have the answers. But I can
 23 tell you. I love the school. But more Hispanic
 24 students need to be in there also. They need you.
 25 MR. RICH GREYWOLF: I can tell you,

Page 1106

1 Commissioner Caballero, I agree with you
 2 100 percent. And that's what we're going to do.
 3 And I want to say that I don't look at
 4 this as my job, you know. This is not a job; this
 5 is a vocation. And there is a difference between
 6 that, that's -- that that's my calling. And so
 7 that's why I do the things that I do.
 8 And we're -- we will. No, this is not --
 9 this is not what we're saying. "Hey, look how great
 10 we are." We're saying, "We still have a ways to go.
 11 But we're moving in the direction that we need to go
 12 ahead and do, and we still need to do more."
 13 And I appreciate you and the comments.
 14 Thank you.
 15 THE CHAIR: And I'm going to say that we
 16 have to, I think, take ownership of some of this and
 17 help the school out, simply because right now, they
 18 only have nine students they can add before they hit
 19 their cap. So that to ask them to --
 20 COMMISSIONER CABALLERO: Increase.
 21 THE CHAIR: -- become more diverse is very
 22 hard without kicking out some kids and saying,
 23 "Sorry, you have to go."
 24 So I think that's something we have to
 25 look at. If we do have to modify those requirements

Page 1107

1 for the amendments for schools so that they can then
 2 be more successful in diversifying their school, I
 3 think that also helps in compliance with
 4 Yazzie-Martinez as well, so that they're more
 5 representative of the community.
 6 So I think that's something we need to put
 7 on our agenda for January for the Work Session is to
 8 look at that so that we can free that up. That was
 9 part of the conversation with Gallup-McKinley Early
 10 College High School, because the district -- when
 11 they were district-authorized, they were upset that
 12 they weren't that diverse. Yet they would never
 13 grant them an enrollment cap increase, so they never
 14 could become diverse. And we're kind of in that
 15 situation right now.
 16 So it's -- this is a great time to have
 17 this conversation. So I think it's something we
 18 have to look at and allow the schools to be able to
 19 grow that can grow like that.
 20 MR. RICH GREYWOLF: I agree with you,
 21 Commissioner Gipson. Because one of the things that
 22 perpetuates some of these things that go in the
 23 community that, "Hey, this is an exclusive school,"
 24 is when we do have children of diversity come to our
 25 school. And we say, "Sorry, can't take you in

Page 1108

1 because we're full."
 2 And they don't understand -- it's hard for
 3 them to understand. They go, "Well, wait a second.
 4 You're a public school. I want to come to this
 5 school."
 6 And you go, "Yeah, I know, but I'm not
 7 allowed to bring you in, because I'm only allowed to
 8 have 20 students."
 9 I am sure that you would see this change
 10 if we were able to have that kind of opportunity,
 11 because I know that we turn away kids all the time
 12 that it saddens me having to do that. But I don't
 13 know -- you know, what do you do?
 14 MS. JULEE LaMURE: And some folks may take
 15 that personally, because they may not understand the
 16 rules around that. And so then we get to have this
 17 reputation of turning people away. And that is
 18 not -- that is not okay.
 19 THE CHAIR: Yeah. And I absolutely agree.
 20 And then it gets out into the community. "We tried,
 21 and they wouldn't take our kids," you know. It
 22 becomes a personal thing. So absolutely. So I --
 23 that's absolutely something we need to -- to look at
 24 and work on. So, hopefully -- hopefully, there's
 25 a -- we can be part of the solution.

<p style="text-align: right;">Page 1109</p> <p>1 MS. JULEE LaMURE: Thank you so much. 2 COMMISSIONER ARMBRUSTER: I think part of 3 that issue is going to be you can't say, "We're only 4 going to take 15 Hispanic children, because it's a 5 lottery." And -- 6 THE CHAIR: Correct. That's not the rule. 7 But right now, they can't take anyone, because -- 8 COMMISSIONER ARMBRUSTER: Right. But it 9 will increase the way you want -- that you -- 10 MR. RICH GREYWOLF: I agree. What the 11 problem is, is you know how it is in a small 12 community. You have a small community of 13 individuals. And a person says, "Well, hey, my kid 14 got into TISA." 15 And they say, "Hey, you should go ahead 16 and bring your kid in." 17 They bring their kid in, and they say, 18 "Oh, yeah. Well, they turned us away. It must be 19 because we're diverse. We" -- and it's not true. 20 Like I said, we constantly have to say, "We have a 21 cap. It's right here in this contract we signed, 22 and we can't go over that." 23 THE CHAIR: So remind me. What can your 24 building hold? Because I don't know. 25 MR. RICH GREYWOLF: As many as we can put</p>	<p style="text-align: right;">Page 1111</p> <p>1 land, and said, "Hey, I got this land here. Would 2 you guys be interested in buying it?" 3 So it's -- it was great to be able to be 4 there. It's as center you could possibly get as far 5 as activity; so... 6 THE CHAIR: Were you looking at pre-K? 7 MR. RICH GREYWOLF: You know, it's just 8 about -- right now, it's about finances. I'm not 9 sure -- the thing that stops me from pre-K is I go, 10 "Okay, that sounds great that you guys are all 11 excited about it. Can you tell me how much money 12 you're going to give me so that I know we're able 13 to -- that we're not going to put ourselves into 14 debt?" 15 Because as of right now, we have -- a lot 16 of our expenses go to the rent-to-own our buildings. 17 THE CHAIR: Right. Right. 18 MR. RICH GREYWOLF: But, I mean, yeah, 19 we're -- I'm open to everything. Like I said is 20 that I am not a person that shirks away work. I do 21 the -- I am trying to get -- everybody is trying to 22 stop me. But I'm trying to get my bus license. I 23 have a -- I'm the lunch lady. I go ahead and do 24 breakfast and lunch. I go ahead and change out all 25 the air filters for all the HVAC we have at the</p>
<p style="text-align: right;">Page 1110</p> <p>1 in there. Is that an appropriate -- I don't know. 2 Right now, we have 20 students in there. 3 I'm sure that we can go ahead and put four more 4 students in each classroom. 5 MS. JULEE LaMURE: We've also had requests 6 from community members that we expand into the high 7 school grades as well. And that's something that we 8 have in our strategic plan. 9 THE CHAIR: But if you did that, do -- you 10 don't have the physical capacity to do that, do you? 11 MR. RICH GREYWOLF: We have five acres of 12 land; so, basically, what we would do if we had to 13 was a lease-to-own on a portable of some kind or go 14 with a portable that's already done. 15 That's what we currently have. We have 16 two portables that house just single grades. But, I 17 mean, we have five acres to expand. We 18 purposefully -- we were really lucky what we found. 19 We found five acres of land in the middle of Taos 20 and found it for -- I think it was a little bit 21 under \$300,000 that we were able to buy it. 22 And at that time, it was \$100,000 an acre. 23 And it just happened to be our -- the guy who took 24 over our -- that was our landlord was also a Google 25 executive or a Google programmer that owned the</p>	<p style="text-align: right;">Page 1112</p> <p>1 school. I do the plumbing. I did the gardening. 2 I mean, so there's -- as far as work is 3 concerned, I'm not afraid of it. I'm not afraid of 4 going into a class and tutoring if I have to. 5 I offer all our athletes that go to the 6 middle school, the kids that -- because we don't 7 have school on Friday. I tell them, "If you don't 8 do well in your -- in the thing, I'll make a deal 9 with you. You're going to have to be tutored by me 10 on Friday." And I come in on Fridays for those 11 students that are not there. 12 So, like I said, this is not my -- this is 13 not my job; this is my vocation; this is my calling. 14 And so that's what I'm -- what we're trying to do in 15 trying to make the community better, because I 16 really do believe that this is the way to make our 17 future better is by working with those kids. 18 THE CHAIR: Okay. Thank you. I 19 appreciate it. 20 Commissioners, are we ready? 21 COMMISSIONER VOIGT: Yeah, I can do that. 22 THE CHAIR: Commissioner Voigt? Oh, I'm 23 sorry. 24 COMMISSIONER CRONE: Wait. I'm not -- I 25 thought Karyl Ann would ask --</p>

Page 1113	Page 1115
<p>1 COMMISSIONER ARMBRUSTER: No, that's fine. 2 COMMISSIONER CRONE: -- a bunch. 3 Good afternoon. So I was wondering what 4 your current enrollment was. But I heard -- 5 THE CHAIR: 174. 6 MS. LINDA SETO: 173. 7 THE CHAIR: We're getting there. 8 COMMISSIONER CRONE: 173. What effect 9 does the day school at the Pueblo have on your 10 school? 11 MR. RICH GREYWOLF: It varies. I mean, 12 the thing is, is that the day school has had a -- is 13 slowly moving kids out, and kids are moving into -- 14 into schools like ourselves. 15 I mean, we are trying to -- we do try to 16 push into the Pueblo community to go and let them 17 know that we're here. We've worked with them 18 before. 19 But, unfortunately for them, they have -- 20 their enrollment is going down. And so that means 21 our enrollment is up. 22 COMMISSIONER CRONE: Well, you know, that 23 would help with diversity. But what you guys just 24 discussed is not room. So was it -- who was the 25 camper person?</p>	<p>1 they love that. And they find out about the 2 Coelophysis and where they found it there and 3 geology. 4 And they really enjoy themselves. That's 5 a nice thing to do at the end of the year to really 6 build their community and help them to really be a 7 cohesive group that way. Yeah. 8 COMMISSIONER CRONE: Which mountain did 9 you say? 10 MS. LINDA SETO: Llama. 11 COMMISSIONER CRONE: So north of town? 12 MS. LINDA SETO: Yeah, north towards 13 Questa. 14 COMMISSIONER CRONE: Okay. I'll wrap up 15 with my Yellowstone story. So my family is there. 16 This was in the mid '50s -- late '50s. So we were 17 at Yellowstone Falls. And so I have two brothers. 18 And my father and I went into the men's room and did 19 our business and came out. And we were looking at 20 the Falls. 21 And all of a sudden, all these women 22 coming running out of the women's room. And we 23 said, "What? What's going on?" 24 They said, "There's a bear in there." 25 And my mom comes strolling out.</p>
Page 1114	Page 1116
<p>1 MS. LINDA SETO: Oh, I'm the camper. 2 MR. RICH GREYWOLF: Linda. 3 MS. LINDA SETO: I enjoy it. Actually, 4 what I find camping with kids is so much better than 5 being in a closed classroom with them. So I love to 6 do that. 7 COMMISSIONER CRONE: Where do you go? 8 MS. LINDA SETO: We have a wonderful 9 retired doctor up in Taos. He has a beautiful 10 property up on Llama Mountain. And he is 11 philanthropic, and he has built I don't know how 12 many -- six to eight cabins with bunk beds, and he 13 lets schools go up there for free. 14 Not a lot of schools go, but I take 15 advantage of it every year. In the fall, I teach a 16 project that has to do with botany. So it feeds 17 right into my integrated arts approach. And so I go 18 up there for two days and a night with 19 fifth-graders, and we hike. We -- I find that it 20 really bonds the kids together. It really builds 21 the community at the beginning of the year. So we 22 go in the middle of September up there. 23 And then in the spring, we do tent 24 camping. In the last couple of years, what I've 25 done is I go to Ghost Ranch and Abiquiu Lake. And</p>	<p>1 And we said, "Didn't you see the bear?" 2 "What bear?" 3 THE CHAIR: Commissioner Voigt? 4 COMMISSIONER VOIGT: Are we ready for a 5 motion? 6 THE CHAIR: We are. 7 COMMISSIONER VOIGT: Okay. Thank you. 8 Yeah, we need a motion. 9 THE CHAIR: Okay. 10 COMMISSIONER VOIGT: I move that the 11 Public Education Commission renew the charter for 12 the Taos Integrated School for the Arts for five 13 years, with conditions that the New Mexico System of 14 School Support and Accountability Report prepared by 15 PED shows a similar performance for School 16 Year 2018-2019 in the student growth, highest 17 quartile; student growth, middle quartile; student 18 growth, lowest quartile; English Learner progress; 19 chronic absenteeism; college-and-career readiness; 20 and education climate, with no statistically 21 significant decrease in performance. 22 COMMISSIONER CRONE: I'll second. 23 THE CHAIR: There's a motion by 24 Commissioner Voigt. 25 And I'm sorry. Who did the second?</p>

<p style="text-align: right;">Page 1117</p> <p>1 COMMISSIONER ROBBINS: Commissioner Crone. 2 THE CHAIR: Commissioner Crone. Thank 3 you. 4 Roll call, please. 5 COMMISSIONER ARMBRUSTER: Commissioner 6 Voigt? 7 COMMISSIONER VOIGT: Yes. 8 COMMISSIONER ARMBRUSTER: Commissioner 9 Chavez? 10 COMMISSIONER CHAVEZ: Yes. 11 COMMISSIONER ARMBRUSTER: Commissioner 12 Davis? 13 COMMISSIONER DAVIS: Yes. 14 COMMISSIONER ARMBRUSTER: Commissioner 15 Robbins? 16 COMMISSIONER ROBBINS: Yes. 17 COMMISSIONER ARMBRUSTER: Commissioner 18 Caballero? 19 COMMISSIONER CABALLERO: Yes. 20 COMMISSIONER ARMBRUSTER: Commissioner 21 Crone? 22 COMMISSIONER CRONE: Yes. 23 COMMISSIONER ARMBRUSTER: Commissioner 24 Armbruster votes "Yes." 25 Commissioner Gipson?</p>	<p style="text-align: right;">Page 1119</p> <p>1 collection of the data, the updating of the data, 2 putting it all onto SharePoint. There's just so 3 much that goes into getting us to here that I want 4 to say thank you to everyone for getting us to here. 5 And, once again, thank everyone else, 6 because it really was -- it was a good week. It 7 was. And we walked out of here -- I think this is 8 the most positive we're walking out of a week of 9 renewals. 10 So that's -- that's important to 11 acknowledge as well, that we were able to spend, 12 with almost every school, just a great celebration 13 of the good things that they do. And that is 14 certainly better than those unfortunate times when 15 we haven't been able to do that. And it's sad and 16 distressing and takes a toll on you as well as 17 you're digging through these weeks. 18 COMMISSIONER VOIGT: Madam Chair, just to 19 segue from that, too, I think the PEC, it seems like 20 we're moving from more of a merely transactional 21 process to hopefully a more relational process as 22 well. Just want to throw that out there. 23 THE CHAIR: Yes. And I appreciate that. 24 And I'm going to say that some of that was only 25 because that was not as possible with what -- you</p>
<p style="text-align: right;">Page 1118</p> <p>1 THE CHAIR: Yes. 2 COMMISSIONER ARMBRUSTER: Okay. We have 3 eight-to-zero. 4 THE CHAIR: The motion passes, eight-zero. 5 Congratulations, and thank you today and every day 6 for what you do. Thank you. 7 MR. RICH GREYWOLF: Thank you very much. 8 (Commissioner Raftery has departed.) 9 (Recess taken, 1:36 p.m. to 1:48 p.m.) 10 THE CHAIR: So after four-and-a-half days, 11 we're on to Item No. 6 on the agenda. We've just 12 been moving through this agenda so well. 13 All right. 14 And before we start off, and in case I 15 forget, because I don't want to in my comments, but 16 after closing out this last school, I just want to 17 thank everyone for hanging in there this week, the 18 thoughtful questions, everyone, in terms of your 19 preparation. 20 And I'm sure everyone is aware that it 21 takes an army to get us to today. And there isn't 22 an army; there's only a small troop that does the 23 work. So there's no doubt about the fact that there 24 are just countless hours between the training for 25 the renewals, the site visits for the renewals, the</p>	<p style="text-align: right;">Page 1120</p> <p>1 know, the relationship. So that the relationship 2 with CSD -- so it all helps to have that happen. 3 So thank everyone, just in case I forget 4 later on in my comments. 5 So segueing to Item No. 6, we're on to 6 Report from Options for Parents. 7 ACTING DIRECTOR BRAUER: Good afternoon, 8 Madam Chair, members of the Commission. I know 9 we've had a really long week. I will keep my 10 comments to an hour at minimum. Commissioner 11 Chavez, I was only kidding about that. 12 COMMISSIONER CRONE: Revoke the charter. 13 ACTING DIRECTOR BRAUER: I also want to 14 express, in a similar fashion as Chairwoman Gipson 15 just did, the gratitude to all the PEC members for 16 the work that you-all did. It's such an 17 extraordinary amount of work to support our schools 18 through this process. And it's an extraordinary 19 amount of work for you all to be prepared, to ask, 20 like, really important questions related to our 21 schools, to celebrate our schools. 22 You-all did all of that. You captured all 23 of that throughout this process, and I just wanted 24 to express my gratitude to you-all for all of the 25 work that you've done this week.</p>

<p style="text-align: right;">Page 1121</p> <p>1 Equally, I want to express extreme 2 gratitude towards the Public Education Commission 3 CSD team, which I think we have most of them in the 4 room, maybe one or two folks that are not here. 5 It really was a team effort. And they are 6 the -- they are the army that put this together, and 7 there are countless hours of time that go into this 8 process. And I just really share the gratitude to 9 them as well. 10 And then, finally, I wanted to express the 11 gratitude to the schools. They are the important 12 element of this whole process. And I do think that 13 in the pre-work, in the prep for this -- for these 14 five days, there was a lot of back-and-forth between 15 the schools. 16 And there is -- you know, some schools, I 17 will share, were a little bit more defensive at 18 first. And I plugged in a little bit more with some 19 and not as much for others. 20 But I think that our CSD team did a really 21 awesome job in building partnerships with our 22 schools. And when there was an area where maybe we 23 don't get to "yes" for everyone involved, we 24 provided them an opportunity to share and express 25 that difference.</p>	<p style="text-align: right;">Page 1123</p> <p>1 MS. VALERIE CORDOVA: Hi, guys. 2 ACTING DIRECTOR BRAUER: She's going to 3 help us on our team, support around business 4 operations, taking care of the requests for 5 reimbursements that go along with the grant, and 6 also supporting -- and site visits -- I believe they 7 went to a site visit today, to really start to 8 strengthen relationships with our CSD awardees. 9 Melissa Sanchez has also joined us. She's 10 the Director of Data and Finance. And so she's 11 coming from the Department of Finance and 12 Administration. So she had to walk about 50 feet 13 across the divide between our two buildings to join 14 us. 15 We've been working on this for about five 16 months to have her go through our process. And, 17 thankfully, she has a lot of perseverance and 18 persistence, and I'm really thankful that she's able 19 to join us. 20 She's going to support us with our data 21 analysis, with our financial analysis. One of the 22 first projects that she's going to take on that's 23 really tangible is to review the financial 24 performance framework that -- the work has already 25 started over the last few years.</p>
<p style="text-align: right;">Page 1122</p> <p>1 And I really do think that, you know, 2 the -- the three-circle Venn diagram that we're all 3 in, the PEC, the charter schools, and the Charter 4 School Division, I felt today -- and this week has 5 been a great example -- of how there is more overlap 6 in those three circles of groups than I have seen in 7 my short time here with you-all. And so I just 8 wanted to thank you all and thank the CSD team for 9 all the work there that went into this. 10 I want to start out with some really 11 important staffing updates from our team. We are 12 getting closer and closer to being fully staffed, 13 which is such an important aspect of the work that 14 we continue to do, and to follow up on our 15 commitment to providing you with authorizing support 16 as well as the technical assistance that all of our 17 schools are really hungry for. 18 And so we have two additions. I know I 19 mentioned this at the last meeting in November. But 20 we have two new staff members. 21 Valerie Cordova has joined us. She's 22 going to be supporting the charter school program 23 grant that's currently managed by Leslie Kelly. 24 Valerie, if you don't mind standing up and giving us 25 a good wave?</p>	<p style="text-align: right;">Page 1124</p> <p>1 But she is committed to reengaging 2 business managers from across our charter world to 3 really solidify what a financial framework could 4 really look like in a New Mexico-centered way. 5 That's been the -- I think the -- the thorn in our 6 side, that we've tried to create a few from external 7 parties that have been contracted with us. 8 And there is some good work that came out 9 of there. But there still was always that 10 disconnect of how charters are financed here in this 11 state, New Mexico compared to other states. And so 12 I'm really thankful for Melissa to take that project 13 and really run with it. 14 I also wanted to share that tomorrow I'm 15 going to go to a PED Rapid Hire experience down at 16 the EXPO New Mexico. And so we have, right now, 17 just one position that is open. It's a charter 18 school program position. It's an administrative 19 coordinator position. 20 And so we're hoping to really meet some 21 really great people tomorrow. And I still need to 22 know, quite frankly, if I can make an official hire 23 tomorrow, or if we need to go through another 24 process. But, nevertheless, we're going to meet 25 some really great people and hopefully find somebody</p>

1 who finds us to be their new home to join us.

2 We are in the final throes of the
3 interview process for our other authorizing
4 practices administrator who will join Megan Maestas.
5 We've gone through multiple interview processes
6 since -- during my tenure here.

7 So we are -- we are -- I'm hoping, knock
8 on wood -- in January to introduce you to the next
9 authorizing practices administrator.

10 THE CHAIR: We've heard that before.

11 ACTING DIRECTOR BRAUER: I am very aware
12 of that, Chairwoman. But I'm hoping.

13 The last position I wanted to share, next
14 week we are interviewing for Megan's former
15 position, the specialist role. And we're really
16 hopeful that we're going to find some really great
17 people in that process and do our due diligence to
18 get that paperwork flowing through our processes and
19 hoping to be able to announce more good news on that
20 position.

21 So once that happens, we are going to be
22 fully -- fully staffed at that point with -- with
23 one exception, which brings me to the -- my final
24 comment around staffing.

25 Leslie -- I think many of you may have

1 I wanted to also share, since I'm on the
2 CSP point, our award letters for all of our awarded
3 schools should be going out next week. And so they
4 will have their official award letter coming from us
5 next week, barring any -- any issue that we might
6 experience from here. So we really are excited
7 about that.

8 There is -- for the first time, a mix of
9 PEC-authorized schools and local LEA, or district,
10 authorized schools. And it wasn't really feasible
11 before this year, after we made some amendments,
12 that we could include district school partners in
13 this process.

14 So we're excited to have -- to have that
15 in the works, and that, you know, we always want to
16 have more schools than what we have currently right
17 now. And Leslie and I have worked -- with some
18 schools who did apply who may not be receiving an
19 award this time around, we're going to open up the
20 process again and have them apply, provide technical
21 assistance and really focused feedback, so that they
22 can put their best foot forward and we can continue
23 to ensure that the funding is going to be expanded
24 across the state.

25 The -- the next thing I wanted to share

1 been on the call last Thursday with the charter
2 school leaders. We are both super-happy for Leslie
3 and also, you know, heavy-hearted, that she has
4 applied to and was accepted to lead the efforts for
5 the Public Education Department and the Safe and
6 Healthy Schools Bureau to become a key director
7 around behavior health for all students across
8 New Mexico.

9 And so she's going to be -- and if you
10 don't know this about Leslie, that's her -- that's
11 what she's done for most of her career as a
12 counselor and as a -- as an administrator at APS.
13 And so we couldn't be happier for her to find this
14 role. And it's a new role, and we know she's going
15 to be just an awesome leader to take on this charge
16 for sure.

17 That does come with the need for us to
18 have another transition person on our team. But we
19 have measures in place and staff to pick up the
20 areas that need to happen. And I think Leslie won't
21 fully, you know, exclude us from her life, and
22 she'll continue to support us in the CSP grant
23 within reason.

24 But we will be needing to fill that
25 position at some point; so -- all right.

1 is -- and this is great; I'm really excited about
2 this -- the annual charter school conference. We
3 have worked to set a tentative/official date for
4 this, barring any changes that might happen between
5 now and six months from now.

6 But our date from that -- and we'll make
7 sure that we're working with Bev and you-all on
8 this -- it's going to be Thursday, June 18th,
9 through Friday, June 19th, 2020. It will be at the
10 Berna Facio complex, or Professional Development
11 Center, in APS.

12 And one of the reasons why we really
13 wanted to select a place outside of a hotel is so we
14 can have a little more autonomy with the
15 programming, with the food, and really make this an
16 opportunity for us to lift up student leadership in
17 all ways, shapes, and forms.

18 I think we did that this last year, for
19 those of you who joined. We saw a lot of
20 performances and students really leaning into their
21 leadership throughout. This year we would love to
22 have our amazing schools that have a CTE program,
23 especially culinary arts programs, to contract with
24 us to provide the food.

25 We also want to see students facilitate

Page 1129

1 sessions and, really, you know, show their
 2 leadership in multiple ways, and not just being
 3 leaders in the performing arts, but in other ways as
 4 well. So we're really excited about that.
 5 One other element that I'm looking forward
 6 to is to use this conference as an opportunity to --
 7 to break down the barriers of exclusiveness between
 8 charters and traditional public schools, so we
 9 are -- you know, I don't have all the details in
 10 place here.
 11 But we want to open it up to traditional
 12 public schools as well to join us, so that we can
 13 really put our money where our mouth is when we
 14 speak about bridging that divide or that abyss
 15 between our schools across the state.
 16 I think the only way that we can do that
 17 is to start with breaking bread with schools and to
 18 have space together, where we can -- we can share
 19 how our students are really leading throughout the
 20 state and share best practices, you know, in our
 21 curricula.
 22 And so we're really excited about that,
 23 and I think that's going to be a really positive
 24 aspect of this upcoming conference.
 25 I will say that when I first came in, I

Page 1130

1 don't think we had a date in March when I came in
 2 last year. So I am super-excited to have ample time
 3 to plan and to get your-all's feedback, too, around
 4 how can we continue to make it better, how can we
 5 just really make sure that we are doing right by all
 6 of our constituents.
 7 COMMISSIONER DAVIS: A date and a
 8 location.
 9 ACTING DIRECTOR BRAUER: Yes. Absolutely,
 10 Commissioner Davis.
 11 The -- for now, I want to share just one
 12 final comment. And then I'm going to pass the mic
 13 over to Deputy Director Woerner for a minute.
 14 We -- per statute, the Charter School
 15 Division is tasked to provide the Governor's Office,
 16 the LESC, and the LFC, an annual report.
 17 To my knowledge, that hasn't been done for
 18 about four years in a row.
 19 THE CHAIR: We did one last year.
 20 ACTING DIRECTOR BRAUER: Got you. I -- to
 21 be -- to be clear, the Charter School Division is
 22 supposed to do that, and it has not done it --
 23 MS. AMI JAEGER: There's a provision in
 24 the statute that says "authorizers to contribute."
 25 It's just in a different part of the statute.

Page 1131

1 ACTING DIRECTOR BRAUER: Sure. I'm aware
 2 of where that is, Ami. I felt like we should also
 3 provide that, and that did not happen. And this
 4 year, we did provide that by the deadline. It's
 5 currently with the Governor's Office right now, and
 6 we're hoping to be able to provide that to the LESC
 7 and the LFC shortly.
 8 I did want to share that this was a
 9 collaborative process. I have a -- an informal
 10 advisory group of head administrators across the
 11 state. The statute does share that each district or
 12 authorizer should send the Charter School Division
 13 information for this report.
 14 And one thing that I did, starting in
 15 June, was to bring together different school leaders
 16 from across the state to get their thoughts around
 17 what we should include. Many of the leaders who
 18 supported the process of developing this report, we
 19 actually heard from this week. South Valley Prep
 20 and Charlotte helped us. Amy Biehl and Frank
 21 McCulloch supported the efforts. Albuquerque Sign
 22 Language Academy and Rafe Martinez. Louella Poblano
 23 from DEAP Charter School. Aldo Leopold and Wayne
 24 Sherwood also contributed. And then Corinna Chavez,
 25 who also works with NACA Inspired Schools, who was

Page 1132

1 here with DEAP this week, also supported. Walatowa,
 2 J. Paul Taylor, and School of Dreams were part of
 3 that small group that helped us solidify some best
 4 practices.
 5 I will absolutely send a copy of what we
 6 sent to you all once I get notification. I can do
 7 that. But I wanted to give a few points of what we
 8 provided in terms of successes and opportunities and
 9 plans for the future.
 10 So a couple of the successes, we wanted to
 11 lift up, you know, the process that we train
 12 governing boards. That's something that when I
 13 first took this role, that probably is one of the
 14 top three things that people came to me about
 15 needing to change.
 16 And so with the support of Missy Brown and
 17 the Technical Assistance Team, we provided an update
 18 and a success story on how we are providing
 19 additional opportunities for folks to be trained.
 20 I think that is something that -- we even
 21 got feedback today from multiple board members that
 22 that's something they really appreciate. There's
 23 always more that we can do, but we feel that's
 24 something that we started to build some momentum
 25 behind.

<p style="text-align: right;">Page 1133</p> <p>1 We also believe that the Charter School 2 Program Grant is a success. In being able to amend 3 that after we went through our ESSA amendment 4 process, Leslie Kelly and I worked with our USDE 5 colleagues to provide amendments to the grant 6 itself.</p> <p>7 And once the PEC shifted some of their 8 application processes, we wanted to make sure that 9 the charter school grant was in alignment to that. 10 And so, as a result, we had 13 applications this 11 year, which were much more than we've had in the 12 past. And we were able, as I said earlier, to 13 provide more awards at this point.</p> <p>14 And opportunities that we included in 15 here, into our report, the implementation of 16 Yazzie-Martinez and the four areas -- the four 17 strategies that the PED has put effort in to take 18 root. I think we heard this week, many of our 19 schools are the frontline folks who are doing some 20 really amazing things around equity and 21 inclusiveness and the work that it takes to create 22 frameworks that are really going to embody what each 23 of our schools should be held account to.</p> <p>24 And so I think that this week is just a 25 beautiful example of how many of our schools are</p>	<p style="text-align: right;">Page 1135</p> <p>1 I think we've seen a lot of growth, but 2 really making sure that, in this moment especially, 3 when belts are being tightened, supporting schools 4 and maintaining the quality of their programming, 5 even when funding may not be as -- as helpful as it 6 has been in the past.</p> <p>7 This also I think involves ensuring that 8 authorizers across the state and support staff like 9 myself who support authorizers, that we are finding 10 that balance between technical assistance and 11 compliance and accountability and making sure that 12 we are doing that in a most effective way.</p> <p>13 Defining what replication and expansion 14 is. I think this is something that we have talked 15 about quite a bit. And I don't think we have a 16 solidified answer yet in statute. And that's 17 something that we feel like we really want to make 18 sure there is a statewide solution to that. And so 19 that's something else that I did make mention to in 20 this report.</p> <p>21 And then, finally, one of the other 22 things -- and this is something that came up from 23 our processes in our new applications, as well as 24 potentially within the renewal cycle -- thinking 25 about community impact and district -- and impact on</p>
<p style="text-align: right;">Page 1134</p> <p>1 taking that lead. And, on the converse, many of our 2 schools, I think, can learn from our other schools 3 in how to get better faster, so that all of our 4 students are receiving an equitable and responsive 5 education.</p> <p>6 I mentioned this before. But one of the 7 efforts that the Secretary has shared with you-all, 8 and that I think I've voiced to you-all and you-all 9 have voiced back to us, is nurturing the 10 collaboration and practice sharing between charters 11 and traditional public schools. That's a 12 recommendation, an opportunity that we wanted to 13 make sure that was in our report and that we heard 14 from across the state from everyone, including 15 you-all.</p> <p>16 And so I'm committed to that. I know that 17 you-all are committed to that, and I think this is 18 something we can really latch on to as a collective.</p> <p>19 Areas for improvement and challenges. 20 Facilities, really creating a short-term 21 and long-term plan for charter school facilities. 22 That is something that we need to -- to really take 23 stock in and to work on together as a -- as a 24 collective.</p> <p>25 Strengthening existing schools.</p>	<p style="text-align: right;">Page 1136</p> <p>1 districts when new schools open.</p> <p>2 And so, really, this -- I think this is an 3 opportunity for us to think about how do we want to 4 involve, you know, community input in the processes, 5 not just during the first stage of opening a new 6 school, but also -- also throughout.</p> <p>7 And so I -- through the support of the 8 folks who supported me in developing the final 9 report, that's something else that we were thinking 10 about that I think there's energy around and could 11 really support the -- support all of our schools.</p> <p>12 And then finally the last part, the report 13 was about 24 pages, not including the table of 14 contents and some of the -- the initial pages.</p> <p>15 And then there's a 59-page appendix, which 16 was the charter school report that came from CREDO, 17 the Stanford study that came out over the summer. 18 And so I included that within this report as well, 19 that you-all have it as well.</p> <p>20 And then, finally, the last part that 21 you'll get a chance to see is the comparison data 22 between state charter schools, district-chartered 23 schools, and then all other traditional public 24 schools in the state.</p> <p>25 On a short, small comment, I really wish</p>

Page 1137

1 we did not have to set up the data that way, because
 2 I think that not only does make it hard to bridge --
 3 bridge the divide that we sometimes see when we're
 4 always in a comparison of our different schools to
 5 one another. But that is -- that's in statute, and
 6 that's one of the requirements of the annual report
 7 that we need to send in.
 8 And so once I get confirmation that I can
 9 provide this publicly, I will absolutely share that
 10 with you-all, and it will be on our website as well.
 11 And with that, I'm going to pass the mic
 12 over to Karen and then speak with you all in a few
 13 minutes here.
 14 MS. KAREN WOERNER: Thank you, Alan,
 15 Madam Chair, Commissioners. I first want to thank
 16 you for your comments, Chairwoman Gipson, and
 17 appreciate and underscore what Alan said -- or
 18 Director Brauer said about the PEC. I think the
 19 work you do is amazing, and that you have to read
 20 all that stuff that we prepare for you and come here
 21 with such great questions.
 22 I also want to acknowledge that I have
 23 never worked with such a hard-working team as the
 24 Charter School Division team and really appreciate
 25 the small and growing group that we have. So thank

Page 1138

1 you very much.
 2 I would just -- letter B in the report is
 3 about Albuquerque School of Excellence and Explore
 4 Academy plans. And what this was is the CSD team
 5 was asked to share and advise the entire Commission
 6 that these two schools have contacted the division
 7 regarding amendment requests to add an additional
 8 building on-site, which we anticipate will be on an
 9 upcoming agenda.
 10 Albuquerque School of Excellence did share
 11 some of those details with you that were here during
 12 their renewal hearing this week. And you may recall
 13 the school is working on constructing a second
 14 building on their existing land so that they can
 15 separate their elementary and secondary grades.
 16 This school has mentioned that they hope
 17 to add kindergarten. They are authorized by you for
 18 K to 12, but are currently only serving Grade 1
 19 through 12. They hope to add kindergarten when they
 20 add this additional building.
 21 As you know, they were recently before you
 22 with an increased enrollment cap in anticipation of
 23 this additional space.
 24 Similarly, Explore Academy has shared an
 25 opportunity that they have to acquire a building

Page 1139

1 that is adjacent to their current facility. And if
 2 they are able to do that, they will separate the
 3 middle and high school grades. And the school may
 4 also want to seek an enrollment cap increase in
 5 order to serve more students, in the event that
 6 they're able to add that additional building.
 7 So, again, those will be before you in an
 8 upcoming agenda. Just wanted to share that with you
 9 at this time.
 10 Letter C under our report is about a
 11 project to support charter schools with eRate
 12 funding for technology. I want to be sure that the
 13 Commission is aware that the Charter School Division
 14 has been working with the PSFA, via the Broadband
 15 Deficiencies Correction Program, and the Department
 16 of IT, DOIT, and the New Mexico PED IT Department,
 17 to support charter schools in the area of
 18 technology, specifically leveraging eRate funding
 19 and matching State funds to obtain higher bandwidth
 20 at reduced costs.
 21 Schools across the state have been paying
 22 way too much for way too slow connections, and that
 23 that is changing across the state through the work
 24 through the Broadband Deficiencies Correction
 25 Program.

Page 1140

1 And our goal is to increase the number of
 2 charter schools, both local and State-authorized,
 3 that participate in the eRate program. And I'm not
 4 sure if the Commissioners are all familiar with that
 5 program. But it's a commonly used name for the
 6 School and Libraries Program of the Universal
 7 Service Fund funded by USAC and the FCC.
 8 The program provides discounts on
 9 broadband internet access, telecommunications, and
 10 other services and equipment that are needed to
 11 connect the classroom with the world.
 12 The discount ranges from 20 to 90 percent,
 13 with higher discounts for areas of high poverty or
 14 the more rural schools.
 15 So it really is a huge opportunity. I'm
 16 very familiar with it. In my prior work in the IT
 17 Department -- I was an IT director for a traditional
 18 school district. And I will tell you that we were
 19 able to secure 13 -- we paid 13 cents on the dollar
 20 in that district for technology upgrades in the area
 21 of network infrastructure.
 22 Many charter schools have not
 23 participated. Some have, but many have not for
 24 several reasons. And I think the two main reasons
 25 are a lack of technology expertise in-house at the

<p style="text-align: right;">Page 1141</p> <p>1 charter schools and the complicated process and 2 application process and procurement process to 3 comply with those requirements. 4 The PSFA has funded a contracted person. 5 Solix is the company that won that RFP. And so not 6 only are they getting the support of the staff in 7 those departments I mentioned, or agencies, but they 8 are also getting a contracted person to actually 9 help and do the eRate application and assess their 10 needs. 11 As of this time, meetings have been held 12 with, as far as State-chartered schools, Albuquerque 13 Collegiate, Estancia Valley Classical Academy, Hózhó 14 Academy, La Tierra Montessori, Las Montañas, Monte 15 del Sol, and Turquoise Trail. More are being 16 scheduled. 17 And if schools have not taken advantage 18 despite our repeated e-mails and nagging, they 19 should contact us at CSD or e-mail Ruth Bingham at 20 PSFA to join in this project, and they can get this 21 free support to actually apply and get funding. 22 COMMISSIONER VOIGT: Yes. I just have a 23 question. With the eRate -- because I'm somewhat 24 familiar with it, if it hasn't changed much in the 25 last five years.</p>	<p style="text-align: right;">Page 1143</p> <p>1 check on that. I was not involved in the RFP 2 process. They were the -- 3 MR. MATT PAHL: In-state. 4 COMMISSIONER VOIGT: Matt says it's 5 in-state. 6 MR. MATT PAHL: They do have someone here. 7 MS. KAREN WOERNER: They do have local 8 reps. It was through a formal RFP process that they 9 were selected. 10 THE CHAIR: I just have a question, 11 because you said Las Montañas was on there. And 12 they get their services through the school district. 13 So even if that's the case -- because I'm 14 wondering, if schools aren't sure because they get 15 their services through the district, can they 16 participate? 17 MS. KAREN WOERNER: Madam Chair, thank you 18 for the question. 19 Yes. Even if they are receiving their 20 services through the district, there are needs 21 within the school that can be funded through 22 Category 2 of eRate, which is the equipment 23 necessary to take advantage of the connections 24 available. 25 So, yes, any school -- really, I would</p>
<p style="text-align: right;">Page 1142</p> <p>1 But the schools that don't have a really 2 strong IT person, it's going to be harder for them 3 to lift that up. But is Xfinity -- there's an 4 Xfinity rep locally, I think, that would work with 5 that, since they're the monopoly for most broadband. 6 I think there is an Xfinity rep that can be looped 7 into that process statewide. 8 MS. KAREN WOERNER: I would like to get 9 that information and share that with the team, 10 Commissioner Voigt. Thank you. I know we typically 11 don't involve vendors in these conversations because 12 they need to do the RFP process, and we have to be 13 careful about procurement law. 14 But, certainly, I'm sure there's a way to 15 loop them into some parts of it. I'm just thrilled 16 because the folks from DOIT and PSFA are providing 17 technical review of what's existing there and 18 providing advice in terms of what's available and 19 what they should be seeking. 20 And then the Solix contractor is adding to 21 that and then helping them with the actual process. 22 So there really is a lot of support for the schools. 23 COMMISSIONER VOIGT: Is that contractor 24 in-state or out of the state? Solix. 25 MS. KAREN WOERNER: I'm going to have to</p>	<p style="text-align: right;">Page 1144</p> <p>1 encourage all schools to participate and take 2 advantage of this opportunity, because there 3 certainly is some discounted availability. 4 And, in the past, it hasn't been worth the 5 schools' efforts, because they don't have to pay 6 those experts to do the work for the amount of 7 reimbursement they might get; where, in this case, 8 with it being free to them, then -- with the State 9 support, then we can really help boost up their 10 infrastructure as well as their connections, if 11 necessary. 12 THE CHAIR: Okay. Thank you. 13 COMMISSIONER ROBBINS: Madam Chair, the 14 other thing with the eRate is with many schools in 15 leased facilities, obviously, they can buy equipment 16 that they can move. 17 But any permanent installations they won't 18 use that eRate money, they'll have to get the 19 landlord to fund that. So that's one of the other 20 caveats. 21 But if they're in owned, you know, 22 permanent buildings, things like that, that's where 23 they can go ahead and use these funds, or, you know, 24 facilities. But if they're paying a lease rate, 25 then they can't use the funds.</p>

Page 1145

1 And that's one of the limiting factors
 2 also that some of the smaller schools, they're
 3 leasing facilities, so they can't really make --
 4 avail themselves of the eRate and the funding that's
 5 available. Some of it goes unused from year to
 6 year.
 7 THE CHAIR: Thank you.
 8 ACTING DIRECTOR BRAUER: Madam Chair,
 9 mention of the Commission, I -- I wanted to share --
 10 just to put a little pin in the eRate. In my
 11 previous job with NACA Inspired Schools, this was a
 12 game-changer.
 13 The reason you don't hear any of the NACA
 14 schools on there is we started a consortium with
 15 eRate a couple of years ago, where it was -- I got
 16 my education about how much it costs to put fiber
 17 optics into the ground and to get a school off the
 18 ground.
 19 And it saved -- DEAP Charter School is a
 20 great example. It went from thousands of dollars a
 21 month for service to hundreds of dollars a month for
 22 service.
 23 And a lot of the communities where our
 24 charters are, there are the public schools that have
 25 a certain type of fiber optics or style of -- of

Page 1146

1 internet connectivity, and then when you bring in
 2 new buildings, especially our schools who are doing
 3 new builds, you can't just plug in on that.
 4 And so there is inequity in the same
 5 community, where I'll use -- in my other current job
 6 with working with -- with the Indigenous Education
 7 Initiative, there's some communities across the
 8 state, especially on tribal lands, where the
 9 inequity is even stronger. Tohatchi, New Mexico in
 10 Gallup-McKinley County Schools, Tohatchi has an
 11 elementary, middle, and high school.
 12 They -- GMCS has eRate, and they pay about
 13 \$2,000 a month per school for internet service.
 14 Chuska Community School, which is a Bureau of Indian
 15 Education school that's a mile away -- they're a
 16 completely different set of wires and tubes --
 17 \$20,000 a month is what they pay.
 18 And so that is at a very extreme version
 19 of inequity. But this is, to Karen's point, it
 20 really is such a great opportunity, and it's worth
 21 the paperwork and the work that needs to go into
 22 this effort; because it really does make a
 23 difference, especially at this moment where we are
 24 with every dollar counting for our charters.
 25 I wanted to give a quick update on

Page 1147

1 Implementation Year training and submissions. We
 2 have one school, ACES Technical High School.
 3 Dr. Campbell has been very, very proactive on
 4 getting in information to us. He made the deadline
 5 on all the information that was expected, November
 6 the 15th.
 7 Our team, Megan, especially, has reviewed
 8 and provided feedback to Dr. Campbell earlier this
 9 week. And so I just wanted to share that.
 10 That's -- I'm really pleased to share that he's been
 11 on track, and I think that he probably would --
 12 THE CHAIR: I'm not surprised.
 13 MR. ALAN BRAUER: -- he probably would
 14 complete the entire Implementation Year Checklists
 15 before the holiday break if he could. We appreciate
 16 that. We appreciate his efforts, for sure.
 17 MS. KAREN WOERNER: I just want to add a
 18 couple of things. One is he submits it quickly and
 19 wants us to renew it. But we are so short-staffed
 20 that we have to say -- we have to schedule a time
 21 when we can do that.
 22 He did have it in early and wanted us to
 23 review it as early as possible. I also wanted to
 24 acknowledge that Missy Brown did help Megan Maestas
 25 read some of the review, too.

Page 1148

1 THE CHAIR: Thanks.
 2 ACTING DIRECTOR BRAUER: Thank you for
 3 that. Sorry to give you short shift there, Missy.
 4 And with that, governing board concerns, I
 5 think that we cleared here --
 6 THE CHAIR: We cleared Tierra Adentro.
 7 ACTING DIRECTOR BRAUER: They're in
 8 compliance with that. That's all we got. Thank you
 9 very much.
 10 THE CHAIR: Thanks. So, very quickly,
 11 just as we're talking about Implementation Year,
 12 has -- there has been the reach-out to the new and
 13 newer schools, because, January work session,
 14 looking at what, if any, changes we need to make on
 15 the new application.
 16 And Dr. Campbell, in particular, expressed
 17 some frustration with some of the wording and
 18 requirements in the new application. So we invited
 19 him, plus several of the newer applicants to have a
 20 conversation with us to see how -- what we might
 21 need to do to make the change. So that's on the
 22 January work session.
 23 COMMISSIONER CABALLERO: Confusion to some
 24 parts?
 25 THE CHAIR: Yeah. Yeah.

1 COMMISSIONER CABALLERO: Okay.
 2 THE CHAIR: Because you know what it was?
 3 If you remember the Community Input hearing we had,
 4 and a number of us expressed that the school that
 5 presented themselves to us was not the school that
 6 we read, and what can we do to make sure that
 7 there's not that disconnect, that is there some
 8 confusion in what we're asking. And, therefore, he
 9 provided information that really didn't show the
 10 story that they absolutely showed us when they came
 11 to the Community Input.

12 So what can we do to make sure that the
 13 process -- and he expressed frustration in answering
 14 when he filled out the application.

15 So what might we do to make that whole
 16 process easier and clearer?

17 So that's -- hopefully, they'll be able
 18 to -- some will be able to come.

19 MS. KAREN WOERNER: Madam Chair, yes. The
 20 invitations did go out to all that applied last
 21 year, per your instructions. And Dr. Campbell
 22 responded very quickly he plans to attend. And
 23 Dr. Cata expressed an interest in attending. But I
 24 have not heard from any of the others.

25 THE CHAIR: Okay, thank you. Interesting.

1 speaking.

2 COMMISSIONER CABALLERO: Fast.

3 THE CHAIR: Fast and -- but I will tell
 4 you, the one thing I really got out was they don't
 5 like the food, so -- because that was universal with
 6 everyone.

7 But besides that -- and you did see in
 8 your Consent Agenda that there was the resignation
 9 by the head administrator. So that's not
 10 coincidental.

11 So that being said, I also had an
 12 opportunity to go to a meeting that was between
 13 governance council members of Dolores Huerta and
 14 Las Montañas. So it was an interesting -- it was an
 15 interesting meeting, and I appreciate always having
 16 the opportunity to meet folks from those schools.
 17 So that's all I'm going to say about that right now.

18 This past Tuesday, I did have the
 19 opportunity -- an invite was extended by the Cabinet
 20 Secretary to speak about the budget. So that's
 21 where I went Tuesday morning when I left.

22 COMMISSIONER CABALLERO: Our budget?

23 THE CHAIR: Our budget. So we had, I
 24 think, a pretty decent conversation. I'm still
 25 cau- -- very cautious. But the lines of

1 And I'll leave it at that.

2 So I'm going to make this as quick as I
 3 can, so I'll probably forget things. But that's
 4 okay.

5 We had a lot of conversations this past
 6 month to get us to today, simply because of the --
 7 the concern over the data not being available.

8 So I spent a lot of time on the phone with
 9 Ami, with Alan, texting Executive Committee, to get
 10 us to this place. And I think it was the best thing
 11 that we could do for what we had.

12 So -- and I don't think, after a few early
 13 conversations, and we did have a conversation with
 14 Matthews Fox, because they did represent the largest
 15 number of schools. What was it? 15 of the 19, I
 16 think. So to get us hopefully to this good place.
 17 So -- and I -- we were at least at a halfway decent
 18 place. So I appreciate everyone's time and effort
 19 with that.

20 I had an opportunity to go to a meeting
 21 that was asked by parent -- concerned parents at
 22 Dolores Huerta. And it was an interesting meeting,
 23 also interesting because it was entirely in Spanish.
 24 So I have to tell you my head hurt at the end of the
 25 meeting, because it was many different people

1 communication are open, and I want to thank the
 2 Director for helping to enable those lines of
 3 communication.

4 We had an opportunity to talk a little bit
 5 about -- related to the budget -- about what we
 6 would like to be able to do as a support system as
 7 the Commission.

8 So I appreciate that. And I think we
 9 anticipate that the conversation is going to
 10 continue.

11 He had a couple of questions about the
 12 budget that I answered and provided him additional
 13 answers for. So we'll see where that goes from --
 14 from there.

15 We're engaged in conversations over --
 16 Explore Academy has applied to Albuquerque Public
 17 Schools for renewal. And you'll recall that we
 18 renewed their contract last year. So they're
 19 currently under contract. So there's a -- there's a
 20 concern that's been raised. So there's a
 21 conversation going on regarding that.

22 So I'll keep you updated on that as that
 23 goes along. And I think --

24 COMMISSIONER ARMBRUSTER: And that's a
 25 definite, the --

Page 1153

1 THE CHAIR: The application went in in
2 October, because it has to. Statute for renewals is
3 October. So, yeah. Yeah, that's a definite.

4 So I guess we're on to the Update from the
5 Coalition, or that other organization, Matt Pahl's
6 other organization.

7 COMMISSIONER ARMBRUSTER: I think we
8 should keep "Coalition," even though it's not its
9 real name.

10 MR. MATT PAHL: Madam Chair, members of
11 the Commission.

12 THE CHAIR: We're also at fault, because
13 it continues on the agenda as "the Coalition," not
14 Public Charters of New Mexico. So we are guilty of
15 that as well. I apologize.

16 MR. MATT PAHL: I was just going to make
17 that request, actually, in our, you know, medium
18 term effort to fully change over to the new name.
19 We did have a presentation earlier today that even
20 just that fight for knowing that charter schools are
21 public, that's part of the reason why the name is
22 changing. It's to just make sure it's always
23 associated with that. So it is important. But I am
24 not --

25 THE CHAIR: Offended?

Page 1155

1 There were some redemptive stories: Las Montañas,
2 Albuquerque Bilingual Academy.

3 Those are good stories. And having
4 watched those for six, seven years and kind of
5 watched them at the ashes stage, and now I feel like
6 they're rising out from that -- there's a feeling
7 that there's a couple of other schools that are in
8 their trough period, and we'll be able to celebrate
9 them much like we did, those couple of schools as
10 well.

11 And that has to do with a lot of people,
12 including yourselves, in setting the bar high for
13 those schools and those schools responding to it.

14 I think a thank-you to the Commission is
15 appropriate, and of course, Staff. It's a lot of
16 work. I think it was well-managed.

17 You know, I don't see too many daggers in
18 your eyes. And I'm the last person between you and
19 your car. So I think most of the -- you guys manged
20 your time well.

21 THE CHAIR: Joe Guillen actually is.

22 MR. MATT PAHL: Joe is being very gracious
23 in allowing you to go. But, no, it was
24 well-managed. And I gave the Chairwoman a call
25 midweek just to note that I felt a lot of the

Page 1154

1 MR. MATT PAHL: Not offended and not -- I
2 probably should be more rigid on this on making sure
3 people call us that. But that's not my style.

4 THE CHAIR: May I just add in just a half
5 a second? Because when we're looking at so many of
6 the parents and other supportive people that came up
7 to speak --

8 COMMISSIONER CABALLERO: Long, long week.

9 THE CHAIR: -- to speak, so often, or
10 almost all the time, said, "My child went to the
11 public school, but now they're going here."

12 COMMISSIONER ARMBRUSTER: And I corrected
13 them once, and then I --

14 THE CHAIR: And it's like -- you know,
15 that's -- so when you said that, that's -- I -- it
16 reminded me I wanted to say something about that.
17 Yeah.

18 MR. MATT PAHL: Yeah. And it's
19 interesting to hear the parents just say what their
20 perceptions of the schools were before they were
21 able to engage. And so there's a lot of work to do
22 even after 20 years of being charters.

23 The one thing that was real noticeable
24 this week was just -- you know, I think everybody is
25 upping their game. You can see it in the schools.

Page 1156

1 conversation was focused on the performance
2 framework.

3 And there were years that that wasn't
4 true, you know. There were years where we were
5 talking about rumor. We were -- the foundation for
6 what we're talking about is really rooted in the
7 contracts you have signed with our charter schools.
8 And the more we stick to that, the better clarity
9 and management of our schools we have.

10 So I just want to thank everybody.
11 Because everybody is involved in that. So I really
12 appreciate all the work everybody has put in that.

13 Madam Chair, you mentioned that you were
14 speaking with the Secretary about the budget. We --
15 I left for much of Tuesday morning to go see the
16 budget presentation from PED. And that budget that
17 was proposed was -- it was a good presentation.

18 However, it leaves some space for -- for
19 new funding in it. It includes a 5.5 percent
20 increase in above-the-line funding. But over half
21 of that is taken by salary increases.

22 So we're looking at an SEG increase of
23 about 2.3 percent. For our schools that are losing
24 Small School Size Adjustment, that is going to be a
25 major cut in funding next year. 2.3, 2.4 percent

<p style="text-align: right;">Page 1157</p> <p>1 will not help those schools, and certainly won't 2 increase robust at-risk student funding the way it's 3 intended to.</p> <p>4 And so that will be something we'll be 5 highlighting throughout the Legislative Session.</p> <p>6 We'll also be asking, you know, for any 7 salary increase for our educators, which is very 8 appropriate. We really want to make sure that 9 they're fully funded. Because if we have to take 10 some of those at-risk funds to pay for salary 11 increases again, that 2.3 percent increase turns 12 into 1.9, 1.7, whatever it may be.</p> <p>13 And so we have to get into the 14 nitty-gritty there, because that has to do with how 15 they estimate the amount of money needed to make a 16 salary increase that way.</p> <p>17 From what I understand, in years past, a 18 percentage increase is a little easier to estimate 19 than increasing the minimums for licensure levels. 20 I think we've been closer to the mark, and everybody 21 this year, LFC, LESC, and PED, are talking about 22 percentage increases and not increasing the minimum 23 licensure level salaries.</p> <p>24 That bodes well for the accuracy of the 25 estimates of the funds. So, hopefully, that funding</p>	<p style="text-align: right;">Page 1159</p> <p>1 have cash that they can keep their programming 2 going. So next year is really the first year where 3 people will really feel the hurt on this and have to 4 change program for, for the fact that that decision 5 was made and the bill was signed.</p> <p>6 So we will be looking at that very 7 closely, and we will be both advocating for 8 additional above-the-line funds. We know that the 9 LESC has proposed a budget that is a little closer 10 to 10 percent in new above-the-line funding. We 11 like that. We think that allows our administrators 12 to make decisions to actually implement the 13 necessary steps to fulfill the Yazzie-Martinez 14 decisions. Without that, it will be very difficult.</p> <p>15 Another thing we'll be looking at, funds 16 for facilities. We've been on this for a while. 17 I've liked the conversations in the interim. I 18 think we have a shot at really making some long-term 19 changes in that to allow for more opportunities to 20 receive long-term funding for facilities.</p> <p>21 One thing that has been interesting in the 22 public narrative around Yazzie-Martinez is there's a 23 group that doesn't get mentioned as much as some of 24 the others. And that's students with disabilities. 25 And it's been surprising that we haven't been</p>
<p style="text-align: right;">Page 1158</p> <p>1 that is set aside outside of salaries is actually 2 money that can be used for operations and for 3 programmatic choices at the school level.</p> <p>4 We are finalizing our legislative 5 platform. I'm actually running up to Taos after 6 this to host a regional meeting with them. We have 7 the schools come together and provide feedback to 8 us.</p> <p>9 I want to highlight some of the things 10 we're hearing, because we will present on this next 11 week at LESC. And I'll be sure to send our 12 legislative platform to Bev and to Alan so that can 13 be distributed to you-all when it's done.</p> <p>14 But I just note -- I noted a little bit 15 already.</p> <p>16 Small School Size Adjustment going away. 17 Year one, our schools could manage. They were able 18 to reach into their cash reserves. 20 percent of 19 Small School Size Adjustment going away was 20 something they could deal with.</p> <p>21 This next year, it will be 40 percent of 22 that will be gone -- or -- sorry, 50 percent. We're 23 on a five-year phase-out. But Year Five is zero. 24 We're at 25 percent each year. So 50 percent of 25 Small School Size, I don't know how many people just</p>	<p style="text-align: right;">Page 1160</p> <p>1 talking about additional funding for our special 2 education units in the funding formula.</p> <p>3 It's also been illuminative for us that 4 some charter schools that are locally authorized by 5 their district aren't receiving their full IDEA B 6 funds.</p> <p>7 So when we talk about some of the 8 practices of flowing through funds -- funds through 9 a district, sometimes those practices mean that 10 schools are only getting 80 to 85 percent of the 11 funds they would otherwise generate if they were 12 with the State.</p> <p>13 That's a problem. Those -- those dollars 14 are meant for students, and students who were named 15 in this lawsuit in which we found we weren't 16 providing services for. Special education funding 17 is something that we'd like to shine a light on as 18 we move forward here, just to make sure we're 19 covering all the parties in the lawsuit.</p> <p>20 The other thing I'll just note, the 21 restrictions we've seen in charters in the past we 22 have no interest in following through on, whether 23 it's moratorium or statewide enrollment cap. 24 There's a lot of creativity about how to restrict 25 charters and how they operate.</p>

Page 1161

1 If you are not convinced that the system
 2 can work as it is, I don't know where you were last
 3 week. Our schools have really been improving. Our
 4 authorizers have been improving. And I think the
 5 system is proving itself as one that is a good
 6 add-on to public education in New Mexico and really
 7 providing valuable services.
 8 I think every day had more than a handful
 9 of stories about how schools are impacting students.
 10 And I'm just -- I can't get Tierra Adentro out of my
 11 head here today, when they noted when they dive into
 12 their data, "If a student sticks with us from sixth
 13 grade to twelfth grade, we get them to where they're
 14 supposed to be."
 15 That's how long this takes. That's how
 16 far behind our students are.
 17 So restrictions like enrollment caps, like
 18 moratoriums, we're not in favor of, and we will
 19 subversively work against those during the session.
 20 I noted fully funded salary increases
 21 earlier. The last one I'll note -- and this is
 22 directly in line with the PED ask on this is the
 23 Realtime Data Pilot and making that a realtime data
 24 system. Four years ago, Kristi Martin was hired by
 25 the Thornburg Foundation to do an audit on our data

Page 1163

1 into play. So kudos to the State for making that
 2 happen. That had been -- the conversations around
 3 that have been going on for years. I have been
 4 asked to do it at one point in my current role. I
 5 didn't have time to learn that process and provide
 6 that service.
 7 So it just makes sense to have a
 8 contractor that this is what they do is provide that
 9 support. And, hopefully, we'll get more schools
 10 doing that work.
 11 But the Realtime Data Pilot is
 12 something -- and I keep calling it a "pilot." The
 13 proposal is that it's not a pilot, and this is the
 14 standard operating procedure moving forward here.
 15 But it stands that we could save a lot of
 16 administrative time that purely is administrative.
 17 And I think that would bode well for our charter
 18 leaders' capacity and their leadership teams as they
 19 move into spaces where they're talking about growing
 20 for the first time in 15 years, spaces where they're
 21 talking about how to work their budgets in a way
 22 that they haven't been in some time.
 23 I think additional administrative capacity
 24 could really serve them well. So you'll receive a
 25 formulized document on what our legislative platform

Page 1162

1 systems.
 2 Doesn't matter whether you're a school or
 3 here at PED, the 40th, 80th, and 120th days are
 4 taking so much administrative time from people that
 5 have other work to do. It takes time away from our
 6 schools, and it takes time away from staff here at
 7 PED.
 8 The idea behind this is to get rid of
 9 those milestones in which we do those massive
 10 reviews and make the system live, so when changes
 11 are made, they're validated in a 45-second process
 12 instead of all of those piling together to be a
 13 many-hour process.
 14 We think there's a lot of value in that
 15 for administrators of our charter schools that just
 16 have a lot going on. And eRate is a really good
 17 example of it. Alan brought up some really good
 18 examples of how big eRate can be, that funding.
 19 Oftentimes it's not that big. And our
 20 charter school leaders are like the kings and queens
 21 of cost-benefit analysis. And when they think,
 22 "I've got to learn a new federal form to get 8,000
 23 bucks, I don't know."
 24 There's always been just one missing
 25 capacity piece there. And that's where Solix comes

Page 1164

1 looks like. But those are some of the things we're
 2 hearing so far.
 3 We have one more meeting in Taos and one
 4 more in Albuquerque. So we'll get some feedback
 5 there, and we'll move on and walk into the
 6 Legislative Session with a nice prioritized list.
 7 We've really liked what we've got from our schools.
 8 So thank you, Madam Chair.
 9 THE CHAIR: Thanks. And before you go, I
 10 want to publicly thank you for the conference,
 11 because, I know. It seems like --
 12 MR. MATT PAHL: It seems like years ago.
 13 THE CHAIR: Didn't we have a meeting in
 14 between then? But I don't think we have. You know,
 15 it's just like --
 16 MR. MATT PAHL: Madam Chair, if you -- if
 17 I can, thank you to the PED. You guys showed up at
 18 our conference and were some of the best-attended
 19 sessions. You were open. People really liked them.
 20 Thank you to the PEC. Thank all of you for being
 21 part of the conference. I had forgotten. That
 22 really feels like many months ago; so...
 23 THE CHAIR: It does, yeah.
 24 MR. MATT PAHL: But thank you. Really
 25 appreciate it.

1 THE CHAIR: Thank you. Because it gave us
2 that opportunity, because we did have a packed
3 house. And we appreciate -- always appreciate the
4 side conversations. Just to be able to see the
5 schools is just really nice. So thank you. I
6 appreciate it.

7 MR. MATT PAHL: Thank you.

8 THE CHAIR: Thanks.

9 COMMISSIONER VOIGT: Thanks, Matt.

10 MR. MATT PAHL: Thanks.

11 COMMISSIONER CHAVEZ: Thanks, Matt.

12 THE CHAIR: We are on to PEC Comments.
13 Commissioner?

14 COMMISSIONER DAVIS: Well, I was really
15 glad to have heard all the stories from all the
16 schools, because that really makes them more real to
17 me. And it's more than reading about them; it's
18 seeing them and their stories. So I like that.

19 THE CHAIR: Commissioner Caballero?

20 COMMISSIONER CABALLERO: I'm glad she said
21 that. Yes. Even though I've been here for a while,
22 it seems like every time a school comes up, you
23 learn more and more about it. They're changing.
24 I'm glad a lot of them are changing for the best,
25 sometimes not fast enough for me.

1 And that's just my character. But I do
2 have a good feeling that they're making a positive
3 move, because PEC has made a positive move with
4 moving around from -- from "Gotcha," punishment
5 phase, to, you know, things that are more
6 transparent. They know what they need to
7 accomplish. It's out in the open. We're willing to
8 make changes if there's -- if they are confused,
9 which was very hard to accomplish in the past. And
10 it was a lot of frustration.

11 I am glad we have the staff that we have
12 now, Madam Chair. And I hear stuff that they're
13 proposing, and I get excited. That's what I can
14 tell you today. I'm excited. Thank you, Alan.
15 Some of this stuff is just awesome.

16 THE CHAIR: All right. Thank you.

17 Commissioner Armbruster?

18 COMMISSIONER ARMBRUSTER: There are six
19 very quick, quick things. First of all, I want to
20 remind people to put your -- any paper in this box,
21 not in the blue bin, because a school wants it.
22 So -- okay. So that's a quicky.

23 And I want to thank, as well, CSD again.

24 And, Dylan, thank you for my parking, as always.

25 And this is really -- Tim wanted to know, but I

1 actually don't know. Somebody gave us a blue box of
2 candy.

3 (A discussion was held off the record.)

4 COMMISSIONER ARMBRUSTER: Maybe you should
5 have placed the red candy from -- also, I don't know
6 where I got this notepad from. But it was truly
7 handy. This is not it, but it's somewhere. It was
8 really handy. Do you have one of these? The little
9 notepads?

10 So, anyway, it was really -- whoever gave
11 it to me, thank you. Because it's always nice when
12 you just want to have a sticky really quickly.

13 And, also, Alan, I believe, gave us all a
14 card. Thank you. And I have Trish's, and I'm going
15 to mail it to her.

16 And that's all I have to say.

17 THE CHAIR: Thank you.

18 Commissioner Crone?

19 COMMISSIONER CRONE: There's still cake in
20 the conference room, a few pieces. So I don't want
21 to see any squabbling over what's left.

22 THE CHAIR: Commissioner Robbins?

23 COMMISSIONER ROBBINS: Just to let you all
24 know that final -- REMAC [ph] changes will be
25 finalized next Thursday on the 19th. I'll be back

1 up here next Tuesday for a PSCOC meeting. So I'm
2 back again my last time before the holidays.

3 And on that note, I want to wish everyone
4 Happy Holidays, Merry Christmas, Happy Hanukkah, and
5 it's been a pleasure serving with all the new
6 members this year. I hope your first year was as
7 beneficial and educational as it was for me last
8 year. So thank you.

9 THE CHAIR: Thank you.

10 Commissioner Voigt?

11 COMMISSIONER VOIGT: Directly following
12 the Public Charter School of New Mexico's
13 conference, I was fortunate enough to attend the
14 Independent Charter School Symposium, thanks to the
15 Public Education Department for picking up my
16 registration for that.

17 That -- that group is a really important
18 group of educational leaders in the charter field
19 sector in the country. It was really awesome that
20 Albuquerque could hold that national conference
21 here. And the whole focus was about social justice
22 and democracy in education. What a concept.

23 And this group was kind of a regurgitation
24 of the former group called the Coalition of
25 Essential Schools. And some of the original

<p style="text-align: right;">Page 1169</p> <p>1 thinkers behind community and small schools, like 2 Deborah Meier, was here in Albuquerque. 3 So it was really an honor for Albuquerque 4 to host this. Plus, it was great to see a lot of 5 our charter schools facilitating panels, performing 6 at the breakouts, being keynote speakers. 7 So the involvement from our charter 8 schools really was a bright spot for the country to 9 be part of that conference. 10 On January 10th, Future Focus Education is 11 hosting a one-day conference. It's called "Educator 12 Uprising." If anyone can make that, it's going to 13 be a really -- it's going to be around policy and 14 assessment, but it's also going to really talk about 15 what do we want a graduate in New Mexico to look 16 like, but also what types of alternative assessments 17 can these graduates utilize to demonstrate 18 proficiency. 19 So I am going to be attending that. And 20 it's January 10th. It's in Albuquerque. It's 21 called Educator Uprising, and it's Future-Focused 22 Education that's putting that on. 23 And Happy Holidays. 24 THE CHAIR: Commissioner Chavez? 25 COMMISSIONER CHAVEZ: I just want to echo</p>	<p style="text-align: right;">Page 1171</p> <p>1 And, you know, going back to your comments 2 about, you know, "Hope we learned a lot in the first 3 year," I'm always impressed when Patti says, "You 4 know, they were the first school that we 5 authorized." 6 And I'm, like, "I don't even know -- I 7 don't even know these schools yet." 8 I'm always turning to Glenna, saying, 9 "Hey, where is this school from?" 10 I couldn't even think back to where was 11 the first school we dealt with. But I'm glad you 12 do, because we need people to be able to keep 13 things -- I'm just trying to get through this by the 14 seat of my pants many times. 15 But thank you for all of you and 16 everything that you do and -- because, again -- I 17 said this earlier -- you know, I've been on this 18 kick to remind the adults that we've got to keep the 19 kids at the center of everything that we do. 20 And so thank you, all of you, for what you 21 guys do. Thank you. 22 THE CHAIR: Thank you. Before everyone 23 takes off, Mark and Ami want to say something. 24 MR. MARK CHAIKEN: Well, we just wanted to 25 thank the Commission for the opportunity to continue</p>
<p style="text-align: right;">Page 1170</p> <p>1 some of the things that have already been said. But 2 thank you, Cindy and Trish, for the candy. I'm 3 going to enjoy it on the way back home. 4 And I haven't opened my card. But whoever 5 was responsible for the cards, thank you also. 6 And I just want to say how impressed I was 7 with the schools. And I guess I need to say I 8 apologize I wasn't here for the whole week like some 9 of you guys were. But I really enjoyed the time I 10 was here, the three days that I was here, and 11 listening to just the exciting things that are going 12 on in our schools. 13 And, you know, we -- we have, for a long 14 time, talked about, you know, proficiency and that 15 sort of thing. And it's important. And I still 16 believe in that. However, that's not the whole 17 picture. And I think a lot of our charter schools 18 are demonstrating success in other ways that we can 19 assess, you know, how successful they're being. 20 And so good -- those are good highlights 21 that I think that story needs to be told more, 22 especially as we continue to move forward; not just 23 for charter schools, but for traditional schools as 24 well. 25 And so thank you to everybody.</p>	<p style="text-align: right;">Page 1172</p> <p>1 to serve you and wish you all a very Merry 2 Christmas, Happy Holidays, and a happy, healthy New 3 Year. 4 THE CHAIR: Happy Holidays, everyone. 5 Safe travels. 6 Do I have a motion to adjourn? 7 COMMISSIONER ARMBRUSTER: I move. 8 COMMISSIONER ROBBINS: Second. 9 THE CHAIR: All in favor? 10 (Commissioners so indicate.) 11 THE CHAIR: Safe travels. 12 (Proceedings concluded at 2:56 p.m.) 13 14 15 16 17 18 19 20 21 22 23 24 25</p>

BEFORE THE PUBLIC EDUCATION COMMISSION
STATE OF NEW MEXICO

REPORTER'S CERTIFICATE

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

In testimony whereof, I have hereunto set my hand on December 30, 2019.

Cynthia C. Chapman, RMR-CRR, NM CCR #219
BEAN & ASSOCIATES, INC.
201 Third Street, NW, Suite 1630
Albuquerque, New Mexico 87102

Job No.: 2372N (CC)

RECEIPT

JOB NUMBER: 2372N CC Date: 12/13/19
PROCEEDINGS: OPEN PUBLIC MEETING, Vol. Five
CASE CAPTION: In re: Public Meeting of the Public Education Commission

ATTORNEY: MS. BEVERLY FRIEDMAN - PED
DOCUMENT: Transcript / Exhibits / Disks / Other _____
DATE DELIVERED: _____ DEL'D BY: _____
REC'D BY: _____ TIME: _____

ATTORNEY:
DOCUMENT: Transcript / Exhibits / Disks / Other _____
DATE DELIVERED: _____ DEL'D BY: _____
REC'D BY: _____ TIME: _____

ATTORNEY:
DOCUMENT: Transcript / Exhibits / Disks / Other _____
DATE DELIVERED: _____ DEL'D BY: _____
REC'D BY: _____ TIME: _____

ATTORNEY:
DOCUMENT: Transcript / Exhibits / Disks / Other _____
DATE DELIVERED: _____ DEL'D BY: _____
REC'D BY: _____ TIME: _____

A

A's 1012:15	951:5 963:16 1077:12	actual 1027:13 1142:21
A-B-C-D-F 1072:3,4	Academy 1131:22 1138:4,24	add 959:25 969:21 989:22
a-thon 948:19	1141:13,14 1152:16 1155:2	990:10 1013:1,9,14,14 1027:14
A.J 981:21 1034:25 1035:6,8	accept 1030:3 1033:14	1029:11 1045:3 1055:16
a.m 908:12 911:3 974:2,2 1060:9	accepted 919:21 944:21 980:16	1057:22 1075:10 1106:18
abandon 1032:5	1126:4	1138:7,17,19,20 1139:6
Abeyta 1068:21 1084:2,4	access 1140:9	1147:17 1154:4
ability 939:13 996:7 1069:25	accommodate 929:5 942:25	add-on 1161:6
1100:14	943:2	added 921:5 922:6,13 928:7
Abiquiu 1114:25	accomplish 943:24 1000:1	953:23 969:9 983:15 1072:13
able 922:14 929:11,22 934:21	1042:19 1166:7,9	1072:25 1085:7
937:24 942:25 945:2 953:20	accomplished 916:12 935:14	addendum 1075:18
955:16,20 956:8 963:10 984:4	account 1064:1 1133:23	adding 958:24 1009:24 1014:13
987:3,9 996:24 997:2,3,6,8,9,12	accountability 913:2,7,14,15,16	1045:5 1142:20
997:13 998:4,7,10 1001:25	939:13,24 961:16 970:17 972:3	addition 938:18,23 1087:3
1003:14 1004:16 1014:6	975:19,25 976:7,8,9 1023:19	1099:23
1016:17,18 1019:2 1020:4	1058:4 1060:24 1061:5,12,13	additional 1044:24 1045:3
1022:16 1023:8 1028:5,16	1061:14 1063:23 1116:14	1132:19 1138:7,20,23 1139:6
1042:19,23 1043:5 1052:21	1135:11	1152:12 1159:8 1160:1 1163:23
1054:9,12 1070:12 1072:5	accountable 1076:4	additions 1122:18
1074:5 1078:20,24 1079:1,6	accountants 1013:8	address 960:17 967:3 1002:15
1085:13 1086:10 1087:20,25	accounted 954:24 955:2	1004:22 1011:12 1036:23
1089:18 1091:14,24 1093:4,12	accounting 919:21 946:13	1037:1,24 1042:6 1069:5
1093:16,23 1094:6,8 1096:15	980:17 1013:8	1098:15
1098:20 1099:15 1107:18	accuracy 1157:24	addressed 1042:7 1070:8
1108:10 1110:21 1111:3,12	acequia 1073:19 1074:1,2	addresses 1078:5
1119:11,15 1123:18 1125:19	ACES 1147:2	addressing 1086:24
1131:6 1133:2,12 1139:2,6	achievement 964:3 1023:24	Adentro 910:4 914:24 915:21
1140:19 1149:17,18 1152:6	1024:1 1029:7	916:18 920:17,20 932:6 951:16
1154:21 1155:8 1158:17 1165:4	acknowledge 1119:11 1137:22	954:1 966:6 969:12 970:15
1171:12	1147:24	972:1 974:8,14,17,19 1148:6
above-the-line 1156:20 1159:8	acquire 1138:25	1161:10
1159:10	acquiring 941:23	ADHD 1019:11
absenteeism 970:22 972:8	acre 1110:22	adjacent 1139:1
1058:9 1116:19	acres 1110:11,17,19	adjourn 1172:6
absolutely 1089:1,3 1108:19,22	across-the-board 945:24	adjudication 939:5
1108:23 1130:9 1132:5 1137:9	ACT 963:1	Adjustment 957:10 1156:24
1149:10	Acting 909:9 914:18 915:20	1158:16,19
abyss 1129:14	1120:7,13 1123:2 1125:11	administration 1027:20 1123:12
academic 913:4 914:6 921:19	1130:9,20 1131:1 1145:8	administrations 1091:24
923:8 924:20 929:15 935:10	1148:2,7	administrative 988:6 1124:18
963:18 975:21 976:21 987:4	action 910:2 913:20,20 976:13	1162:4 1163:16,16,23
989:10,15 1017:20 1061:1,25	1061:18,18	administrator 1069:7 1125:4,9
academically 964:9 996:11	actions 910:9 976:13	1126:12 1151:9
academics 916:2,20 921:10	activism 999:24	administrators 1131:10 1159:11
922:19 923:15 924:23 944:19	activities 988:12,18 1036:19	1162:15
	1072:21 1074:5 1095:15	admire 1099:22
	activity 1087:10 1111:5	admired 1001:1

admit 1084:11
admitted 927:5,11 928:1
adopted 1011:7
adult 968:11 969:6 1100:4
adults 969:16,19 994:1 1022:25
 1023:3 1171:18
advance 1040:16
advanced 1010:25
advantage 1032:13 1049:13
 1078:17 1079:2 1114:15
 1141:17 1143:23 1144:2
advertise 1025:22,23,24,24
advice 1142:18
advise 1138:5
advisory 924:9,10,19 928:19
 929:15 1131:10
advocate 1036:15
advocating 1036:2 1159:7
aerospace 1015:10
affect 1055:2,3
Affidavits 980:19
affiliated 915:1,2
afford 947:18
afforded 932:23
afraid 1112:3,3
African 922:15
Afro 952:3
Afro-Cuban 952:13
AFT 966:12
after-hours 942:15
after-school 928:7 935:15 950:7
 1103:8
aftercare 1070:9,12 1087:22
 1094:17,18,25 1095:1,2
afternoon 921:12 944:10 1077:7
 1082:5 1084:3 1113:3 1120:7
afterward 969:18
agencies 1141:7
agenda 914:13 976:25 1107:7
 1118:11,12 1138:9 1139:8
 1151:8 1153:13
Agnes 1074:9
ago 934:13 936:6 955:14 965:4
 1052:14 1084:16 1099:25
 1105:1 1145:15 1161:24
 1164:12,22
agree 1029:18 1053:9 1106:1
 1107:20 1108:19 1109:10

Agua 1090:20
ah-ha 1053:20
ahead 922:24 944:11 945:18
 1070:2 1071:11,14 1074:24
 1082:4 1092:7,8 1094:11
 1095:17,25 1096:2,10 1097:12
 1097:16 1098:21 1106:12
 1109:15 1110:3 1111:23,24
 1144:23
aid 927:16
air 935:2 1111:25
Ajalaa 997:22,24
Alamos 1046:21 1047:10
Alan 909:9 929:21 1137:14,17
 1147:13 1150:9 1158:12
 1162:17 1166:14 1167:13
Albuquerque 908:22 910:4
 926:14,15 937:14 939:10
 949:15,19 1131:21 1138:3,10
 1141:12 1152:16 1155:2 1164:4
 1168:20 1169:2,3,20 1173:21
Aldo 910:5 977:7 981:17 982:11
 983:1 985:2,11 986:11 994:7,8
 994:9,14 996:2,3,4,6 997:5,12
 997:15,19,25 998:1,14,23 999:5
 999:7,10,20,25 1000:4,7,9
 1005:2,14 1006:15 1022:21
 1024:25 1025:6,17 1026:17,25
 1035:7,14 1037:11,15 1038:10
 1039:12 1040:25 1042:14
 1050:21 1051:11,14 1053:8,16
 1053:19,21 1054:10,14 1057:8
 1058:2 1131:23
aligned 923:21 1069:14,14
 1071:23
alignment 1071:19 1133:9
Alliance 1053:1
allow 952:23 1107:18 1159:19
allowed 1004:15 1108:7,7
allowing 940:1 1004:19 1155:23
allows 953:3 992:21,22 1159:11
Almanac 1051:5,10
alongside 1035:13
alternative 1169:16
altogether 1006:5
alumni 926:4,8,9
amazed 915:9 1024:11 1101:20
amazing 986:21 988:11 989:17

989:20 1017:6,11 1021:8,10
 1023:6 1128:22 1133:20
 1137:19
ambassadors 1043:15,18
 1044:10
ambassadorship 1043:24
Amber 931:7
amend 971:21,23 972:1 1133:2
amended 971:24 972:13
amendment 956:5 1044:23
 1133:3 1138:7
amendments 1107:1 1127:11
 1133:5
America 1074:25 1082:8
American 927:11 998:19 1038:5
 1051:9 1075:3
Ami 909:14 971:21 1130:23
 1131:2 1150:9 1171:23
amount 927:17 1008:3 1038:2
 1064:20 1120:17,19 1144:6
 1157:15
ample 1130:2
Amy 1131:20
analysis 1011:17 1013:4 1123:21
 1123:21 1162:21
and/or 939:15
Andrea 1068:20 1081:22 1082:7
anew 1009:11
Anglo 1031:12 1033:5 1035:19
 1037:19 1038:1
Anglos 1040:19
animal 1100:24
animals 1101:20,21,25
Ann 909:3 1112:25
announce 1125:19
annual 948:14 962:8 1128:2
 1130:16 1137:6
answer 1002:24 1025:16 1028:6
 1033:24 1048:3 1135:16
answered 953:12 961:1 1032:18
 1152:12
answering 1149:13
answers 1025:14 1105:22
 1152:13
anti-drug 1105:12
anticipate 984:1 987:20 1138:8
 1152:9
anticipation 1138:22

anxiety 990:11
anybody 969:13
anymore 1041:13 1047:5
 1054:24 1081:5
anyway 1003:14 1052:9 1076:10
 1078:4 1080:4,6 1167:10
AP 999:17
Apache 982:22,23
apart 1041:2
apiece 1082:1
Apodaca 908:12
apologies 916:25 917:4 1062:24
apologize 965:11 970:6,8 974:9
 974:14 1075:19 1153:15 1170:8
Appalachian 1000:19
appeal 1086:7
appear 978:19
appearing 912:10
appears 918:8
appendix 1136:15
applaud 1102:2,2,9
applause 973:24 1060:2 1075:15
Applicable 1066:14
applicants 1148:19
application 1133:8 1141:2,9
 1148:15,18 1149:14 1153:1
applications 910:3 913:8 976:1
 985:23 1061:6 1133:10 1135:23
applied 1084:11 1126:4 1149:20
 1152:16
apply 1127:18,20 1141:21
applying 925:24
appreciate 912:11,24 938:2
 940:20 975:6 982:9 991:1
 993:25 994:2,11 1001:14
 1002:7 1007:7,7 1008:17,22
 1016:10 1035:1 1036:13,24
 1075:15,21 1086:16,16,24
 1089:7 1090:4 1091:9 1099:17
 1106:13 1112:19 1119:23
 1132:22 1137:17,24 1147:15,16
 1150:18 1151:15 1152:8
 1156:12 1164:25 1165:3,3,6
appreciates 1081:8
appreciation 915:13 1089:2
approach 1040:9,13 1070:22
 1071:21 1114:17
approached 1053:1

appropriate 1055:13 1110:1
 1155:15 1157:8
appropriately 1067:3
approval 933:6
approximate 916:19
approximately 923:7 977:9
April 948:16
APS 958:8 1012:9 1126:12
 1128:11
apt 1001:4
aptitude 1009:13
archeology 995:7
architects 941:12
archive 974:13
Archuleta 917:1 920:18,20
 922:17 926:25 928:11 941:7,11
 942:17 943:17 945:7 946:25
 949:7,11,14 955:10 957:6,15
 958:13 962:15,20 968:7
area 917:21 941:17 955:4 974:25
 980:12 986:9,10 989:21,25
 1006:25,25 1017:15 1028:22,23
 1030:1 1031:3 1033:25 1034:1
 1034:21 1035:12 1036:7,9
 1038:11 1051:21 1055:14,19
 1056:1,2,17,19 1100:11
 1121:22 1139:17 1140:20
areas 914:6,7 918:23,25 937:6
 980:10,15,17 988:12 1011:21
 1015:15 1036:18 1061:25
 1065:24 1066:4 1073:13 1087:5
 1126:20 1133:16 1134:19
 1140:13
Arizona 944:22
Armbruster 909:3 911:4,6,9,12
 911:13,16,19,22,25 912:9 971:9
 971:12,15 972:17,21,24 973:2,5
 973:6,9,12,15,18,20 1044:18,19
 1045:4,9 1047:25 1048:6,10,18
 1048:22 1049:12,24 1050:11
 1058:17,20,24 1059:2,5,8,9,12
 1059:15,18,21 1085:19 1109:2
 1109:8 1113:1 1117:5,8,11,14
 1117:17,20,23,24 1118:2
 1152:24 1153:7 1154:12
 1166:17,18 1167:4 1172:7
army 1047:11 1118:21,22 1121:6
arrivals 1105:18

art 916:20 921:8,9,14,18 991:8,9
 991:22 1078:12 1079:5 1090:24
 1091:8,15 1093:17 1095:19
artesanía 921:8 922:6 944:10
articulately 1022:14
artisanshíp 916:21 934:10
 936:23 951:15
artist 991:18 1074:10
artistic 939:1
artistically 1063:5
artists 921:15,25 926:16 931:3
 950:11 1074:8,12 1078:18
arts 910:7 915:25 921:18 923:14
 924:16 928:7 930:11,24 934:6
 934:10 935:10 937:23 939:9
 951:4 961:8 964:19 990:18
 991:2 1001:9 1060:17 1062:21
 1063:2 1072:16 1077:11 1078:8
 1078:9,10 1085:10 1086:19
 1092:12,15 1114:17 1116:12
 1128:23 1129:3
as-expected 917:16 918:1 978:14
ashes 1155:5
aside 986:17,19 1158:1
asked 929:1 957:23 992:15
 1025:11,11 1053:2 1089:9
 1095:9 1138:5 1150:21 1163:4
asking 941:21 948:21 962:7
 1088:20 1149:8 1157:6
asleep 1057:22
aspect 1021:21 1122:13 1129:24
assess 1141:9 1170:19
assessment 917:7 918:6 1169:14
assessments 1169:16
asset 946:11
assets 946:7
assistance 957:4 960:10 1049:6
 1122:16 1127:21 1132:17
 1135:10
assistant 931:20,21 988:2 1043:6
 1084:6
associated 1035:21,23 1153:23
Associates 908:20 966:18
 1007:15 1173:20
association 1035:24
at-risk 1069:22 1157:2,10
athletes 1112:5
Atlanta 935:21

Atlanta's 926:20,24
ATTACHMENTS 910:14
attacked 1035:24
attempt 1055:13 1104:11
attempts 1054:18,20
attend 921:10 929:12,22 997:12
 997:17,18 1026:5 1035:16
 1149:22 1168:13
attendance 928:20,22
attended 1051:22
attending 996:4 1149:23 1169:19
attention 938:13 956:9 964:11
 1085:20 1098:9
ATTORNEY 1174:7,12,17,22
attracted 1026:24
attracting 1042:25
attributable 1063:17
attribute 961:19
audience 930:4 948:12 950:14
 1057:24
audit 918:19 919:22 946:3,6
 947:7 954:20 979:25 980:18
 987:21 1002:18 1003:9,15
 1004:16,19 1007:6 1065:18
 1067:5 1097:23 1161:25
auditing 1003:7
audition 939:5,8,17
auditor 1007:8,17,23 1008:20,21
auditorium 1017:3
auditors 954:23 1002:25 1003:22
 1004:4 1008:15
auditors' 946:9
audits 1003:4
Audubon 1000:22
August 985:2 1014:8
authorized 1127:10 1138:17
 1160:4 1171:5
authorizer 1131:12
authorizers 1130:24 1135:8,9
 1161:4
authorizing 1122:15 1125:3,9
Autism 1083:17
autonomy 1128:14
Ava 995:22 996:1 1052:3,9
 1055:6
avail 1145:4
availability 1144:3
available 912:15 914:8 975:15

977:16,18 979:10 1067:20
 1142:18 1143:24 1145:5 1150:7
average 917:11 920:7 978:6,10
 1064:5 1068:5
award 1127:2,4,19
awarded 927:18 1127:2
awardees 1123:8
awards 954:4 1133:13
aware 920:1 961:6 963:22 966:15
 1024:9 1072:5 1118:20 1125:11
 1131:1 1139:13
awareness 938:17
awesome 992:11 1017:19
 1090:15,22 1094:13 1096:23
 1121:21 1126:15 1166:15
 1168:19

B

B 919:1,2 980:9 1066:1 1138:2
 1160:5
baby 1101:14
Baca 930:9
back 914:3 918:23 932:4 948:6
 957:14 960:8 963:17 974:12
 977:18 980:8 985:23,25
 1013:14,18 1020:19 1051:22
 1065:23 1073:10 1077:25
 1081:1 1092:16 1100:17,19
 1134:9 1167:25 1168:2 1170:3
 1171:1,10
back- 967:14
back-and-forth 1121:14
backbone 928:12
background 928:24 935:18
 949:14 966:8 967:16 968:2,6,17
 969:17 1054:8
backgrounds 1097:4
backlash 1023:3
backpacked 1000:18,20
backpacking 1020:21 1053:17
 1053:18,22
backpacks 986:20
backstage 922:10
bad 993:6 1003:12 1058:21
Bailey 981:21 987:25 988:1
 1009:3 1019:8 1020:11 1037:4
 1037:8 1048:16,19,24 1049:15
balance 953:19 985:18 1135:10

balances 947:4 1007:21
balancing 951:5
band 935:24
bands 952:9
bandwidth 1139:19
bank 1003:25 1004:6,11
bar 1047:3 1155:12
barely 1038:11
barrel 987:13
barriers 1129:7
barring 1127:5 1128:4
based 936:2 1004:17 1049:22
 1063:2
baseline 962:1
basic 990:4 1015:7 1038:15
 1096:9
basically 952:1 954:25 1008:4
 1015:15 1110:12
basics 1012:25
Basque 937:12
bass 953:2
Bay 1047:6,9
Bayard 1024:14 1028:22
 1036:16
Bean 908:20 1173:20
bear 1115:24 1116:1,2
beard 1089:24
beautiful 953:22 965:2,3 991:11
 1032:12 1033:12 1091:2 1114:9
 1133:25
beautify 998:11
beauty 915:15
becoming 925:6 967:2 1006:10
 1019:3 1063:5
beds 1114:12
beechwood 965:3
beginning 915:21 962:1 986:21
 989:13 999:17 1014:6 1018:4
 1031:11 1081:14 1114:21
behalf 1085:25
behave 1057:14
behavior 969:18 1046:17
 1083:22 1126:7
beliefs 1052:19
believe 922:20 937:23 943:3
 953:6 961:4,9 966:3 969:24
 987:2,5 988:15 1002:19 1026:6
 1035:11 1050:2 1071:16 1081:4

<p>1081:20 1087:22 1097:2 1112:16 1123:6 1133:1 1167:13 1170:16 believed 985:11 986:4 believer 1020:2 belong 985:15 1044:5 belongs 1023:5 belts 1135:3 beneficial 984:12 1168:7 benefit 944:24 Benitez 965:22 Berna 1128:10 best 913:7 942:3 951:11 975:25 988:4 999:18 1047:3,3 1050:18 1052:8 1061:5 1069:5 1091:10 1127:22 1129:20 1132:3 1150:10 1165:24 best-attended 1164:18 better 920:7 924:24 925:11 930:23 935:16 945:15 946:4 949:12 980:24 999:11 1032:10 1041:2 1042:5,5 1064:21 1068:6 1084:21 1088:7 1091:4 1103:17 1112:15,17 1114:4 1119:14 1130:4 1134:3 1156:8 Bev 1128:7 1158:12 Beverly 909:12 995:13 1174:7 Beverly's 1081:13 beyond 998:15 1036:6 1037:14 Biehl 1131:20 bifurcation 1086:2 big 941:17 947:7 953:1 956:18 958:25 991:18,22 1017:2 1028:20 1050:6 1053:12,18 1069:9 1097:3 1103:4 1104:5 1162:18,19 big-picture 1092:22 Bilingual 1155:2 bill 1159:5 bin 1166:21 Bingaman 1050:10 Bingham 1141:19 biologists 1047:12 biology 998:20 birds 982:16,19,20,25 983:7 Birthday 1016:13 1089:23 bit 912:13 923:4 931:15,25 934:12 935:12,21 950:18</p>	<p>953:18 978:3,20 981:24 984:25 998:6 1006:7 1009:20,20,20,21 1016:9 1020:19 1023:3 1044:1 1044:20 1051:21 1100:7 1102:20 1103:13 1110:20 1121:17,18 1135:15 1152:4 1158:14 Bjornstad 995:23,24 996:1 blank 1062:23 blessing 1085:9 1092:8 block 923:20 925:3 934:14 936:24 942:24 block-and-a-half 915:5 blocks 923:23 936:23 blog 1096:10 blue 1166:21 1167:1 blues 1052:2 board 927:14 930:6,11 932:3 935:8 937:21 949:23 955:19,19 956:12,12 966:12 1012:9 1036:15 1049:22 1080:1,2 1081:19 1082:25 1089:18 1132:21 1148:4 boards 1132:12 Bobroff 915:19 916:4 929:22 bode 1163:17 bodes 1157:24 body 922:3 925:24 999:5 1037:10 Bolera 937:10 bonds 1114:20 bonus 987:4 book 985:8 books 1003:16 1095:2 boost 1088:16 1144:9 boots 1076:7 born 1021:8 1024:7 1035:2 1101:19 Bosque 982:21,23 botany 1114:16 bottom 933:13 987:12 bought 965:3 box 964:22 1166:20 1167:1 brag 1034:13 bragging 926:2 927:1 brain 1044:22 Brauer 909:9 914:18 1120:7,13 1123:2 1125:11 1130:9,20</p>	<p>1131:1 1137:18 1145:8 1147:13 1148:2,7 brave 1018:21 Brazil 991:17 bread 1129:17 breadth 1010:3 break 974:1 977:19 1040:25 1041:20 1044:9 1050:6 1060:4 1060:4,7,8 1129:7 1147:15 breakdown 1030:7,11,11,14,18 1030:19 1031:7 breakfast 1069:18 1073:1,4 1085:7 1087:15,18 1088:11,11 1088:12 1089:2,23 1111:24 breakfasts 1073:3 breaking 1129:17 breakouts 1169:6 breaks 925:1 1031:8 1041:8 breath 935:2 bridge 927:12 1029:19 1137:2,3 bridging 951:5 1129:14 brief 1082:23 briefly 934:11 984:24 985:1 bright 1169:8 bring 911:1 928:18 955:22 993:14 1030:17,21 1040:7 1043:13,14,17 1072:23 1078:9 1078:12 1087:4 1088:5,21 1102:12 1103:13,14,23 1104:15 1104:21 1105:5,10 1108:7 1109:16,17 1131:15 1146:1 bringing 988:17,18 1014:12 1020:8 1033:5 1040:15 1078:1 1105:8 brings 926:2 952:12 953:5 1080:7 1088:14 1125:23 broad 1009:8 broadband 1139:14,24 1140:9 1142:5 broken 1041:5 broker 966:20 brother 1008:24 1103:3 brothers 1103:2 1115:17 brought 922:1 977:14 1030:2 1075:5 1079:4,25 1089:18 1162:17 Brown 1003:7 1007:11 1132:16 1147:24</p>
--	--	---

Browne 981:21 984:20,21
 1002:19,23 1003:3 1007:10
 1011:11 1017:25 1051:16
 1052:12
bucks 948:25 1162:23
budget 950:7 1021:23 1085:2
 1099:18 1151:20,22,23 1152:5
 1152:12 1156:14,16,16 1159:9
budgeting 987:22
budgets 1163:21
buffalo 1101:12,15
build 922:10 924:7,16 984:16
 1056:6 1115:6 1132:24
build-out 947:10
building 908:12 915:10,14 925:4
 932:7,17 933:9 941:16 943:3
 946:11 949:24 950:23 954:21
 955:15 968:11,25,25 969:19
 998:12,15 1001:13 1006:24
 1014:24 1109:24 1121:21
 1138:8,14,20,25 1139:6
buildings 1111:16 1123:13
 1144:22 1146:2
builds 1114:20 1146:3
built 925:2 929:3,18 946:12
 947:3 994:21 1014:24,25
 1114:11
bulls 1091:4
bump 984:1
bunch 1113:2
bunk 1114:12
bunkbeds 1047:7
burden 969:22
Bureau 1063:23 1126:6 1146:14
bus 1002:25 1073:5,7 1087:4,7
 1087:10,15,25 1103:11 1111:22
business 931:7 942:5 959:13
 984:20,22,24 995:10 1084:6,7
 1115:19 1123:3 1124:2
businesses 985:16
busy 928:15 929:5,6
buy 1021:23 1110:21 1144:15
buying 1111:2

C

C 908:20 909:1 910:1 919:1
 989:11 1004:23,24 1045:15
 1066:4 1070:25 1139:10 1173:8

1173:19
C's 1012:16
Caballero 909:4 912:3 967:11
 971:6 973:13,14 1029:22,23,24
 1030:10,17 1035:1 1039:21
 1042:8,11 1050:13 1055:9,16
 1058:25 1059:1 1060:11
 1064:22 1075:21 1081:16
 1090:7 1102:7,8 1105:15
 1106:1,20 1117:18,19 1148:23
 1149:1 1151:2,22 1154:8
 1165:19,20
cabin 1050:22
Cabinet 1151:19
cabins 1114:12
Cafe 1073:2 1088:14
cajon 951:25 952:7,9 964:21
 965:1,3,15
cajun' 964:23,24,25
cake 1167:19
calc 1012:14,15
calculator 1013:10
calculus 1013:5
calendar 925:2 1066:19
California 1039:6 1046:21
 1047:4
Calkins 1071:21
call 911:5 962:9 966:22 971:8
 972:16 988:14 990:5 994:23
 998:24,25,25 1036:21 1117:4
 1126:1 1154:3 1155:24
called 921:5 923:25 937:10
 948:15 951:25 964:23 985:8
 1017:1 1080:18 1083:17
 1168:24 1169:11,21
calling 1106:6 1112:13 1163:12
calves 1101:14,15
cameras 1017:12
Camino 924:16
camp 1021:25 1079:9
campaign 1105:12
campaigns 1035:21 1104:23,25
Campbell 1147:3,8 1148:16
 1149:21
camped 983:3
camper 1113:25 1114:1
campfire 1053:23
campgrounds 1021:25

camping 1114:4,24
campus 1079:10
campus 981:4 983:19,20 984:3,9
 992:3 1023:8,11 1073:16,18
campuses 1084:25
Canadian 982:24
candy 1167:2,5 1170:2
Canyon 974:25 996:21 997:2
Canyons 1101:1
cap 955:6,22 1106:19 1107:13
 1109:21 1138:22 1139:4
 1160:23
capability 953:3
capable 1042:3
capacity 951:8 1110:10 1162:25
 1163:18,23
capitalize 946:11
capron 965:15,16
caps 1161:17
capstone 989:22 1020:7,16,17
 1021:12,16
CAPTION 1174:4
captured 1120:22
car 1155:19
card 1167:14 1170:4
cards 991:25 1170:5
care 1019:6 1123:4
cared 993:11,17
career 939:14 963:18 998:8
 1000:3 1009:4 1126:11
career-technical 984:13
careful 970:2 1101:2,8 1142:13
Caribbean 952:4
Carlos 909:4 1021:15
Carnegie 926:18
carriers 966:22,24
carrying 947:4
carryover 987:17
Carson 1051:5
case 967:20 1045:18 1050:19
 1062:8 1118:14 1120:3 1143:13
 1144:7 1174:4
cases 947:13
cash 946:18,20 947:4 950:1
 987:17 1158:18 1159:1
Cata 1149:23
Catalina 981:20 994:12,13
 1018:1,1,3 1027:14,17 1028:24

1029:10 1030:9 1047:6
catch 924:1 1026:7
catching 1003:13
Category 1143:22
cattle 1017:10,12
cau- 1151:25
caught 1003:11,11 1026:8
1081:1
caused 1008:13 1053:19
causes 1060:15
cautious 987:19 1151:25
caveats 1144:20
CC 908:25 1173:25 1174:2
CCMSI 966:18
CCR 908:20 1173:8,19
CDFI 933:5
CDL 1008:4
celebrate 940:4 941:1 1120:21
1155:8
celebration 940:18 1060:15
1119:12
center 1017:2 1111:4 1128:11
1171:19
centered 1055:14
Central 941:3
cents 1140:19
Century 937:11
CEO 959:13
CERN 1074:14,15,15,17
certain 966:23 1013:23 1039:11
1145:25
certainly 965:9 1000:20,23
1089:7 1119:14 1142:14 1144:3
1157:1
Certamen 926:10
certificate 910:13 966:3 1173:7
Certified 1173:8
certify 1173:10
CHAIKEN 909:15 1171:24
chair 909:3 910:10 911:1,21
912:6,8,10 914:18 916:16
920:10,14,18,24 921:2 922:17
931:18,24 933:16,21,25 934:3
938:4,10 940:2 941:7,10 942:12
942:17 943:9 944:1,25 945:7,21
946:1 947:9,24 949:4,7,10,13
950:24 951:3,19 954:7 957:14
960:20,24 970:9,11 971:1,5,8

971:17 972:13 973:1,19,22,25
974:3,20 975:2,4 977:5 981:7
981:10,16 994:13 995:13,18,24
997:21 998:5 999:1 1000:12
1001:23 1002:22 1003:1
1004:21 1006:17 1016:11
1022:19 1027:8 1029:22,23
1034:23,24 1035:4,7 1037:3,7
1039:22 1040:24 1042:10
1043:10 1044:17 1050:15,16
1055:7,9,11 1056:23,24 1057:2
1057:3,5,14,19,21,25 1058:14
1059:17,23 1060:3,13 1062:18
1068:9,24 1079:13 1081:10,13
1081:18,23 1082:17,20,24
1083:4 1084:2 1085:17,23
1086:9,13 1087:8 1089:1,7
1090:1,8,9 1091:4 1097:19
1102:7,9 1106:15,21 1108:19
1109:6,23 1110:9 1111:6,17
1112:18,22 1113:5,7 1116:3,6,9
1116:23 1117:2 1118:1,4,10
1119:18,23 1120:8 1125:10
1130:19 1137:15 1143:10,17
1144:12,13 1145:7,8 1147:12
1148:1,6,10,25 1149:2,19,25
1151:3,23 1153:1,10,12,25
1154:4,9,14 1155:21 1156:13
1164:8,9,13,16,23 1165:1,8,12
1165:19 1166:12,16 1167:17,22
1168:9 1169:24 1171:22 1172:4
1172:9,11
Chairman 997:23 999:3
Chairwoman 1077:7 1120:14
1125:12 1137:16 1155:24
challenge 951:20 1008:20
1102:15
challenged 1015:22
challenges 949:5 963:24 1134:19
challenging 1010:5
Chama 1079:20
chance 915:20 991:24 1136:21
change 1066:19 1067:14 1084:17
1084:21 1108:9 1111:24
1132:15 1148:21 1153:18
1159:4
changed 921:17 948:23 999:11
1008:15 1071:25 1072:4

1081:13 1100:7 1141:24
changes 1034:5 1089:13,17
1128:4 1148:14 1159:19
1162:10 1166:8 1167:24
changing 943:8 1139:23 1153:22
1165:23,24
Chapman 908:20 1173:8,19
character 1166:1
charge 1073:9 1126:15
charged 967:17
Charlotte 1131:20
chart 918:12,22 919:6 945:23
978:24 979:7 980:6 1063:9
1064:2
charter 910:2,5,9 913:21 920:17
920:21 933:9 937:6 957:18
960:11 964:4,5 970:14 972:1
976:14 977:7 981:17 982:11
985:23 994:15 997:19,25 998:1
998:14 999:5,10,20,25 1000:4,7
1000:9,10 1012:10 1022:5,21
1025:18,25 1028:4 1031:1
1034:8,9,13 1035:7,14 1037:11
1038:10 1039:12 1045:19
1057:8 1058:1,2 1061:19
1076:14 1086:2,21 1087:14
1092:4 1099:17 1104:4,10
1116:11 1120:12 1122:3,3,22
1124:2,17 1126:1 1128:2
1130:14,21 1131:12,23 1133:1
1133:9 1134:21 1136:16,22
1137:24 1139:11,13,17 1140:2
1140:22 1141:1 1145:19
1153:20 1156:7 1160:4 1162:15
1162:20 1163:17 1168:12,14,18
1169:5,7 1170:17,23
charters 912:25 955:3 967:5
975:16 1088:23 1124:10 1129:8
1134:10 1145:24 1146:24
1153:14 1154:22 1160:21,25
charts 978:15 1064:25
Chavez 909:4 911:17,18 960:22
960:23 961:25 962:21 963:20
973:10,11 1022:19,20 1025:9
1028:21 1029:2,25 1034:18,25
1036:17 1050:8 1059:19,20
1074:10 1075:24 1117:9,10
1120:11 1131:24 1165:11

1169:24,25
check 967:16 969:16,17 1143:1
Checklists 1147:14
checks 966:8 968:2,6,18
Chess 1072:16
Chicanitos 1034:20
Chief 949:17
child 932:8 985:8 987:2,6 1072:6
 1094:5 1154:10
children 934:18 935:6,8,13
 936:10 952:24 967:9 985:9,13
 1006:9 1031:25 1038:9,24
 1042:25 1043:1 1046:25
 1083:21,22 1101:23 1103:22
 1107:24 1109:4
children's 929:12
chimes 1081:15
choice 922:21,22 959:8 995:6
 1016:15,17
choices 1027:23 1028:13,18,19
 1158:3
choose 921:7 1016:17,19 1017:16
 1092:20
choosing 944:17
chose 1019:14,15
chosen 941:14 1052:16
Christmas 964:24 1168:4 1172:2
chronic 970:21 972:7 1058:8
 1116:19
church 1044:6,7 1105:7
Chuska 1146:14
cinch 1104:7
Cindy 1170:2
circles 1122:6
cities 1051:23
citizens 938:23 992:1
city 910:6 926:19 937:7 977:8
 986:8,15 1001:15 1021:9
 1022:9 1024:14,21,24 1025:1,6
 1035:3 1037:17,20 1038:6
 1050:3 1051:24
City's 1037:16
CLA 1007:15
Clara 1036:17
clarify 1045:10
clarity 1156:8
class 922:14 927:21 936:24
 982:16,17 989:23 996:14

998:18 1014:11 1020:15
 1030:13 1033:13 1039:4
 1044:25 1045:3 1078:12 1079:4
 1093:23 1112:4
classes 921:6,11,23 923:8,9,10
 928:5 944:8,9,15,16 945:12
 963:11,12 969:2 984:5,17
 1005:13 1023:9 1046:8 1071:17
classical 937:11 1141:13
classification 946:6
classmates 996:6,15 998:22
classroom 938:20 969:6 988:13
 988:18 993:12,15 998:16
 1049:5,7 1070:18 1110:4
 1114:5 1140:11
classrooms 988:5 1078:11
 1083:20
Claussen 981:20 986:18 994:12
 994:14 997:22,24 1018:3
 1027:14,17 1028:24 1029:10
 1030:9
clay 991:21
clear 932:6 968:16,16 974:19
 1130:21
cleared 1148:5,6
clearer 1149:16
clearing 968:17
Clearinghouse 933:4
clearly 913:13 938:20 957:22
 974:14 976:6 1061:11
Clifton 1007:15
climate 970:23 972:9 1058:10
 1116:20
clips 1017:7
close 914:1,5 933:12 976:19
 978:11,14 992:13 997:11
 999:12 1003:11 1030:15
 1050:25 1054:1 1061:24
 1096:16
closed 1114:5
closely 950:4 977:20 1159:7
closer 918:1 1062:12 1122:12,12
 1157:20 1159:9
closing 1118:16
club 990:10 1014:18 1072:16,16
 1094:23 1095:13,25 1096:5
clubs 1072:13,15 1094:20
 1095:10

CNM 923:7 927:6 928:5 944:20
co-director 920:16,20
co-directors 917:2
co-founder 994:14
coaching 1083:20,20,23
Coalition 957:11,13 1153:5,8,13
 1168:24
Coast 1000:21
Cobre 1006:12
Coelophysis 1115:2
coffee 991:12
cohesive 1115:7
coincidental 1151:10
collaborate 924:24 925:10
 1027:6
collaborated 924:18 926:21
 1012:11
collaboration 925:4 929:17
 937:5 1134:10
collaborative 1131:9
colleague 994:23 1033:14
 1034:18
colleagues 957:18 1133:5
collection 1119:1
collective 1134:18,24
collectively 938:17
college 923:21 927:13 945:10,17
 963:17,18 965:17 1005:11
 1046:6,7 1083:9 1107:10
college-and-career 926:1 970:22
 972:8 1058:9 1116:19
colleges 925:25
collegiate 969:1 1141:13
Collider 1074:16
color 1041:14
Colorado 1039:6
come 928:18 931:16 932:4 933:3
 933:14 937:15 940:4 942:23
 959:16,23,24 960:1,5,5 968:1
 968:18 969:14 975:7 981:3
 983:10 991:17 994:11 1001:9
 1004:2 1005:21 1009:15
 1012:10 1013:18 1017:4
 1019:11 1023:11 1025:20
 1027:21 1030:8 1038:12 1039:1
 1043:20,21 1049:19 1052:1,9
 1070:13 1073:8 1074:8 1077:25
 1079:8 1083:12 1097:4 1099:15

1107:24 1108:4 1112:10
 1126:17 1137:20 1149:18
 1158:7
comes 944:18 947:10 988:21
 993:12 1036:1 1052:11 1086:18
 1115:25 1162:25 1165:22
comfortable 912:16 993:20
 1012:1,6 1016:1 1062:5
 1103:24
coming 912:8 920:21 925:17
 949:11,16 962:3 964:8 982:8
 990:3 1006:11 1009:5 1012:15
 1015:19 1026:5 1031:1 1038:4
 1049:18 1057:20 1060:13
 1069:25 1074:8 1079:3 1101:13
 1115:22 1123:11 1127:4
commend 1016:14 1023:7
 1090:11
commendable 1091:9
comment 910:15 933:24 965:7,8
 977:3 995:21 1046:16 1048:12
 1049:25 1081:25 1125:24
 1130:12 1136:25
comments 910:11 914:20
 1003:15 1023:15 1035:1
 1046:16 1089:9 1097:21
 1106:13 1118:15 1120:4,10
 1137:16 1165:12 1171:1
Commercial 1008:5
Commission 908:1 911:2 914:17
 914:19 920:15,19 921:2 922:18
 934:1 941:8 942:18 945:8 946:2
 947:24 949:8 951:19 955:11
 957:7 958:14 961:25 962:21
 968:8 970:14 971:25 1027:9
 1042:12 1058:1 1075:13 1077:8
 1085:24 1098:20 1099:10
 1116:11 1120:8 1121:2 1138:5
 1139:13 1145:9 1152:7 1153:11
 1155:14 1171:25 1173:1,12
 1174:5
Commissioner 911:4,6,6,8,9,9,11
 911:12,12,14,15,16,16,18,19,19
 911:22,22,24,25,25 912:2,3,9
 951:1,2 953:13,22 954:8,9
 955:10 956:23 957:6,23 958:4
 958:13 960:7,22,23 961:24
 962:20 963:20 965:9 967:11,12

968:7 969:21 970:10,11,25
 971:2,2,6,9,9,11,12,12,14,15,15
 971:19,23 972:12,14,14,17,19
 972:20,21,21,23,24,25 973:2,2
 973:4,5,5,7,8,9,9,11,12,12,14
 973:15,15,17,18,20 974:4,5,16
 974:18,23 1002:21 1007:4,5,16
 1011:23 1014:2,16 1016:11,12
 1016:25 1017:19 1020:1 1022:4
 1022:19,20 1025:9 1028:21
 1029:2,19,22,23,24,24 1030:10
 1030:17 1034:25 1035:1
 1039:21 1042:11 1043:11,12
 1044:18,19 1045:4,9 1047:25
 1048:6,10,18,22 1049:12,24
 1050:5,8,10,11,13,15,16,17,25
 1051:4,18 1052:12 1054:17
 1055:5,9,10,12,16 1056:16
 1057:21 1058:13,14,15,17,17
 1058:19,20,22,24,24 1059:1,2,2
 1059:4,5,5,7,8,8,10,11,12,12,14
 1059:15,15,18,18,20,21
 1075:12,21,24 1081:16 1085:19
 1085:21 1090:7,9,10,21 1091:5
 1092:11 1094:13 1096:20
 1097:17,19,20,21 1098:2,8,23
 1099:16 1102:7,8 1104:9
 1105:13,15 1106:1,20 1107:21
 1109:2,8 1112:21,22,24 1113:1
 1113:2,8,22 1114:7 1115:8,11
 1115:14 1116:3,4,7,10,22,24
 1117:1,1,2,5,5,7,8,8,10,11,11
 1117:13,14,14,16,17,17,19,20
 1117:20,22,23,23,25 1118:2,8
 1119:18 1120:10,12 1130:7,10
 1141:22 1142:10,23 1143:4
 1144:13 1148:23 1149:1 1151:2
 1151:22 1152:24 1153:7 1154:8
 1154:12 1165:9,11,13,14,19,20
 1166:17,18 1167:4,18,19,22,23
 1168:10,11 1169:24,25 1172:7
 1172:8
Commissioners 909:2 916:16
 931:18 933:20 950:25 960:20
 961:1 973:25 977:6 980:4
 981:16 987:25 992:20 994:13
 996:1 997:24 1037:4 1056:24
 1060:11,16 1062:19 1064:22

1087:1 1090:6 1112:20 1137:15
 1140:4 1172:10
commitment 938:12 1122:15
committed 958:17 1124:1
 1134:16,17
Committee 1150:9
common 1063:4 1069:11,15
 1071:19,22 1077:11,12 1092:20
commonly 1140:5
communicate 929:10 968:23
 993:25 1094:2 1096:11,13
communication 1002:10 1094:8
 1152:1,3
communities 986:15 1031:18
 1088:13,15 1145:23 1146:7
community 921:16 923:13 935:9
 937:3,4,24 938:24 939:2 947:25
 948:10,17 949:24 977:12 986:8
 990:20 991:6 992:23 993:5,18
 994:1,6,9,10,20,24,25 995:2,3,6
 995:10 997:7,13 998:3,12
 1001:14,15 1005:23 1006:4,9
 1006:10,11 1024:10 1025:18
 1026:9,15 1028:14 1029:4,4,21
 1031:19,20 1032:22,25 1035:18
 1035:19,20 1036:12 1037:16,17
 1037:18 1038:3,16,18,21,23
 1039:2,9,11,16 1040:12
 1041:22 1052:15 1076:17
 1080:7 1085:9,15 1086:20
 1087:17,20 1097:16 1099:21
 1100:21 1104:17,25 1105:3
 1107:5,23 1108:20 1109:12,12
 1110:6 1112:15 1113:16
 1114:21 1115:6 1135:25 1136:4
 1146:5,14 1149:3,11 1169:1
company 926:5,6 1096:6 1141:5
comparable 958:8
compared 1003:21 1124:11
comparing 1024:21
comparison 1136:21 1137:4
comparisons 1024:19
competed 926:10
competent 1009:24 1010:13
competition 932:20
complain 950:16
complained 950:19
complete 913:3,6,10 975:14,21

<p>975:24 976:3 1061:1,4,8 1067:2 1067:21 1147:14 completed 927:23 944:15 completely 944:19 1037:12 1146:16 complex 1128:10 compliance 919:20 946:17 980:16 1065:21 1067:4 1084:8 1107:3 1135:11 1148:8 complicated 1141:1 comply 1141:3 component 1011:15,16 computer 1015:14 concept 945:2 1000:23 1168:22 conceptually 1013:19 concern 1036:13 1065:21 1150:7 1152:20 concerned 1112:3 1150:21 concerns 919:12 976:20,21 1036:17,24 1062:3 1067:5,10 1148:4 concerts 922:3,4 concise 1075:20 conclude 920:8 981:9 1068:7 concluded 1172:12 concludes 933:18 concrete 1009:12 condition 920:6 976:12 985:1 987:11 1061:17 conditional 976:22 conditions 912:25 913:13,19,24 970:16 975:16 976:6,17,23 1058:3 1060:20 1061:11,22 1116:13 conduct 988:23 conference 1128:2 1129:6,24 1164:10,18,21 1167:20 1168:13 1168:20 1169:9,11 confidence 996:7 1099:6 confident 1010:1 confidently 999:10 confirmation 1067:8 1137:8 confused 1166:8 confusion 1148:23 1149:8 conga 952:11 congas 952:2 congratulate 954:10 974:21 congratulations 933:16 951:6</p>	<p>954:3 973:23 1023:13 1059:24 1118:5 Congress 986:12 connect 992:22,23 1077:23 1140:11 connected 986:2 1018:13 1105:3 connecting 986:6,14 992:24 1086:20 connection 1053:8 connections 1139:22 1143:23 1144:10 connectivity 1146:1 Consent 914:13 976:25 1151:8 Conservation 995:7 consider 913:23,25 976:16,18 989:10 1061:21,23 1099:13 considered 914:7 918:20 1026:17 1063:25 considering 1038:14 consistent 945:24 Consolidated 1024:21 1037:22 1038:14 consortium 1145:14 constant 1002:10 1076:13 constantly 1109:20 constituents 1130:6 constitute 1173:10 constructing 1138:13 construction 941:13 consultant 956:16 consulting 1083:15,23 contact 985:12 1039:12 1141:19 contacted 1138:6 Contained 986:1 content 1091:11 contents 1136:14 continual 1069:2 1073:12 continue 926:25 927:4 929:20 957:19 967:15 984:16 990:8 1011:10 1015:17 1030:19 1036:10 1040:22 1092:7 1102:4 1102:5 1122:14 1126:22 1127:22 1130:4 1152:10 1170:22 1171:25 continued 910:1,3 1041:1 1057:23 continues 930:21 1153:13 continuum 989:17,19</p>	<p>contract 917:24 918:14,16 919:2 928:8 979:17,24 1000:14 1065:4 1109:21 1128:23 1152:18,19 contracted 1124:7 1141:4,8 contractor 1142:20,23 1163:8 contracts 919:17 1156:7 contribute 1130:24 contributed 965:10 1038:1 1131:24 contributes 1037:16 1039:18 contributing 1070:6 control 964:7 conversation 955:12 956:5 1028:12,16 1093:20 1107:9,17 1148:20 1150:13 1151:24 1152:9,21 1156:1 conversations 947:11 1002:14 1090:3 1142:11 1150:5,13 1152:15 1159:17 1163:2 1165:4 converse 1134:1 conveyed 1026:14 conveying 1026:15 convinced 1161:1 cook 1021:24 cooking 1095:22 cool 1020:1 1092:11 coordinator 994:17 1068:23 1083:6 1124:19 copy 1132:5 cordial 1033:14 Cordova 1122:21 1123:1 core 1063:4 1069:11,15 1071:19 1071:22 1077:11 1091:8 1092:20 Corinna 1131:24 Corporation 933:10 corps 926:22 995:7 Correa 1042:12 1048:4,8 correct 941:23 1002:20 1005:2 1045:1 1049:15 1098:1 1109:6 corrected 1041:24 1154:12 correction 916:24 1139:15,24 Corrective 913:20 976:13 1061:18 correctly 983:22 1044:25 Corridor 982:18 cost 987:7 1022:1</p>
--	--	---

cost-benefit 1162:21
Costa 1021:17
costs 1139:20 1145:16
council 928:20 929:15 930:6
 932:10 937:22 938:15 942:6
 947:12 949:21 954:12,13
 968:10,14,19 999:4 1002:11
 1035:7 1037:1 1057:9 1068:16
 1068:17,19,21 1075:17 1076:23
 1089:15 1094:11 1151:13
councils 954:16
COUNSEL 909:13
counselor 926:1 1126:12
count 1082:2,3
counties 1024:11
counting 1146:24
countless 1118:24 1121:7
country 935:19,25 1031:24
 1100:16 1168:19 1169:8
county 982:2,2 1006:5 1024:8,9
 1024:9,12,17 1026:21 1027:13
 1037:17 1051:5,10 1146:10
 1173:13
couple 979:11 993:24 1005:13
 1023:22 1046:15 1075:8
 1099:25 1100:7 1114:24
 1132:10 1145:15 1147:18
 1152:11 1155:7,9
course 918:14 928:11 931:6
 956:19 969:16 978:23 979:24
 986:12 1021:20 1038:9 1065:4
 1065:16 1066:7 1155:15
courses 927:7,24 990:14
Court 908:21 1173:9
cousins 944:6
covered 983:6
covering 1160:19
cow 1017:14 1033:19 1095:15
cows 1017:15
craft 951:12
Crafts 1072:17
craftsmanship 922:8
cranes 982:24
create 937:4 952:18 958:14
 988:22,23 991:11 993:4 1002:1
 1029:15 1074:23 1092:15
 1124:6 1133:21
created 922:22 923:19 924:9

928:25 934:24 986:10,11,12
 1018:8 1038:2
creates 1000:5
creating 925:9 938:23 992:4,7
 1134:20
creation 985:21
creative 951:8 977:12 990:18
 1105:20
creativity 1160:24
credit 922:23 923:3,3 932:22
 945:19 958:16 1054:3
credits 927:8,9,10,13
CREDO 1136:16
crew 995:8,8,8
crisis 943:23 958:20,23
critical 1011:20
critically 1042:8
crocheting 1095:21
Crockett 1052:13 1057:10
Crone 909:5 912:1 965:9 967:12
 968:8 969:21 971:10,11 972:22
 972:23 974:4,5,18,23 1050:15
 1050:16,17,25 1051:4,18
 1054:17 1055:5,10,12 1057:21
 1059:6,7 1112:24 1113:2,8,22
 1114:7 1115:8,11,14 1116:22
 1117:1,2,21,22 1120:12
 1167:18,19
cross-curricular 1091:8
crowded 1071:15
crowd 1046:14
crucial 987:4
CSD 914:14,21 977:1 1062:15
 1120:2 1121:3,20 1122:8
 1123:8 1138:4 1141:19 1166:23
CSP 1126:22 1127:2
CTE 961:9 984:17 1128:22
Cuban 922:15 952:3,3
culinary 990:18 1128:23
cultural 952:20,21 953:15,16,16
 1035:17 1080:11,13,14,20,23
 1080:24
culturally 936:1
culture 934:24 936:2,3,4 947:14
 953:18 962:10 1017:20 1081:3
cultures 916:21 998:19 1018:15
curiosity 947:17
curious 951:13 958:10

current 919:3 922:13 928:3
 949:9 955:5 977:9 1004:7,16,19
 1010:11,23,23 1030:13 1062:24
 1064:6 1113:4 1139:1 1146:5
 1163:4
currently 938:10 966:17 994:17
 1007:14 1028:21 1096:18
 1099:11 1110:15 1122:23
 1127:16 1131:5 1138:18
 1152:19
curricula 986:1 1129:21
curriculum 922:25 923:15
 930:19 934:6 988:10 990:9
 998:8 1011:18 1063:3 1077:19
curve 1069:9
Custodian 909:12
cut 956:25,25 964:3 1073:9
 1156:25
cutting 960:8 1056:11
cycle 1007:14 1038:9,22 1135:24
Cynthia 908:20 1173:8,19

D

D 910:1,1 919:4 1065:25 1066:3
 1070:25 1099:12
D's 1012:16
D"s 989:12
D.C 997:9 1052:14 1053:3
 1054:14
Dad 1041:12
daggers 1155:17
daily 924:7
dam 1054:18 1055:7 1056:6
damming 1055:17 1056:4
Dan 930:13 970:8
dance 921:8,21,23 922:2,3,4
 923:10 924:7,17 926:3,6,13
 928:10 934:21 937:11 938:9,11
 939:5,6 942:22 948:22 1078:10
dancers 926:23 928:9
dancing 937:12 940:13
dangers 936:12
dark 1074:18,19
data 912:15 913:2,4,10,16,18,19
 917:5 927:2 958:20 963:14
 967:19 975:14,18,21 976:3,9,11
 976:12 977:24 979:10 980:1
 1010:10,19 1011:17 1019:18

1023:21 1024:4,20 1048:5
 1060:23 1061:1,8,14,16,17
 1063:8 1065:19 1119:1,1
 1123:10,20 1136:21 1137:1
 1150:7 1161:12,23,23,25
 1163:11
date 954:14 1128:3,6 1130:1,7
 1174:2,9,14,19,24
date-stamp 946:20
daughter 964:16,17
DAVID 909:6
Davis 909:5 911:14,15 973:7,8
 1059:13,14 1060:11 1064:22
 1085:21 1105:13 1117:12,13
 1130:7,10 1165:14
day 921:20 923:20 924:25 929:4
 929:19 935:20 941:9 943:12,17
 944:8 948:18 954:25 965:2
 966:6 985:23 988:15,16 991:5
 993:7 1005:8 1048:18 1060:1
 1062:25 1073:3 1076:18 1095:9
 1095:10 1099:2 1101:16 1113:9
 1113:12 1118:5 1161:8
days 913:18 976:11 1021:6,7
 1047:7 1056:13 1061:16
 1072:15 1114:18 1118:10
 1121:14 1162:3 1170:10
de 1031:6,7
deadline 1003:12 1131:4 1147:4
deal 1085:1 1112:8 1158:20
dealing 967:13 968:6
dealt 1084:25 1097:24 1171:11
DEAP 1131:23 1132:1 1145:19
Deborah 1169:2
debt 1111:14
decades 1105:1
December 908:11 913:11 927:22
 976:4 1061:9 1173:16
decent 1150:17 1151:24
decided 1049:10
decides 913:12 976:5 1061:10
decimal 1077:23
decimals 1077:23
decision 913:7 975:25 1061:5
 1086:4,4 1159:4
decisions 1159:12,14
decline 917:8,22 918:5 978:25
 979:8

declined 979:19
declining 1001:21 1006:7,8,8
decrease 970:24 972:11 1058:11
 1116:21
dedicated 987:9
dedication 938:19 954:15
deep 1009:9 1036:5 1089:16
deeper 968:1 985:17 1078:1
deeply 937:24 970:7 1077:20
defense 1016:20
defensive 1121:17
defer 1092:3
deficiencies 990:4 1139:15,24
deficit 947:2 950:8
deficits 1049:23
Defining 1135:13
definite 1022:15 1152:25 1153:3
definitely 942:1 948:3 956:10
 957:7,9,16 968:8 1037:23
 1038:18
degrees 1100:11
del 982:21,23 1141:15
DEL'D 1174:9,14,19,24
DELIVERED 1174:9,14,19,24
demand 1056:5
demanding 1056:2
democracy 1168:22
demographic 1075:23
demographically 1024:15
demographics 1024:23 1029:4,8
 1075:22 1076:16,16
demonstrate 980:5 1020:3
 1076:10 1077:4 1169:17
demonstrated 980:10 1065:24
 1067:12
Demonstrates 918:24
demonstrating 1170:18
departed 1118:8
Department 938:10 941:22
 1007:19 1123:11 1126:5
 1139:15,16 1140:17 1168:15
departments 1141:7
depending 1031:1 1049:19
depth 1012:8,17,21,23,24
Deputy 909:10 914:21 916:4
 1130:13
deserve 942:2,3,9
design 992:6

designated 991:5
designating 1055:1
designation 1052:11 1053:6
 1054:6,22
designed 1014:25 1074:25
designing 992:8
despite 978:5 1141:18
detail 938:13
details 1054:21 1129:9 1138:11
detect 969:23
determination 1000:2
develop 985:13,17 1027:11
 1035:11 1044:15
developers 941:12
developing 1027:3,5 1067:18
 1131:18 1136:8
Development 933:9 1128:10
devil 1104:8
diagnosed 1049:2
diagram 1122:2
Diego 920:22 931:14,17 932:1
 933:17 955:12 959:12 996:14
 998:19
difference 924:15,21 942:10
 969:10 1031:4 1032:7,9
 1082:16 1094:4 1106:5 1121:25
 1146:23
differences 1024:15 1030:4,5
 1080:12,13,21,24 1081:7,8,9
 1086:23 1097:3
different 922:15 928:21 929:5
 952:4,11 954:2 988:11 989:16
 991:7 993:2 998:19 1003:17
 1007:20 1008:12 1010:14
 1044:13,20 1047:13 1070:19
 1080:16 1084:18,25 1085:1
 1095:20 1096:1,24 1104:25
 1130:25 1131:15 1137:4
 1146:16 1150:25
differential 1013:5 1033:17
 1102:19
differently 1092:6
difficult 912:14 959:18 964:2,6
 1007:24 1040:8 1071:10 1099:3
 1159:14
difficulties 1069:17
difficulty 1093:21
digging 1119:17

digital 1040:11
diligence 1125:17
diligent 970:3
dime 1004:13
ding 963:16
dip 976:24 978:3,5 979:7
 1063:14,16 1064:2 1065:1,9
dipped 958:21
dipping 1096:23
direct 934:6 977:10 1028:16
direction 960:13,15 1077:1,2
 1106:11
directly 939:2 948:6 966:9
 1027:22 1028:5 1161:22
 1168:11
director 909:9,10 914:18,21,24
 930:19 931:21 981:17 1006:21
 1042:13 1052:23 1053:1
 1068:15 1084:19 1120:7,13
 1123:2,10 1125:11 1126:6
 1130:9,13,20 1131:1 1137:18
 1140:17 1145:8 1148:2,7
 1152:2
directors 937:20,21 938:13
 1084:18
dirt 941:18
disabilities 979:4 1159:24
disabled 1100:1
disadvantaged 979:3
disallowed 1028:4
disappointing 1092:18
disconnect 1008:25 1011:12,22
 1015:18 1124:10 1149:7
discount 1140:12
discounted 1144:3
discounts 1140:8,13
discovered 1090:22
discussed 946:10 1113:24
discussion 910:2,9 914:3 946:14
 955:19 971:3 1054:24 1055:18
 1056:10,10 1062:1 1167:3
discussions 966:22 1040:5
Disks 1174:8,13,18,23
Disorder 985:10
disparities 1033:16 1041:1
disparity 1025:5,13 1027:15
 1097:5
displayed 977:15

dissecting 1095:15
dissection 1095:16
distressing 1119:16
distributed 1158:13
distribution 1071:8
district 986:16 1022:21 1036:16
 1036:22 1042:16,18,22 1079:20
 1079:21 1082:12 1084:14
 1107:10 1127:9,12 1131:11
 1135:25 1140:18,20 1143:12,15
 1143:20 1160:5,9
district-authorized 1107:11
district-chartered 1136:22
districts 967:4 1136:1
dive 997:2 1161:11
diverse 930:15 1039:7 1041:11
 1080:2,2,3,5 1081:6 1106:21
 1107:12,14 1109:19
diversify 1033:3
diversifying 1107:2
diversity 1034:14 1085:5
 1100:24,24,25 1107:24 1113:23
divide 1024:13 1035:17 1036:5,8
 1123:13 1129:14 1137:3
division 910:9 1013:2 1026:1
 1122:4 1130:15,21 1131:12
 1137:24 1138:6 1139:13
Docs 1093:6
doctor 1114:9
document 1163:25 1174:8,13,18
 1174:23
documents 1066:23 1067:3
 1093:10
dog 915:7
doing 915:17 934:14 936:15,15
 937:1,25 940:13 944:7 954:21
 970:1 982:7,9 990:2 995:14
 996:22 1015:6 1022:5,6,12
 1023:14 1026:14 1032:2
 1045:23 1046:24 1076:15
 1083:19 1090:14 1091:7,17
 1092:13,22 1094:23 1095:18
 1102:10 1103:7 1104:1,10
 1130:5 1133:19 1135:12 1146:2
 1163:10
DOIT 1139:16 1142:16
dollar 1013:12 1140:19 1146:24
dollars 950:23 966:19 1145:20

1145:21 1160:13
Dolores 1150:22 1151:13
Don 908:13
donate 948:2,12
donations 948:20
Donna 930:10 938:4,6,8
donors 948:11
door 1071:8
doors 985:2
double-digit 1009:25
doubt 1001:7,13 1089:4 1118:23
Downer 965:25
downside 1018:25
downstream 1055:20 1056:5
downtown 1078:16
downward 914:12 976:24
Dr 920:22 929:22 931:14,17
 932:1 933:17 955:12 959:12
 966:7 1040:3 1068:22 1083:3,5
 1147:3,8 1148:16 1149:21,23
Dragons 1090:19
drama 990:17 1078:10
drastic 1064:9 1084:17
drastically 1065:16
dream 951:8
dreams 1000:1 1104:6 1132:2
drew 953:17
drill 1067:13
drill-and-kill 1091:12
drills 919:24,24 920:1 1067:12
drink 930:2
drive 965:12 982:5 1067:7
 1073:9,9 1093:8
driven 964:18
Driver's 1008:5
driving 1100:9
drop 917:7 1046:9
drugs 1105:16
drum 926:22 935:24 952:10,19
 953:1,8,16
drumming 922:16,16 953:15
drums 952:18 953:2,2
dual 923:2,3 932:22 945:19
 958:16 983:24,25 984:8 1016:9
dual-credit 921:10,23 925:23
 927:7,24 928:4 945:12 963:9
 1023:9
due 980:14 1125:17

duty 924:25 929:19
dying 1051:7
Dylan 1166:24
dynamic 935:6
dyslexia 1049:1

E

E 909:1,1 910:1,1,1
e-mail 1141:19
e-mails 1141:18
e2020 922:25
earlier 945:5 955:13 975:12
 1021:22 1098:19 1133:12
 1147:8 1153:19 1161:21
 1171:17
early 945:6,10 1027:17 1104:5
 1107:9 1147:22,23 1150:12
earned 927:8,9,9,15
earns 1067:22
EAs 1095:2
easier 993:19 1149:16 1157:18
easily 1072:9
East 1000:21
easy 977:21 1086:15 1102:17,18
 1104:4
eat 921:11
eats 1032:10
echo 1023:15 1169:25
eco-monitoring 995:8
ecologist 1051:9
ecology 1038:12
Economically 979:3
economics 984:23
ed 941:22 970:4 988:15,16
 1042:13,20,21 1047:21 1049:16
 1049:21,22 1068:22 1082:9
 1083:5
ed-identified 1049:13
educate 1008:16 1031:13,15
 1035:15
education 908:1,12 911:2 927:4
 931:21 932:3 934:9 956:15
 959:20 970:14,22 971:25
 982:12 984:14,15 986:5 989:17
 994:16 998:15,16 999:20
 1027:23 1029:12,16 1031:25
 1046:13 1053:13 1054:7 1058:1
 1058:9 1066:14 1069:23 1079:7

1083:10,10 1116:11,20 1121:2
 1126:5 1134:5 1145:16 1146:6
 1146:15 1160:2,16 1161:6
 1168:15,22 1169:10,22 1173:1
 1173:12 1174:5
educational 972:9 988:7 998:2
 999:13 1000:3 1009:4 1038:11
 1168:7,18
Educator 1169:11,21
educators 950:14 1011:25
 1157:7
eeho 1034:17
EF 1096:6
effect 981:2 1054:22 1113:8
effective 1135:12
effort 912:12 942:4 1041:7,17
 1121:5 1133:17 1146:22
 1150:18 1153:18
efforts 986:12 1015:17 1071:1
 1077:4 1126:4 1131:21 1134:7
 1144:5 1147:16
eight 912:4 927:13 955:13 977:3
 1006:21 1036:8 1062:16
 1079:19 1114:12
eight-to-zero 1118:3
eight-zero 1118:4
eighth 1093:18 1096:8 1098:25
eighth-grade 991:2 1045:8
eighth-graders 992:16,25
 1010:11
either 918:9 921:7 922:23 923:7
 927:4 942:21 944:12 948:2
 962:24 1016:5 1021:25 1049:19
 1086:15 1088:23 1096:2 1105:4
EI 974:24 1033:10 1067:2
elective 990:14
electrician 944:20
electronic 916:24 1062:23
element 1121:12 1129:5
elementary 1009:6,8,10 1011:25
 1012:3 1015:24 1028:11
 1077:16 1138:15 1146:11
elements 1104:2
eleven 999:8
eleventh 1010:23 1020:24
eleventh- 1010:24
eleventh-grade 944:9
eliminated 984:6

elimination 957:1
elite 922:4
ELL 1073:13
embarrassing 1003:20 1032:22
embedded 923:14 1000:25
embody 1133:22
embrace 1001:8
embraced 1000:24
emergency 919:24 1067:12
Emi 965:21 974:25
empathy 939:24
emphasizes 977:10
emphasizing 951:4
employees 920:3 980:19 1067:23
employment 1067:7
enable 1152:2
Encantada 974:8,19
Encinias 930:19 934:5,6 951:10
 951:18 953:14 954:6 965:6
encourage 1001:12 1015:16
 1051:11 1144:1
ended 1079:22
ends 1085:2
energy 915:22 953:23 1136:10
engage 937:3 939:1 951:22 953:8
 953:10 1014:23 1091:10,13
 1154:21
engaged 936:5 943:5 954:13
 958:6,9 1019:3 1082:15
 1094:23 1152:15
engagement 916:3 928:24 935:9
 938:21
engages 953:17
engineering 1015:6
engineers 1015:11
English 923:9 924:6 970:21
 972:7 979:4 994:16 1024:5
 1032:18 1058:8 1066:20
 1116:18
enhance 934:9
enjoy 1008:23 1114:3 1115:4
 1170:3
enjoyed 1079:24 1100:9 1170:9
enormous 985:24
enrolled 923:7 1084:10
enrollment 916:20 919:15,19
 955:5 977:9 983:24,25 984:8
 1001:21 1013:21 1024:19

<p>1062:25 1107:13 1113:4,20,21 1138:22 1139:4 1160:23 1161:17</p> <p>enrollments 1031:9</p> <p>ensemble 952:20</p> <p>ensembles 928:10</p> <p>ensure 955:1 1127:23</p> <p>ensuring 1135:7</p> <p>enter 944:20 1064:23</p> <p>entering 1030:7,18</p> <p>enters 967:11</p> <p>entertain 1057:23</p> <p>entire 1001:11 1138:5 1147:14</p> <p>entirely 1150:23</p> <p>entrepreneurship 998:11</p> <p>envelope 948:21</p> <p>environment 942:3 977:13 986:7 1029:17 1056:21</p> <p>environmental 1018:11 1079:7</p> <p>environments 986:17</p> <p>Equally 1121:1</p> <p>equipment 1140:10 1143:22 1144:15</p> <p>equitable 1134:4</p> <p>equity 947:12 1029:6 1031:2 1133:20</p> <p>era 939:19</p> <p>eRate 1139:11,18 1140:3 1141:9 1141:23 1143:22 1144:14,18 1145:4,10,15 1146:12 1162:16 1162:18</p> <p>error 1003:17</p> <p>es 1090:20</p> <p>Escuela 937:10</p> <p>Española 967:21 1073:8</p> <p>especially 960:11,13 985:13 989:18 1008:21 1012:25 1028:6 1031:23 1036:15 1091:2,11 1098:10 1128:23 1135:2 1146:2 1146:8,23 1147:7 1170:22</p> <p>ESSA 1133:3</p> <p>essential 1015:8 1168:25</p> <p>essentially 969:25</p> <p>Estancia 1141:13</p> <p>estimate 1157:15,18</p> <p>estimates 1157:25</p> <p>Estrada 999:2,4 1037:10</p> <p>ethnic 1040:23 1041:7</p>	<p>ethnicities 1037:21</p> <p>ethnicity 1030:14 1041:13 1064:15</p> <p>Europe 1096:7,18</p> <p>evaluation 1002:8</p> <p>evaluations 919:13</p> <p>evening 922:23 942:14 1045:17</p> <p>evenings 929:4</p> <p>event 1074:11,12 1139:5</p> <p>events 948:10 1039:25</p> <p>eventually 952:18 1045:4</p> <p>everybody 973:21 1017:5 1040:19 1041:19 1047:16 1111:21 1154:24 1156:10,11,12 1157:20 1170:25</p> <p>everybody's 1043:21</p> <p>Everyday 1069:14 1071:22</p> <p>everyone's 1052:19 1062:5 1150:18</p> <p>evidence 918:9 927:1</p> <p>evidenced 1067:15</p> <p>evident 938:20</p> <p>evolve 936:9</p> <p>evolved 930:25</p> <p>exact 1024:23</p> <p>exactly 1046:19,22 1091:6</p> <p>example 944:23 982:14 1018:10 1077:21 1086:19 1122:5 1133:25 1145:20 1162:17</p> <p>examples 1019:1 1023:5 1162:18</p> <p>exams 962:8 999:18</p> <p>exceeded 918:10 979:12,15 1066:16</p> <p>exceeding 1002:17</p> <p>excel 989:22 1017:17</p> <p>Excellence 1138:3,10</p> <p>excellent 987:23 991:9 1004:17</p> <p>exception 985:25 1125:23</p> <p>exceptional 954:2</p> <p>exceptions 940:12</p> <p>excess 966:24</p> <p>excite 1091:14</p> <p>excited 931:11 983:23 992:11 1083:24 1111:11 1127:6,14 1128:1 1129:4,22 1166:13,14</p> <p>exciting 924:15 1002:1 1007:3 1101:10 1170:11</p> <p>exclude 1126:21</p>	<p>exclusive 1107:23</p> <p>exclusiveness 1129:7</p> <p>excuse 957:12,12 965:11 983:12 1075:12</p> <p>excuses 974:11 1030:25</p> <p>executed 968:3</p> <p>executive 1110:25 1150:9</p> <p>exemplars 1093:18</p> <p>exemplary 938:14</p> <p>exhibit 1100:17</p> <p>Exhibits 1174:8,13,18,23</p> <p>exist 1056:21 1104:18,18</p> <p>existed 1036:9</p> <p>existing 936:14 1134:25 1138:14 1142:17</p> <p>exists 997:15</p> <p>expand 1001:17 1110:6,17</p> <p>expanded 1127:23</p> <p>expansion 955:9 1135:13</p> <p>expectation 919:18</p> <p>expected 917:19,25 978:17,21 1064:12,16,18,21 1076:6 1147:5</p> <p>expects 933:6</p> <p>expeditionary 1001:11</p> <p>expenditure 946:7,9</p> <p>expenses 1111:16</p> <p>expensive 1100:15</p> <p>experience 952:19 963:18 977:11 983:4,8 985:5 986:22 999:23 1000:16 1051:8 1101:23 1124:15 1127:6</p> <p>experiences 993:14 994:21 998:17 1053:16 1096:24</p> <p>experiencing 983:11 1100:19</p> <p>experiential 982:12 988:15,15,20 998:1,15</p> <p>expertise 938:18 1083:25 1140:25</p> <p>experts 1144:6</p> <p>explain 981:22 1003:3 1031:21</p> <p>explains 1011:22</p> <p>explanation 1007:7 1008:18,19</p> <p>exploding 1008:14</p> <p>exploration 1006:25</p> <p>explore 952:21 1138:3,24 1152:16</p> <p>exploring 986:17 1001:12</p>
---	---	--

EXPO 1124:16
exposed 995:1
express 1075:2 1120:14,24
 1121:1,10,24
expressed 1036:17 1148:16
 1149:4,13,23
expression 940:23
extended 1151:19
extends 998:14
extension 1086:2
extensive 968:2
external 1124:6
extra 966:22 969:9,22 987:7
 1005:9,10,14 1072:21
extraordinary 1120:17,18
extreme 1080:24 1121:1 1146:18
extremely 978:9
eyes 1051:7 1054:11 1155:18

F

F 919:5 1066:3
face-to-face 939:22
faces 963:23
facilitate 1128:25
facilitating 1169:5
facilities 919:23 950:4 1015:4
 1067:11 1068:1 1073:17 1074:9
 1134:20,21 1144:15,24 1145:3
 1159:16,20
facility 931:15 932:8,14 941:24
 942:2,8,8 946:8 950:2 981:1,3
 1001:24 1014:5 1044:24 1068:5
 1071:12,14 1139:1
Facio 1128:10
fact 950:12 954:13 987:3
 1001:25 1002:7 1004:22 1031:6
 1091:7 1099:17 1103:10
 1118:23 1159:4
facto 1031:7,7
factor 924:4
factors 1069:24 1070:7 1145:1
facts 1010:1
faculty 922:3 938:19
FAFSA 927:23
fail 945:11 1005:13
failed 1031:12 1057:6
failing 980:4 999:12
fairly 1008:8 1039:1,15

fall 926:9 928:1 944:22 965:25
 1114:15
fallen 1101:3,4
Falling 1002:17
fallow 992:6
Falls 919:9 945:25 979:14 980:15
 1066:10 1101:4 1115:17,20
familiar 925:5 953:1 1008:22
 1026:21 1140:4,16 1141:24
families 909:9,11 915:23 916:3
 928:12,25 929:1,11,11 942:6
 947:14 959:11,14,15 968:10
 985:16 1033:22 1089:5 1102:24
family 928:24 929:8 944:6
 959:17,20 998:25 1019:13
 1024:8 1036:7 1096:11 1115:15
family's 929:6
famous 1050:2 1051:6
fantastic 1102:12 1103:9
far 919:9 939:8,16 945:25 951:11
 963:25 964:1,8 975:5 979:14
 980:15 984:9 987:21 1002:17
 1017:20 1028:25 1030:13
 1066:10 1067:16 1069:17
 1111:4 1112:2 1141:12 1161:16
 1164:2
farmed 1088:12
Farmhouse 1073:2 1088:14
farming 1088:14
Farol 974:24
fascinating 1000:18 1011:13
 1100:23 1101:8 1102:1
fashion 1120:14
fast 923:25 944:2,5,23 1039:21
 1151:2,3 1165:25
faster 1134:3
father 1016:9 1115:18
fault 959:21 1153:12
favor 1161:18 1172:9
favorite 1051:23 1077:17
favours 1076:15
FBI 967:17
FCC 1140:7
Fe 908:13 967:21 974:13 982:5
 1051:24 1079:4,4 1099:5
 1173:13
feasible 1127:10
February 913:22 914:3 937:2

976:15 1061:21
federal 1007:20 1008:5,10,11
 1162:22
feds 1055:18
feed 1097:12
feedback 1127:21 1130:3
 1132:21 1147:8 1158:7 1164:4
feeds 1114:16
feel 924:20 929:17 935:11 942:10
 945:15,17 969:9 989:21 993:11
 993:17 1034:20 1078:4 1083:13
 1085:3,11 1088:22 1092:3
 1132:23 1135:17 1155:5 1159:3
feeling 1155:6 1166:2
feels 1009:10 1164:22
feet 1123:12
felt 949:24 1084:14 1122:4
 1131:2 1155:25
females 967:24
feral 1017:10
festival 1052:2
fewer 1012:24
fiber 1145:16,25
field 988:13 1002:3,3,5 1168:18
fierce 1051:7,9
fifth 1012:5 1077:14,15,22
 1096:8
fifth-graders 1114:19
fight 957:25 1056:3 1153:20
figure 934:8 936:11 951:20
 1101:17
figured 1004:6,14 1062:11
figurine 991:21,24
figurines 991:20
file 1003:12 1066:23
filed 1067:3
files 1066:25
fill 1126:24
filled 1041:10 1149:14
filters 1111:25
final 933:6 1040:24 1086:4
 1125:2,23 1130:12 1136:8
 1167:24
finalized 1167:25
finalizing 1158:4
finally 933:15 952:16 999:1
 1004:14 1080:25 1085:17
 1121:10 1135:21 1136:12,20

finance 914:1 921:3 933:8
1123:10,11
financed 1034:10 1124:10
financers 955:24
finances 1099:20 1111:8
financial 913:9 919:20 927:16
933:2 945:25 947:21 949:17
976:2,20 980:15,16 1021:20
1022:3 1061:7,25 1065:21
1067:4 1080:14 1123:21,23
1124:3
financing 932:14 933:3,7 947:3
955:16 956:1
find 950:22 977:17 1011:2
1036:19 1077:19 1091:21
1092:18 1093:15 1099:3 1105:3
1105:20 1114:4,19 1115:1
1124:25 1125:16 1126:13
finding 929:9 946:14,15 954:20
1002:18 1065:18 1067:5
1091:18 1097:23 1135:9
findings 918:19 919:22 946:17
979:25 980:1,2,3 1003:5,23
finds 1125:1
fine 945:18 958:8 1008:22
1113:1
finished 1014:5,7
finishing 932:15
Fiona 981:21 987:25 988:1
1009:3 1019:8 1020:11 1037:4
1037:8 1048:16,19,24 1049:15
fire 1051:7
fires 1100:8
firm 1003:7 1020:2
first 914:25 915:8 917:24 932:24
933:23 943:21 949:23 951:3
963:24 969:16 979:1 986:6,9
987:12,13,17 995:21 996:4
998:22 1000:14,17 1006:20
1007:9,10 1024:1 1026:2,3,11
1050:4 1069:6,10 1070:9,24
1073:5 1079:20 1084:7,11
1100:12,23 1105:6 1121:18
1123:22 1127:8 1129:25
1132:13 1136:5 1137:15 1159:2
1163:20 1166:19 1168:6 1171:2
1171:4,11
first-grade-level 962:4

fiscal 985:1 987:11,14 1003:10
1004:7,8 1008:11,12
Fish 1027:5,9
fits 923:11 1011:17
five 908:11 919:8 923:18 970:15
972:2 983:15 1005:4,15
1007:20,21 1021:6 1058:2
1066:12 1081:24 1090:18
1110:11,17,19 1116:12 1121:14
1123:15 1141:25 1158:23
1174:3
five-year 1158:23
flag 1029:8
flamenco 922:11,16 926:6,10,14
926:23 928:9 937:4,9 941:15
951:25 952:23 956:11 965:14
965:18 974:24
flamenco-a-thon 948:15 949:1
flip 1024:22
float 1015:24,25
floor 912:7 933:25 975:3 977:17
995:23,25 997:23 998:7 999:3
1037:9 1042:11 1052:10
1054:19 1072:18 1082:2 1084:3
floors 922:11
flow 974:22
flowing 1074:1,3 1125:18 1160:8
focus 916:1,20 921:5,7,21 922:2
922:7,18 923:15 926:13 929:15
934:15,22 936:7,24 942:21
943:19 944:10,18 968:9 982:12
983:1 991:3 1014:21 1018:11
1023:1 1049:10 1073:12
1168:21 1169:10
focused 1127:21 1156:1
focuses 935:14
focusing 940:15 1019:12
Foley 970:7,8
folk 952:13 1079:5
folks 914:15 934:8 950:14 977:2
1001:19 1032:23 1033:11
1055:22 1056:19 1104:15
1105:2,7 1108:14 1121:4
1132:19 1133:19 1136:8
1142:16 1151:16
follow 960:4 1008:10 1014:17
1031:8 1122:14
followed 1067:13,13

following 920:2 941:22 1064:1
1067:15 1092:4 1097:21
1160:22 1168:11
follows 1060:10
food 1021:24,24 1089:5 1103:10
1128:15,24 1151:5
foot 1127:22
football 1002:3
forboding 1081:10
force 957:3
foregoing 1173:10
Forest 986:9 1051:17,18
forests 1056:12
forget 1050:8 1118:15 1120:3
1150:3
forgot 1046:13
forgotten 974:12 1164:21
form 921:14 937:12 940:17
948:15 1162:22
formal 1143:8
format 1090:16
former 930:13 994:15 1099:4
1125:14 1168:24
forms 921:9,19 1128:17
formula 949:5,9 1160:2
formalized 1163:25
forth 1033:15
fortunate 929:18 930:4 1103:1
1168:13
fortunately 987:8 1004:14
forward 947:15 953:23 957:3
983:19 987:21 1028:15 1127:22
1129:5 1160:18 1163:14
1170:22
found 1011:12 1078:4 1082:11
1083:15 1099:4 1110:18,19,20
1115:2 1160:15
foundation 920:23 931:13 942:6
948:8 950:3 1156:5 1161:25
founded 985:4
founder 1018:2 1068:18 1092:9
founders 930:20 985:11 1104:5
founding 1077:9,10 1083:1
four 921:18 927:16 929:24 930:1
930:5 936:6 944:6 979:12,15
980:1 998:24 1005:6 1071:16
1071:17 1081:24 1110:3
1130:18 1133:16,16 1161:24

four-and-a-half 1118:10
four-day 986:20
four-week 927:12
four-year 972:9 1058:10
fourth 1077:15 1098:25 1099:1
fourth-grade 1079:10
Fox 1150:14
fractions 1077:22,23 1078:1
frame 941:6
framework 919:7 945:23 980:13
 1002:9 1066:8 1090:2 1123:24
 1124:3 1156:2
frameworks 1133:22
Frank 1131:20
frankly 970:6 1004:4 1124:22
freaked 1101:5
free 925:15 928:17 983:17
 1070:11 1087:22 1107:8
 1114:13 1141:21 1144:8
freed 1019:2
fresh 935:2
freshman 932:15,21 1053:17,22
 1053:23
Friday 911:3 923:25 991:4
 992:16 993:14 1112:7,10
 1128:9
Fridays 986:17 988:14 994:20
 1001:1 1048:15 1112:10
Friedman 909:12 912:23 975:10
 1174:7
friend 1027:8 1040:4
friends 915:2 1032:10 1033:11
 1041:10,11 1052:8
front 966:1 996:5,8,8 1016:23
 1054:13
frontline 1133:19
frugal 987:8
fruition 988:21
frustration 1037:12 1148:17
 1149:13 1166:10
fulfill 1159:13
full 989:2 1044:22 1084:7 1108:1
 1160:5
full-time 925:22,25 942:19
 943:12,20 958:25
fully 1009:22 1052:18 1122:12
 1125:22,22 1126:21 1153:18
 1157:9 1161:20

fun 1014:20,22 1091:3
fund 1007:21,25 1008:1,3,8
 1140:7 1144:19
fundamental 960:17 1015:8
fundamentals 1013:2,7
funded 1140:7 1141:4 1143:21
 1157:9 1161:20
funding 949:5,9 960:8,9,18
 1007:21 1008:7 1127:23 1135:5
 1139:12,18 1141:21 1145:4
 1156:19,20,25 1157:2,25
 1159:10,20 1160:1,2,16
 1162:18
fundraising 948:9 950:6
funds 955:1 1096:7,15 1139:19
 1144:23,25 1157:10,25 1159:8
 1159:15 1160:6,8,8,11
further 971:3 1101:6
furthering 963:17
fusion 926:23
future 913:5,22 975:22 976:15
 985:14 997:17 1001:17 1019:5
 1023:12 1055:4 1061:2,20
 1085:12 1102:5 1112:17 1132:9
 1169:10
Future-Focused 1169:21

G

G 910:1 981:15 995:16 1001:22
 1005:1 1013:25 1014:3 1016:24
 1020:13 1025:8 1027:10,16
 1028:25 1030:12 1045:1,6
 1047:24 1048:2 1050:23 1051:2
 1057:3,6,16
gained 999:22 1077:3
gaining 1077:5
Gallegos 920:23 931:14,17 932:1
 933:17 955:13 959:13
Gallup-McKinley 1107:9
 1146:10
game 1027:5,9 1154:25
game-changer 1145:12
games 1014:20,21,22
gang 1105:11
gangs 1105:10
gap 964:3,3 1023:24 1024:1
 1029:19 1039:18
gaps 1029:7 1075:23,23

Garcia 1050:4
garden 992:4,5,7,13 1022:9
gardening 995:8 1112:1
Gary 995:15,16,18,19
Gaspar 908:13
gateway 986:8
geared 962:9
geese 982:24
general 967:3 1003:21 1004:1,3
 1004:11 1008:1,3,8 1049:22
Generally 919:20 980:16
generate 947:11 1160:11
generation 1038:5,5
generational 1041:20
generations 1036:8 1040:18,21
 1041:1 1055:4
genre 951:15
genres 953:4
gentleman 933:4 1076:24
geography 1100:25
geology 1115:3
Georgia 1000:19
GEORGINA 909:5
getting 927:21 935:15 988:12
 1011:3 1012:15 1019:13
 1029:14 1033:23 1042:5
 1045:18 1049:13 1054:3
 1055:25 1074:8 1075:19
 1081:16 1082:15 1088:6,7,7,23
 1088:24,25 1098:11 1100:19
 1113:7 1119:3,4 1122:12
 1141:6,8 1147:4 1160:10
Ghost 1114:25
gigs 1005:17
Gila 986:8,10 997:10 999:16
 1017:10 1035:25 1051:14,16,18
 1052:4,11 1053:9,11,16
 1054:18 1055:2,4
Gipson 909:3 911:20 957:23
 971:16 972:25 1058:15 1059:16
 1107:21 1117:25 1120:14
 1137:16
give 929:1 955:20 956:9 981:24
 982:14 986:23 989:12 1004:16
 1012:21 1022:8,13 1032:1
 1041:17 1062:19 1094:15
 1095:9,10 1097:8 1098:19
 1111:12 1132:7 1146:25 1148:3

give-and-take 1056:8
given 955:7 964:11 996:16,17,18
 997:5 998:16
gives 993:23 1081:24
giving 938:7 956:1 1057:17
 1082:5 1091:23,25 1122:24
glad 963:2 965:15 1030:2
 1165:15,20,24 1166:11 1171:11
glaring 1030:4,4 1032:21
 1033:15,20 1034:16 1048:7,9
 1086:23
Glenna 909:7 1171:8
global 1017:2 1018:15,16
GMCS 1146:12
go 915:20 924:12 925:9 932:9
 937:2,24 940:22 941:17 943:18
 944:7,12 948:6 950:1 956:4
 957:21 961:11 983:7,21 986:20
 991:13,16 992:25 993:21,22
 996:24 997:9 998:23 1000:25
 1001:20 1002:16 1005:10,16
 1006:1,2 1009:9 1013:14
 1016:8 1017:1 1018:19 1020:19
 1020:21 1021:10,23 1022:2
 1024:15 1028:3,4,11 1031:17
 1040:15 1043:25 1044:4,6
 1046:5 1047:2 1049:17 1051:3
 1052:5,17 1057:16 1070:2,12
 1070:20 1071:11,14 1072:8,15
 1075:14 1082:4 1087:25 1088:2
 1088:10 1092:7,8,16 1093:23
 1093:24 1094:11 1095:12,16,17
 1095:17,18,24,25 1096:2,7,10
 1097:10,12,14,16 1098:20,21
 1099:10,14 1100:10,17 1101:23
 1102:24,25 1103:2 1106:10,11
 1106:23 1107:22 1108:3,6
 1109:15,22 1110:3,13 1111:9
 1111:16,23,24 1112:5 1113:16
 1114:7,13,14,17,22,25 1121:7
 1123:5,16 1124:15,23 1144:23
 1146:21 1149:20 1150:20
 1151:12 1155:23 1156:15
 1164:9
goal 919:15 923:16 943:24
 986:25 1076:13,17 1093:3
 1140:1
goals 918:8,11 979:11,13 1065:5

1065:6
God 1034:21
goes 949:2 966:25 990:20 1023:6
 1032:11 1036:4,5 1037:14
 1040:23 1044:6 1077:20
 1082:12 1097:5 1119:3 1145:5
 1152:13,23
going 915:9,15 916:13 918:23
 920:12 931:15 934:20 936:12
 936:19 937:2,19 943:21,24
 944:19 946:3,12 948:5,21
 951:14,22 953:20 954:22
 955:18,22,25 957:2,3,3 960:15
 960:17 961:22 962:6,11 968:21
 974:3,22 977:23 978:17 980:8
 981:13,18,23 984:15 988:16
 990:22 991:3,15,16,20,21,23
 992:4,6,12,12 993:8,9,10 996:2
 1001:17 1007:6 1012:2,7,8
 1013:2,8,13,16 1014:5 1015:12
 1015:13 1016:6 1018:16,21
 1019:4 1020:8,9 1022:23
 1025:7 1030:19 1031:15,16
 1032:5,6 1033:20 1034:4,19
 1038:22 1040:8,11,20,21
 1042:2,8 1043:1,8,19,21
 1046:17,23 1053:3 1056:3
 1060:7,8 1065:23 1068:12
 1079:22 1080:8 1083:19,20
 1084:15 1087:2 1088:5 1090:3
 1091:13,15 1094:15 1095:18
 1096:12,14,18,20 1097:10
 1098:12,14,19 1099:24 1100:15
 1103:18,22 1104:6 1106:2,15
 1109:3,4 1111:12,13 1112:4,9
 1113:20 1115:23 1119:24
 1122:22 1123:2,20,22 1124:15
 1124:24 1125:16,21 1126:9,14
 1127:3,19,23 1128:8 1129:23
 1130:12 1133:22 1137:11
 1142:2,25 1150:2 1151:17
 1152:9,21 1153:16 1154:11
 1156:24 1158:16,19 1159:2
 1162:16 1163:3 1167:14
 1169:12,13,14,19 1170:3,11
 1171:1
goldmine 1056:15 1103:18
good 912:6,7 914:10 916:15

920:10,15 921:1 931:17,18
 932:3,25 935:11 938:6,23 941:4
 945:23 949:18 950:13,15 958:4
 965:11,23 975:2,3 981:10
 990:24 994:12 995:25 997:23
 999:3,21 1001:25 1002:11
 1009:15 1010:20 1011:5
 1022:22 1026:14 1027:8 1041:3
 1047:18 1048:11 1050:19
 1052:10 1063:14 1068:6 1077:7
 1078:5 1082:5 1084:3 1085:3
 1089:20 1090:3 1093:9 1094:15
 1104:13 1105:8 1113:3 1119:6
 1119:13 1120:7 1122:25 1124:8
 1125:19 1150:16 1155:3
 1156:17 1161:5 1162:16,17
 1166:2 1170:20,20
Google 1092:25 1093:6,8
 1110:24,25
gorgeous 1041:16
Gosh 960:24
Gotcha 1166:4
governance 930:6 942:6 949:21
 954:12,13 968:19 1002:10
 1089:15 1151:13
governing 932:10 937:22 938:15
 968:9,14 1035:7 1037:1 1057:9
 1068:16,17,19,20 1075:17
 1076:23 1081:19 1082:25
 1094:11 1132:12 1148:4
government 984:24 1007:23
 1008:5
Governor 1050:3
Governor's 1130:15 1131:5
gracious 1155:22
grade 921:7 923:2 932:6,16
 944:18 959:6 962:18,19 964:1
 989:8,11,20 995:4 996:3,17
 1010:12 1012:5 1014:1,10,13
 1018:8,10,12 1020:20 1030:8,9
 1045:7,15,15 1065:25 1066:6
 1072:1,1 1077:14,22 1093:19
 1096:8 1099:1 1138:18 1161:13
 1161:13
grades 916:19 924:11 955:8
 977:8 999:12,22 1013:23
 1014:15 1062:22 1066:17
 1070:20 1072:3,4 1098:19,25

1110:7,16 1138:15 1139:3
graduate 943:21,23 1005:4,6,19
 1033:10 1053:14 1094:16
 1169:15
graduated 927:3
graduates 1169:17
graduating 927:18
graduation 918:7 923:17 971:18
 972:10 979:9 986:24 1004:23
 1020:9 1058:10
graffiti 1075:2,2
grand 948:25 996:21 997:2
 1101:1
granddaughter 1080:8
Grande 982:18
Grandma 1080:19
grant 982:2 1006:5 1008:2,4
 1024:9,12 1026:21 1027:13
 1037:17 1078:21 1107:13
 1122:23 1123:5 1126:22 1133:2
 1133:5,9
grants 1007:20 1008:10 1041:9
graphic 1076:11
grateful 997:15,16 1054:10,15
gratitude 1120:15,24 1121:2,8
 1121:11
GRC 1017:1
great 916:7 925:25 944:25 951:3
 951:7 954:3 956:19 994:5
 1000:8 1002:1 1006:25 1017:17
 1022:4,11 1023:10 1027:10
 1035:14,17 1047:16 1049:18
 1065:13 1066:5 1089:2 1090:15
 1092:22 1093:20 1094:2,20
 1096:25 1106:9 1107:16 1111:3
 1111:10 1119:12 1122:5
 1124:21,25 1125:16 1128:1
 1137:21 1145:20 1146:20
 1169:4
greater 978:17 1064:16
green 1051:7
grew 999:11 1033:9,12 1034:1
 1038:6 1039:11 1053:11
Greywolf 1068:14,15,25 1072:19
 1079:14 1084:19,20 1087:6,10
 1089:6,11,22 1090:17 1091:21
 1093:2 1094:25 1097:1 1098:1
 1098:4,17,24 1105:25 1107:20

1109:10,25 1110:11 1111:7,18
 1113:11 1114:2 1118:7
Griego 965:20 974:24
ground 1076:7 1077:2,5 1145:17
 1145:18
ground-breaking 941:9
groundbreaking 985:8
group 917:15 930:15 969:5
 978:16,16 982:19 990:7 991:8
 992:2,7 993:1,2 1041:7 1083:15
 1115:7 1131:10 1132:3 1137:25
 1159:23 1168:17,18,23,24
grouped 1048:20
groups 952:8 991:7 992:25
 1040:23 1048:25 1064:15
 1122:6
grow 951:22 956:18 1019:7
 1041:16 1098:21 1099:9
 1107:19,19
growing 986:4 1035:10 1039:14
 1043:7 1064:21 1137:25
 1163:19
grown 1080:9 1085:5
growth 917:13,16,19,25 918:2
 925:19 955:8 962:14,16 970:19
 970:20,20 972:5,6,6,9 978:11
 978:18,22 984:2 990:1 1011:5
 1011:10 1058:6,7,7,10 1064:12
 1076:19,20 1094:14 1102:3
 1116:16,17,18 1135:1
Guadalajara 937:3,6
guess 945:21 947:17 987:5
 1001:1 1015:12 1153:4 1170:7
guessing 1062:7
guest 921:25 926:16
Guillen 1155:21
guilty 1153:14
guitar 936:14
guns 1105:13
guy 1089:24 1110:23
guys 967:3 982:7,9 1023:14
 1029:5 1034:17,20 1041:4
 1042:3 1082:23 1111:2,10
 1113:23 1123:1 1155:19
 1164:17 1170:9 1171:21

H

Hadron 1074:15

half 941:20 987:16 1082:1
 1154:4 1156:20
half-an-hour 959:24
halfway 1150:17
hall 908:12 926:19 1019:18
hand 914:20 952:1,1 978:2
 1081:5 1173:16
handful 1010:16 1161:8
handle 1008:6
handling 974:22
hands 922:10
hands-on 988:12,18 1011:8,9
 1085:10
handy 1167:7,8
hanging 1086:14 1118:17
Hannah 1057:11
Hanukkah 1168:4
happen 931:10 1031:16,16
 1045:16 1050:11 1082:14
 1103:20 1120:2 1126:20 1128:4
 1131:3 1163:2
happened 943:13 1110:23
happening 915:16 935:23 992:13
 1054:12
happens 915:4 947:16 1007:3
 1023:12 1034:12 1070:7 1076:2
 1125:21
happier 1126:13
happiness 933:14
happy 962:23 999:14 1002:23,25
 1016:13 1045:14 1062:19
 1066:24 1084:10,15 1085:6
 1089:22 1168:4,4 1169:23
 1172:2,2,4
hard 924:6 950:4 963:5 991:11
 1030:21 1031:14 1049:3 1093:5
 1103:13 1104:12 1105:16
 1106:22 1108:2 1137:2 1166:9
hard-working 1002:12 1137:23
harder 1033:22 1036:18 1142:2
hardship 928:16
Harris 1068:18 1079:16 1080:6
 1081:12
Harrison 1050:9
Harry 981:21 984:20,21 1002:15
 1002:19,23 1003:3 1007:10
 1011:11 1017:25 1021:21
 1051:16

Harwood 1078:21
hate 1016:13 1032:12
head 962:22 1013:10 1131:10
 1150:24 1151:9 1161:11
headed 994:22
heads 1008:13
health 923:9 990:14 1126:7
health-and-safety 1067:17
healthy 987:14 1126:6 1172:2
hear 933:13 961:12 965:15
 986:18,23 994:6,8 1022:22
 1044:25 1045:14 1145:13
 1154:19 1166:12
heard 970:7 1010:6 1011:24
 1030:24 1044:21,22 1052:5,6
 1075:25 1079:7 1082:24
 1083:18 1113:4 1125:10
 1131:19 1133:18 1134:13
 1149:24 1165:15
hearing 965:14 1048:14 1060:18
 1138:12 1149:3 1158:10 1164:2
hearings 1040:1
heart 1095:15
heavy-hearted 1126:3
heck 964:25
heighten 989:24
held 1133:23 1141:11 1167:3
 1173:12
hell 1105:1
Hello 987:25 1037:9 1084:3
help 925:12 932:11,12 947:10,13
 948:12 956:16 989:14 990:21
 993:21,22 998:11 1010:8
 1028:6,17 1031:19 1032:3
 1033:7 1034:1 1044:1 1046:6
 1070:14 1087:4 1089:4 1095:3
 1099:20 1103:3 1105:21
 1106:17 1113:23 1115:6 1123:3
 1141:9 1144:9 1147:24 1157:1
helped 1056:6 1073:23,25
 1087:21 1089:14 1131:20
 1132:3
helpful 1089:25 1135:5
helping 1096:8 1142:21 1152:2
helps 948:3 993:4 1001:12
 1033:4 1107:3 1120:2
Hemphill 1042:13 1048:4,8
herd 1101:12

hereunto 1173:15
heritage 1036:3,4
hero 1051:9
hesitant 1103:19
hesitate 1062:4
hey 948:21 993:9 1069:4 1072:6
 1088:4,6,9,9,18 1092:3 1093:22
 1094:3,4 1095:11 1096:9
 1098:21 1106:9 1107:23
 1109:13,15 1111:1 1171:9
Hi 1123:1
Hidalgo 1024:9
high 917:14 926:22 936:1 940:11
 958:7,10 959:3 971:17 978:9
 979:20,23 983:18,25 984:2
 988:22 989:2,4,10,20 991:10
 992:3 994:22 996:2 999:9,22
 1005:24 1006:3 1008:25 1009:1
 1010:4 1012:13 1022:10
 1027:18,20,24 1028:10 1030:20
 1031:11,17 1038:7,22 1042:21
 1046:7 1050:3 1053:14 1064:10
 1065:12 1092:1 1107:10 1110:6
 1139:3 1140:13 1146:11 1147:2
 1155:12
high-tech 985:19
higher 917:13 970:4 978:12
 1015:3 1029:11 1032:13
 1036:22 1064:4,14 1080:15,15
 1139:19 1140:13
highest 927:15 935:7 962:14
 963:13 970:19 972:5 1058:6
 1116:16
Highlands 927:6
highlight 1090:24 1158:9
highlighted 1091:1
highlighting 1157:5
highlights 1170:20
highly 922:18 987:9
hike 1114:19
hiking 1047:13
Hill 1003:8 1007:11
hippie 1026:17,19,20 1036:1
 1052:7,17
hippies 1052:9
hire 956:13,16 1042:23 1043:5
 1124:15,22
hired 925:22,25 1161:24

Hispanic 1023:25 1024:10,16
 1025:1,3 1031:14 1033:7,12,21
 1035:19 1036:14 1037:18
 1039:10 1040:12 1041:9,18
 1043:1,6,8 1048:1 1050:5
 1052:8 1076:19 1084:13
 1102:11,25 1103:16 1104:24
 1105:23 1109:4
Hispanics 1032:14
history 981:25,25 985:1 994:16
 998:20 1003:6 1018:13 1021:3
 1021:4 1036:4,9
hit 962:21 1005:18 1106:18
hold 951:21 963:16 989:13
 1076:3 1109:24 1168:20
holding 989:9
holes 990:3
holiday 1147:15
holidays 1168:2,4 1169:23
 1172:2,4
holistic 916:11
Holy 1033:19
home 944:14 997:11 998:24
 1005:9,10 1082:13 1097:13
 1102:24,25 1105:14 1125:1
 1170:3
homes 943:16
homework 989:14 1019:13
 1095:3 1103:1,4,5
hone 990:7
honest 1003:1
honor 929:13 934:1 1169:3
Honorable 930:8
honors 1081:8
hook 1091:15 1105:4
hooked 1074:10
hoops 1084:23
hope 947:10 990:12 997:17
 1004:16 1056:17 1093:13
 1098:18,18 1099:9,14 1102:4
 1138:16,19 1168:6 1171:2
hopeful 1125:16
hopefully 912:16 914:9,9 1002:2
 1002:4,6 1006:18,23 1007:2
 1011:9 1108:24,24 1119:21
 1124:25 1149:17 1150:16
 1157:25 1163:9
hoping 941:19 1045:3 1046:4

1124:20 1125:7,12,19 1131:6
horrible 942:8
host 948:9 1158:6 1169:4
hosting 1169:11
hot 983:15,16 1089:2
hotel 1128:13
hour 948:22 1101:19 1120:10
hours 921:13 948:19,19 982:6
1066:16,16,18 1101:15 1118:24
1121:7
house 915:21 929:21 1005:7
1040:16 1041:9 1071:5 1110:16
1165:3
households 920:4 980:21
1067:24
housekeeping 995:14
how's 1072:6
Howie 1050:3
Hózhó 1141:13
Huerta 1150:22 1151:13
huge 924:14,21 942:10 961:8
969:10 990:11 991:22 1010:3
1017:21 1028:7 1054:22 1085:8
1087:23,23 1088:16 1089:3
1101:21,21 1140:15
human 940:18 986:15
humans 939:23 985:12
hundreds 1036:11 1145:21
hungry 1122:17
hunters 1026:22
hunting 1026:22 1035:19
Hurley 1024:14 1028:22 1036:16
hurt 957:9 1150:24 1159:3
hurts 960:10
husbands 1012:11
hustle 1031:3,15
HVAC 1111:25
hybrid 942:20 943:11,18 952:19

I

ice 983:6
idea 952:18 960:8 1014:17
1038:8 1041:3 1074:18 1077:10
1160:5 1162:8
ideal 941:5
ideas 1021:18 1074:19 1075:3
identification 999:16 1066:21
identify 920:11 952:24 1035:5

1043:2 1068:11
IEPs 919:12 1049:17
illuminative 1160:3
image 1026:18
imagine 1013:21 1017:21
1075:14
immerse 1009:22
immigrant 1031:24
immigration 1031:23
impact 957:3 1098:14 1135:25
1135:25
impacting 957:2 1161:9
impacts 1000:5
implement 929:10 931:3 936:6
1085:13 1089:14 1159:12
implementation 1133:15 1147:1
1147:14 1148:11
implemented 990:5
implementing 992:8 1071:19
importance 997:13
important 913:3 922:19 924:4,23
954:18,22 975:20 994:3
1003:24 1013:7 1015:2 1019:24
1046:17 1057:7 1060:25 1067:7
1081:5 1098:10 1119:10
1120:20 1121:11 1122:11,13
1153:23 1168:17 1170:15
impressed 1001:5 1090:13
1170:6 1171:3
impressive 939:18
improve 930:22 1078:7
improved 917:23 979:22
improvement 947:7 1064:7
1066:5 1069:2 1134:19
improvements 1076:12
improving 1015:17 1161:3,4
in-house 1140:25
in-state 1142:24 1143:3,5
inclination 1105:6
incline 1065:3
inclined 964:13
inclining 1065:10
include 1004:8 1127:12 1131:17
included 1133:14 1136:18
includes 991:19 1156:19
including 927:13 1134:14
1136:13 1155:12
inclusion 1044:10 1083:14

inclusiveness 1133:21
income 1069:25
incorporate 928:14 952:2,17
1003:14
incorporated 1004:10
incorporates 952:12
incorrectly 1050:18
increase 917:6 918:13 925:23
928:21 979:16 1063:10 1065:3
1106:20 1107:13 1109:9 1139:4
1140:1 1156:20,22 1157:2,7,11
1157:16,18
increased 919:5 978:2 983:24
1065:16 1138:22
increases 1156:21 1157:11,22
1161:20
increasing 1043:7 1157:19,22
incredible 935:6 937:21,21 940:7
940:13 997:19 998:17 1054:2,4
incurred 946:22
Independent 1168:14
index 920:6 980:22 981:6 1068:1
Indian 927:12 1146:14
indicate 1172:10
indicates 914:11 971:7
indication 954:15 1090:2
indicator 918:22
indicators 919:8 1066:12
indices 917:14 978:11,18,18
Indigenous 1146:6
individual 927:15 955:21 969:25
1074:25 1098:5
individualized 943:3 956:9
individually 939:11
individuals 938:18 939:3 985:15
1015:22 1088:5 1091:25
1109:13
industrial 1071:6,13
inequity 1146:4,9,19
influenced 1065:1
informal 1131:9
information 913:4,14 975:22
976:7 1019:18 1061:2,12
1062:2 1131:13 1142:9 1147:4
1147:5 1149:9
informed 985:21
informs 1094:14
infrastructure 1140:21 1144:10

infusion 934:10
initial 1136:14
Initiative 1146:7
inmate 966:2
innate 940:16
innovations 916:9
innovative 915:10 1063:3
 1090:23
input 1136:4 1149:3,11
inquiry 977:11 988:20
inquiry-based 1011:8
inside 915:10,15
Inspired 1131:25 1145:11
inspiring 940:9
installation 991:22
installations 1144:17
installing 998:12
Institute 928:9 941:15 956:11
institutions 933:2
instruction 924:8,20
instructional 923:20 1043:5
instructions 1149:21
instructor 988:2 1048:25
instrument 951:24 952:16
instruments 952:7
insurance 966:20,24
integrate 1077:11 1086:19
 1091:14 1092:15
integrated 910:7 921:19 1060:17
 1062:21 1078:8 1114:17
 1116:12
integrating 988:11 1092:12
integration 1085:10
intended 1086:3 1157:3
intense 921:9
intensively 928:9
interacted 974:10
interacting 939:21
interactions 939:23
interest 1149:23 1160:22
interested 996:25 997:1 998:9
 1053:3 1080:1 1111:2
interesting 945:2 959:10 1000:16
 1149:25 1150:22,23 1151:14,15
 1154:19 1159:21
interests 916:11
interim 915:19 1159:17
international 932:20 1079:5

1099:23
internationally 931:2
internet 1140:9 1146:1,13
internship 994:17 995:2,5
 996:12,20,23 997:4 998:3
 1007:1 1052:22,22
interrupt 924:20
interrupted 963:12
Intervention 990:6
interventions 1048:21
interview 939:11 1125:3,5
interviewing 1125:14
introduce 981:12,19,19 1057:7
 1125:8
introduction 1035:8 1053:18
invitations 1149:20
invite 1091:13 1151:19
invited 948:18 1148:18
inviting 1043:20
invoice 946:22
involve 947:12 1136:4 1142:11
involved 966:9 1121:23 1143:1
 1156:11
involvement 1169:7
involves 1135:7
Island 1047:6
issue 912:14 913:12 965:14 976:5
 1003:20 1004:2 1007:17 1035:2
 1035:25 1037:5,13,14,15
 1039:19 1061:10,21 1065:20
 1089:5 1109:3 1127:5
issued 946:21
issues 913:23,25 945:25 946:18
 947:6 955:3 960:17 961:22
 976:16,18 1036:23 1037:1
 1061:23 1069:4 1070:23
 1074:22 1083:22
Istation 1063:18
it'll 957:9
Item 1118:11 1120:5

J

J 1000:15 1132:2
JAEGER 909:14 971:21 1130:23
Jamie 1052:12 1057:10
January 913:22 914:3 976:15
 1061:20 1086:6 1107:7 1125:8
 1148:13,22 1169:10,20

Jeff 1050:10
Jennifer 981:20 990:23,24
Jeremy 1076:24
Jerry 908:12
Jewell 930:10 938:5,6,8
Joaquin 930:19 933:22,23 934:5
 934:5 943:7 944:10 950:10
 951:18 953:14 954:6 965:6
job 908:25 934:8 936:21 982:9
 984:25 987:23 988:4 1007:1
 1026:14 1034:11 1083:10
 1084:12 1085:4 1092:22
 1097:14 1106:4,4 1112:13
 1121:21 1145:11 1146:5
 1173:25 1174:2
jobs 1070:11 1097:9
Joe 1155:21,22
jog 1096:2
jog-a-thon 948:15
join 1123:13,19 1125:1,4
 1129:12 1141:20
joined 1122:21 1123:9 1128:19
jota 937:11
journalism 990:19
journey 955:14
Judge 930:9
judges 1016:23
Julee 1068:15 1075:11,17
 1082:21,22 1098:6 1108:14
 1109:1 1110:5
jump 978:2 979:1,5
jumped 1084:23
June 1052:2 1100:12 1128:8,9
 1131:15
junior 944:7,14,15 982:16
 996:13,14,20
justice 1168:21

K

K 1062:22 1063:16 1095:1
 1138:18
K-to-2 1063:17,20 1065:1
Karen 909:10 916:14,15 977:5
 981:8 1062:18 1064:24 1137:12
 1137:14 1142:8,25 1143:7,17
 1147:17 1149:19
Karen's 1146:19
Karyl 909:3 1112:25

Katrina 999:2,4 1037:5,10
keep 943:5,7 956:8 998:6 1000:9
 1010:8 1023:1 1055:24 1082:23
 1089:11 1120:9 1152:22 1153:8
 1159:1 1163:12 1171:12,18
Kelly 1122:23 1133:4
kept 965:14 967:22
key 930:17 977:15 1042:25
 1126:6
keyboarding 990:19
keynote 1169:6
kick 1171:18
kicking 1106:22
kid 943:4 948:20 994:2 1088:10
 1093:16,22 1097:12 1109:13,16
 1109:17
kidding 1096:22 1120:11
kiddos 1018:24
kids 923:17 925:7 936:17 942:2
 951:22 955:15 958:23 961:10
 961:11,13,23 963:25 964:7,7
 967:8 968:10 983:2,5 984:7
 988:12 991:5,6,10,13,20 993:1
 993:2 1001:2 1005:6,9,25
 1006:3,11 1007:2 1014:9
 1018:18 1019:3,24 1021:23
 1022:12 1023:1 1026:20 1036:2
 1040:22 1043:17,19 1045:18
 1046:5,9,23 1047:4,12,15,17
 1070:3,6 1072:20 1073:24
 1078:6 1079:9,11 1081:6
 1084:13 1085:7,14,15 1089:23
 1091:10 1095:14,16 1096:1,7
 1096:18,24 1097:5,8 1102:24
 1103:16,20 1104:15 1106:22
 1108:11,21 1112:6,17 1113:13
 1113:13 1114:4,20 1171:19
killed 967:9 1051:6
kind 930:21 931:4 932:8 937:18
 953:19 960:15 963:23 964:14
 988:21 989:23 1016:8 1019:14
 1020:9 1021:18 1047:9 1049:25
 1053:19 1054:12 1072:21
 1078:3 1091:3 1100:2 1107:14
 1108:10 1110:13 1155:4
 1168:23
kindergarten 1066:16,18
 1093:18 1138:17,19

kinds 1045:24 1078:19 1079:3
kings 1162:20
Kinney 1068:22 1083:2,3,3,5
 1095:12
knew 924:5 1042:22 1071:1
knock 1125:7
know 914:23 915:13,14,23,23,24
 916:6 924:4 925:5 940:22,25
 941:1 942:2 943:13 945:9
 946:24 947:15,18,19,19,20,22
 950:12,13 952:25 953:11
 954:16 955:2 956:4,14 957:12
 957:22 959:9,16 960:7,12 961:5
 961:12,13 962:8,22 963:7,22
 964:22,22 965:20 966:8,13
 967:4,8 971:19 974:22 977:14
 977:21 978:9 981:3 982:4,7,22
 985:24 986:7 989:12 992:20
 993:3,3,7,8,20,21 1001:3,20
 1002:4,8 1004:21 1007:6
 1008:7,9,15 1009:14 1011:1
 1013:3,6,11 1014:24 1015:3,10
 1015:13 1016:5,12 1019:5,23
 1022:6,11,24 1023:2,17
 1024:12 1025:6 1028:1,2,12
 1029:5,20 1031:18 1032:19
 1033:23,24,24 1034:17 1040:2
 1041:23 1043:3,13,15,16,23
 1044:2,8,14,23 1045:19,25
 1046:10,12,12 1047:21 1048:2
 1048:3 1049:19 1050:1,11
 1052:17 1053:13,17 1054:12,21
 1054:23 1055:1 1057:14
 1060:18 1066:8 1069:21 1076:7
 1077:16 1078:18,23 1079:2
 1080:10,14 1081:7 1083:18
 1086:17 1088:1,6 1089:21
 1091:5,12,16 1093:5,8 1095:11
 1096:14 1100:21,22 1101:22
 1102:17,17 1103:15,24 1104:7
 1104:9,12,17,18,19,21 1105:6
 1105:18,21 1106:4 1108:6,11
 1108:13,13,21 1109:11,24
 1110:1 1111:7,12 1113:17,22
 1114:11 1120:1,8 1121:16
 1122:1,18 1124:22 1126:3,10
 1126:14,21 1127:15 1129:1,9
 1129:20 1132:11 1134:16

1136:4 1138:21 1142:10
 1144:21,23 1149:2 1153:17
 1154:14,24 1155:17 1156:4
 1157:6 1158:25 1159:8 1161:2
 1162:23 1164:11,14 1166:5,6
 1166:25 1167:1,5,24 1170:13
 1170:14,19 1171:1,2,4,6,7,17
knowing 928:15 1104:11
 1153:20
knowledge 938:16 1004:17
 1130:17
known 915:24
knows 923:14 1020:4
Kristi 1161:24
Kucha 1090:14
kudos 1022:8,13 1067:25 1089:8
 1163:1
kwon 1070:3

L

L.A 933:5
La 965:21 974:25 1141:14
laboratories 1047:13
lack 975:14 1140:25
lady 932:19 1111:23
lady's 1050:1
Lake 1114:25
Lakota 1074:21
LaMure 1068:15 1075:11,17
 1082:21,22 1098:6 1108:14
 1109:1 1110:5
land 992:12 1001:25 1050:5
 1073:16,22 1074:4 1088:15
 1110:12,19 1111:1,1 1138:14
landlord 1110:24 1144:19
landlords 1085:1
lands 1146:8
language 991:2 1066:20 1131:22
large 956:7 982:19,19 1003:19
 1024:16 1074:15
larger 955:15,15
largest 1150:14
Larson 1007:15
Las 1141:14 1143:11 1151:14
 1155:1
last-minute 1014:4
latch 1134:18
late 959:21,23,24 960:5 965:11

1075:18,19 1115:16
Latina 1076:23
Latino 1037:18 1039:10
laugh 1080:25
law 1086:5,8 1142:13
lawsuit 960:14 1029:6 1160:15
 1160:19
LEA 1127:9
lead 1126:4 1134:1
leader 1126:15
leaders 985:16 1105:11 1126:2
 1129:3 1131:15,17 1162:20
 1168:18
leaders' 1163:18
leadership 996:18 1128:16,21
 1129:2 1163:18
leading 1129:19
leaning 1128:20
learn 915:9 925:7 952:1 958:15
 985:6 996:17 997:3,13 1010:3
 1032:17 1038:12 1054:3 1081:3
 1085:11 1134:2 1162:22 1163:5
 1165:23
learned 916:6 924:22 955:17
 966:6 996:10,11,22 1019:19
 1051:13 1074:24 1171:2
learner 970:21 972:7 1058:8
 1116:18
learners 979:4 1024:5 1063:6
 1066:20 1085:10
learning 922:10 931:22 951:11
 977:11 988:21 993:18,25
 1000:24 1009:11 1016:16
 1017:23 1020:3,6 1069:9
 1072:21 1078:1 1079:24
 1082:14 1093:22
lease 957:4 960:9 1144:24
lease-to-own 1110:13
leased 1144:15
leasing 1145:3
leave 930:1 1001:4 1005:7,20,22
 1005:23 1006:4 1032:9 1099:2
 1105:13 1150:1
leaves 1156:18
Ledger 1003:21 1004:1,3,11
left 1033:10 1151:21 1156:15
 1167:21
legal 995:15

legislation 968:1
legislative 1039:25 1157:5
 1158:4,12 1163:25 1164:6
legislators 957:20
Legislature 956:24 960:13
 1012:20 1034:7 1055:18
Leopold 910:5 977:7 981:17
 982:11 983:1 985:2 986:11
 994:14 997:19,25 998:1,14
 999:5,10,20,25 1000:4,7,9
 1006:15 1035:7,14 1037:11,15
 1038:10 1039:12 1040:25
 1042:15 1050:21 1051:11,14
 1053:8 1057:8 1058:2 1131:23
Leopold's 985:11
Lepisko 981:21 990:24
LESC 1130:16 1131:6 1157:21
 1158:11 1159:9
Leslie 1122:23 1125:25 1126:2
 1126:10,20 1127:17 1133:4
Lesson 925:5,9
let's 940:21 973:25 1093:24
letter 980:22 1127:4 1138:2
 1139:10
letter-grade 1072:7
letters 1127:2
letting 938:3
level 925:11 938:25 939:9,12,16
 953:23 964:1 1018:8 1064:18
 1083:24 1157:23 1158:3
leveled 961:19
levels 1012:17 1015:3,20 1036:22
 1157:19
leveraging 1139:18
LFC 1130:16 1131:7 1157:21
liability 966:23
Liaison 909:12
Libraries 1140:6
library 1070:4
license 1008:5 1111:22
licensure 1157:19,23
Lieutenant 1050:3
life 939:19 998:17 999:11,15
 1019:13 1100:25 1126:21
life-threatening 941:3
lifelong 1040:4 1063:5
lifetime 962:25
lift 1128:16 1132:11 1142:3

light 952:12 1075:1,2 1076:2
 1160:17
lighting 922:11
liked 1047:18 1159:17 1164:7,19
likes 1015:24
limited 1095:1
limiting 1026:4 1145:1
Linda 1068:17 1077:6,6 1080:5
 1081:22 1082:18,19,25 1091:20
 1091:22 1092:2 1095:13,20
 1113:6 1114:1,2,3,8 1115:10,12
line 933:13 935:24 952:19 978:20
 1051:7 1161:22
lines 953:1,16 1151:25 1152:2
list 933:23 946:10 955:7 956:19
 956:20,22 990:19 1013:22
 1014:1,9,14 1082:25 1164:6
listed 919:10 946:7,8 1066:12
listening 1056:13 1170:11
lists 1098:25
literally 1013:9 1100:10,11
literature 953:10
litigation 966:19
little 923:4 931:14,25 934:12
 935:12 950:17,18 953:17
 978:20 979:20 981:24 984:1,25
 991:20 998:6 1006:7 1009:19
 1009:20,20,21 1016:9 1017:6
 1017:11,11 1020:19 1022:6
 1023:2 1034:12 1044:1,20
 1046:18 1052:2 1060:19
 1062:12 1091:18 1100:7
 1101:14 1103:13,19 1110:20
 1121:17,18 1128:14 1145:10
 1152:4 1157:18 1158:14 1159:9
 1167:8
live 915:5 961:17 982:17 986:15
 1023:20 1027:13 1034:19,20
 1039:9 1041:19 1054:1 1082:9
 1162:10
lived 1036:7
lively 994:19
lives 928:15 929:6,13 934:9
 942:11 998:23
living 951:8
Llama 1114:10 1115:10
llamas 1091:2
local 1074:8,10 1088:12 1127:9

1140:2 1143:7
locally 1142:4 1160:4
located 982:1
location 984:3 1009:16 1078:16
 1078:24 1130:8
log 1067:18
long 914:11 982:5,9 1042:9
 1120:9 1154:8,8 1161:15
 1170:13
long-term 1134:21 1159:18,20
longer 1073:6 1098:5
look 915:13 929:9 934:20 941:6
 946:4 949:22 950:7,20 952:7
 953:22 962:11,12,13 977:20
 987:21 991:8 993:7 1010:10
 1013:11,12 1019:4 1024:18,19
 1027:12 1031:19 1032:20
 1033:15,18 1034:14 1041:13
 1049:21,21 1064:3 1092:19
 1093:16,24 1106:3,9,25 1107:8
 1107:18 1108:23 1124:4
 1169:15
looked 965:1 1024:3 1025:10
 1048:5 1100:3
looking 916:23 937:1,19 947:15
 950:4 961:3,17 963:14 983:19
 989:22 990:10 1004:7 1009:15
 1014:12 1023:21 1024:20
 1027:2 1034:2 1044:24 1055:7
 1069:4 1078:6 1080:3 1088:4
 1111:6 1115:19 1129:5 1148:14
 1154:5 1156:22 1159:6,15
looks 936:19,21 945:23 960:6
 1001:17 1091:3,3 1164:1
loop 1142:15
looped 1142:6
Los 1046:21 1047:10
lose 943:4 957:25 1005:24
losing 1006:13 1156:23
loss 1085:1
lot 916:6 924:17 930:24,24
 939:20 945:1,9 948:8 952:8
 959:12,22 961:11 963:22 966:7
 966:18,19,21,25 982:18 984:6
 988:5,14 990:3,4 993:19 997:3
 1000:21 1001:8 1005:2,3,8
 1014:18 1015:13,13 1017:13
 1021:11 1023:15 1026:22

1030:24,24 1032:23 1033:3
 1034:6,21,22 1038:25 1043:15
 1044:3,3 1054:20 1055:17
 1056:8,16,17 1069:9 1078:18
 1078:19 1079:2,22 1080:7
 1084:23 1085:11,12 1088:17
 1089:21 1092:19 1100:15
 1101:22,22 1102:10,13,15,24
 1103:25 1104:1,1,2 1111:15
 1114:14 1121:14 1123:17
 1128:19 1135:1 1142:22
 1145:23 1150:5,8 1154:21
 1155:11,15,25 1160:24 1162:14
 1162:16 1163:15 1165:24
 1166:10 1169:4 1170:17 1171:2
lots 928:15 989:14,15,15 1077:2
 1095:20 1096:24
lottery 959:5 1109:5
louder 1081:17,17
Louella 1131:22
Louv 985:7,12,14
love 935:9,9 988:10 1046:23
 1085:7 1105:23 1114:5 1115:1
 1128:21
loved 1013:4,5
low 925:18 928:20 962:3,3,6
 963:9 999:12,12 1009:1 1011:1
 1011:1 1015:20 1045:21
 1069:25
low-income 1033:22 1102:11
lower 917:25 920:7 958:9 980:24
 1068:6
lowest 917:16,22 918:2 919:3
 935:7 949:2 970:20 972:7
 978:12 1045:15 1048:13 1058:7
 1064:17,19 1066:2 1116:18
lucky 1053:25 1083:13 1110:18
Lucy 1071:21
Lujan 1076:24
Luna 1024:8
lunch 921:11 924:25 925:15
 983:15,15,17 1060:4,4,7,8
 1073:1 1085:8 1087:16,18
 1089:3,23,24 1111:23,24
lunches 1069:18 1073:2

M

Mabry 908:12

Madam 914:18 916:16 920:14,18
 921:2 922:17 931:18 933:25
 941:7 942:17 945:7 946:1
 947:24 949:7 951:3,19 960:24
 970:11 977:5 981:16 994:13
 1029:22 1034:23 1039:22
 1040:24 1042:10 1050:15
 1055:9 1056:23 1057:3,21
 1062:18 1085:23 1090:8 1102:9
 1119:18 1120:8 1137:15
 1143:17 1144:13 1145:8
 1149:19 1153:10 1156:13
 1164:8,16 1166:12
Madame 1075:12
Madison 932:5,14,18
Maestas 1125:4 1147:24
magic 915:16
mail 1167:15
main 1140:24
Maine 1000:19
maintain 1001:18
maintained 987:14
maintaining 954:17 1135:4
major 939:6 1016:9 1156:25
majority 1009:4 1038:20 1039:9
 1048:1
making 963:6 964:1 968:21
 969:15 991:19 1045:22 1077:4
 1093:5,7,8 1135:2,11 1154:2
 1159:18 1161:23 1163:1 1166:2
man 967:17 991:17 1036:14
 1041:15 1051:12
manage 1018:16 1022:16 1103:6
 1158:17
managed 1105:19 1122:23
management 949:18 1156:9
management's 1002:20
manager 931:7 942:5 984:20,22
 1084:5,6,7
managers 1124:2
managing 987:22
manged 1155:19
manner 969:1 1022:17
many-hour 1162:13
MAPs 962:1,13 1010:7,10,19
March 914:24 941:8 1130:1
marching 935:24 952:17
Maria 965:22

marijuana 1071:8	1047:1 1056:13 1080:3 1086:22	1065:9
marine 998:20	1087:13 1088:13 1089:3 1093:4	memorable 998:21
mark 909:15 917:18 978:14	1100:16,18 1101:1 1110:17	memorized 1086:11
980:6 1157:20 1171:23,24	1111:18 1112:2 1113:11,15	men's 1115:18
market 956:13,17	1160:9	mention 1065:21 1135:19 1145:9
marketing 956:15 1022:10	meaning 1064:20 1068:5	mentioned 916:8 917:21 919:7
1036:6	meaningful 963:4,5	919:17 923:10 929:21 942:9
Martin 1161:24	means 921:6 968:22 969:1,4,25	943:7 944:1 950:10 955:13
Martinez 930:7 1131:22	1064:18 1104:19 1113:20	961:21 963:24 964:20 980:11
massive 1162:9	meant 986:6 1073:25 1160:14	984:21 992:10 1006:5 1035:18
master 921:14 1067:18	measure 961:16	1050:20 1063:19 1080:13
master-level 1016:18	measures 1126:19	1084:24 1094:18 1122:19
match 931:4	mechanics 944:21	1134:6 1138:16 1141:7 1156:13
matches 1004:12	media 939:21 969:23 1091:16	1159:23
matching 1139:19	1096:12	mentioning 1021:22 1064:7
material 918:20 946:5,16 980:3	mediocre 942:8	mentor 1083:8
1003:19 1004:18	medium 1153:17	mentors 998:25
materials 916:23 917:3	meet 919:9 924:1,12 930:18	mentorship 989:2
maternity 930:1	979:14 980:14 987:3 1065:8	merely 1119:20
math 917:8,15,20,23 918:2 923:9	1066:10 1085:2 1124:20,24	Merry 1168:4 1172:1
924:6 925:18 958:21 961:18	1151:16	message 1032:1
977:25 978:2,7,13,22 979:6,8	meeting 908:10 911:2 913:11,22	met 979:12,15 980:10 1065:7,24
984:23 989:25 990:10,11	956:12 967:11 968:14 976:4,15	Mexican 952:13,22 974:13
1008:23 1009:1,7,14,17 1010:3	977:19 1061:9,20 1064:23	1037:25 1038:18,21
1010:13,25 1011:5,8,9,14,15,15	1074:13 1095:7 1098:18	Mexico 908:2,13,22 910:4 916:18
1011:16,17 1012:1,21 1013:3	1122:19 1150:20,22,25 1151:12	920:6 921:24 926:7 927:5,14
1014:17,17,20,21,21 1015:1,8	1151:15 1158:6 1164:3,13	930:12 932:21 933:5 937:3,7,8
1015:13,15,18,20,25,25 1016:8	1168:1 1174:3,4	937:13,14 938:9 939:7,17
1016:9 1024:2 1046:1 1047:1	meetings 1141:11	952:22 965:17 966:12,13
1048:21,23 1049:9,17 1063:11	meets 918:24 1063:4	970:15,16 972:1,2 981:5 1000:5
1064:14,19 1065:2,7 1069:11	Megan 1125:4 1147:7,24	1000:6,8 1007:18 1021:3,3,7,14
1069:12,13,14 1071:22 1077:15	Megan's 1125:14	1037:20 1044:2 1051:24
1077:17 1078:5 1091:11	Meier 1169:2	1052:24,25 1055:14,20 1058:3
Matt 957:12 1143:3,4,6 1153:5	Melissa 1123:9 1124:12	1079:23 1086:7,8 1116:13
1153:10,16 1154:1,18 1155:22	member 909:4,4,5,5,6,6,7 1037:1	1124:11,16 1126:8 1139:16
1164:12,16,24 1165:7,9,10,11	1068:18 1083:1	1146:9 1153:14 1161:6 1169:15
Matt's 957:14	members 914:19,19 920:14,19	1173:2,9,12,13,21
matter 962:25 1074:19,19	921:2 922:2,18 926:3,5,13,17	Mexico's 1168:12
1162:2 1173:14	930:5 934:1 941:8 942:18 944:6	Mexico-centered 1124:4
Matthews 1062:16 1085:18,23	945:8 946:1 947:24 949:8	mic 914:20 916:13 1130:12
1085:24 1086:10 1150:14	951:18 955:11,20 957:7 958:14	1137:11
maturity 939:12	961:25 962:21 968:8 994:6,8,9	Michael 909:4 931:7 946:1 947:1
Mayordomo 1073:23	1024:8 1042:12 1057:9 1075:12	949:17
McCulloch 1131:21	1077:7,9 1081:19 1085:24	mid 1115:16
meals 983:16	1095:9 1110:6 1120:8,15	middle 970:20 972:6 983:20
mean 941:20 955:7 959:18 965:1	1122:20 1132:21 1151:13	988:3 991:10 1005:25,25
1001:15 1005:8 1006:24	1153:10 1168:6	1006:2 1009:23 1010:4 1011:7
1013:15 1019:11,17 1022:4,9	membership 918:12,13 979:16	1022:9 1023:11 1028:9 1045:2

1046:13,21 1048:20 1058:7
 1110:19 1112:6 1114:22
 1116:17 1139:3 1146:11
middle-school 990:23 1001:2
 1027:19 1057:12
middle-schoolers 990:3 994:21
midweek 1155:25
migratory 982:19,20
Miguel 1073:23
Mike 945:22
mile 1078:25,25 1146:15
miles 1006:13
milestones 1162:9
military 1005:11
million 950:22 1013:12
Mimbres 1029:1
mimic 918:4
mind 930:21 1038:8 1045:11
 1122:24
minded 1063:5
minds 953:7
mine 965:21
minimal 1022:1
minimum 1120:10 1157:22
minimums 1157:19
mining 986:16 1036:16,22
 1042:16,18,22
minute 1082:1 1130:13
minutes 914:15 920:22 924:11
 968:15 974:6 977:2,3 990:5
 1035:9 1048:14,19 1060:8
 1062:16,17 1081:11 1137:13
mirror 1076:16
misconduct 969:13
missed 919:24 924:2 1003:10
 1035:8
missing 990:8 1082:21 1162:24
mission 918:8 922:21 923:11
 977:10,16 979:11 1063:2
 1065:5 1078:15
Missy 1132:16 1147:24 1148:3
mistake 974:6
MIT 1012:12
mitigating 1069:24
mix 992:24 1127:8
mixed 1041:7
mobility 959:3,7 961:21
model 916:7 1001:12

modify 1106:25
molested 967:10
mom 1115:25
moment 912:4 934:17 935:1
 998:21 1053:20 1078:6 1135:2
 1146:23
moments 1053:24
momentum 1132:24
Monday 923:23 924:10 993:15
 1095:5,7
Mondays 1095:6
money 948:6,11,20 950:20 987:7
 987:22 1033:2 1034:10 1042:1
 1073:7 1080:16 1111:11
 1129:13 1144:18 1157:15
 1158:2
monitoring 969:10
monopoly 1142:5
Montañas 1141:14 1143:11
 1151:14 1155:1
Monte 1141:14
Montessori 1141:14
month 987:16 1004:3 1052:14
 1080:19 1145:21,21 1146:13,17
 1150:6
months 1123:16 1128:5 1164:22
moon 1019:21
Morales 1050:4
moratorium 1160:23
moratoriums 1161:18
morning 912:6,7,11 916:16
 920:11,15 921:1,11 931:17
 934:2 938:3,6 940:3 975:2,3,5
 981:10 983:7 990:24 994:12
 995:25 997:23 999:3 1052:10
 1151:21 1156:15
mother 1101:5
motion 914:10 970:9 971:1,22,23
 971:24 972:13 973:22 1058:14
 1059:23 1116:5,8,23 1118:4
 1172:6
motivated 1051:8
motivating 1091:19,22
motivation 961:10
Motor 1008:3
motto 1069:2
mound 941:18
mountain 1114:10 1115:8

mouth 1129:13
move 934:21 941:4 943:16 953:3
 955:18,22 970:13 971:25
 1028:15 1042:2 1045:2 1057:25
 1071:7,11,12,14 1073:25
 1080:8 1116:10 1144:16
 1160:18 1163:19 1164:5 1166:3
 1166:3 1170:22 1172:7
moved 915:7 928:19 983:18
 1062:11 1071:14 1072:10,11
 1073:16 1084:6 1104:3
movement 959:9 1034:5
moves 953:15
moving 916:4 917:5 942:7
 955:24 956:6 959:11 963:2
 967:22 983:20 1006:9 1044:23
 1071:8 1077:1,2 1104:1
 1106:11 1113:13,13 1118:12
 1119:20 1163:14 1166:4
mug 966:2
multi-sensory 1049:3
multicultural 1063:3
multiple 940:12 1125:5 1129:2
 1132:21
multiplication 1010:1 1013:1
murals 995:7 998:12
museum 1078:21 1079:1,5
music 921:8 924:18 926:4,20,24
 928:10 936:15 942:22 952:3,4,8
 952:13,14,14,21,22,22,23,25
 953:5,6 990:17 1016:4,4,6,7,8
 1016:10 1017:8 1078:10
musically 964:13,18
musicians 926:21 928:10

N

N 909:1 910:1,1
NACA 1131:25 1145:11,13
nagging 1141:18
nail 962:21
name 917:1 920:15,19 934:3,5
 938:8 957:13 981:16 986:11
 994:13 995:15 996:1 997:24
 1036:1 1068:14 1077:6 1079:16
 1082:7 1084:4 1140:5 1153:9
 1153:18,21
named 1160:14
names 917:3

narrative 1004:22 1159:22
narrowly 1092:14
nation's 986:9
national 928:8 941:15 956:11
 1000:22 1100:23 1168:20
nationally 931:1
nationwide 1076:15
Native 1075:3 1076:21
natural 977:13 986:7 1006:21
 1009:13 1101:25
nature 985:13,18,20 1034:7
 1100:18,19
Nature-Deficit 985:10
nature-smart 985:15
near 941:14 1001:16 1051:25
 1053:23
nearly 1064:15
necessarily 936:3 1005:25
 1052:17
necessary 1049:6 1143:23
 1144:11 1159:13
need 924:13,24 925:16,21 943:16
 945:5,5 949:22 950:6 955:23
 956:15 958:2 961:13 967:6
 970:5,5,6 971:21 985:12,20
 990:1 998:5 1005:9,9 1015:21
 1015:23 1026:11,12 1029:19
 1032:14,15 1036:23,25 1042:20
 1048:21 1051:3 1088:19,20,21
 1089:10,11 1097:16 1102:11
 1104:14,15,21 1105:2,3,24,24
 1106:11,12 1107:6 1108:23
 1116:8 1124:21,23 1126:17,20
 1134:22 1137:7 1142:12
 1148:14,21 1166:6 1170:7
 1171:12
needed 955:14 965:5 1049:10
 1089:17 1104:2 1140:10
 1157:15
needing 1126:24 1132:15
needs 913:6 919:11 940:12 943:8
 954:25 964:11 975:24 1022:3
 1029:14 1042:7 1049:18,20
 1061:4 1077:3 1078:5 1082:15
 1088:10 1089:12 1141:10
 1143:20 1146:21 1170:21
negative 940:24 978:21 1002:5
negatively 1035:21

negotiations 1000:14
neighborhood 947:12 1105:9
neighboring 1029:12
neighbors 992:10,11 1032:8
network 1103:15 1140:21
never 914:25 915:14 950:7
 967:17 1009:11,11,22 1021:10
 1022:2 1039:14 1089:19 1094:5
 1107:12,13 1137:23
nevertheless 1124:24
new 908:2,13,22 910:4 916:18
 919:17,25 920:6 921:24 926:7
 926:10,19 927:5,14 930:12
 932:21 933:5 936:13 937:14
 938:9 939:6,17 941:15,23 942:2
 946:8,13 952:22 953:23 957:13
 959:5 962:8 965:17 966:12,13
 970:15,16 972:1,2 974:13 981:5
 985:5 992:4 1000:5,6,8 1006:18
 1007:17,18 1019:18,18,19
 1021:3,3,7 1026:8 1037:20
 1039:1,15 1044:2,24 1051:24
 1052:24,25 1055:14,20 1058:3
 1067:15 1074:12 1079:23
 1083:8 1086:7,8 1105:18,18
 1116:13 1122:20 1124:4,11,16
 1125:1 1126:8,14 1135:23
 1136:1,5 1139:16 1146:2,3,9
 1148:12,15,18 1153:14,18
 1156:19 1159:10 1161:6
 1162:22 1168:5,12 1169:15
 1172:2 1173:2,9,12,13,21
newborns 1101:18
newer 1038:15 1148:13,19
news 931:12 965:23 1050:19
 1125:19
newsletter 929:8
newspapers 966:1
nice 952:6 960:16 984:4 1073:6
 1101:7 1115:5 1164:6 1165:5
 1167:11
Nicholson 1068:20 1082:7
Nicole 1068:21 1084:2,4
night 943:19 944:12 956:12
 1052:1 1114:18
night-school 943:20
nine 955:13 1006:21 1079:20
 1084:5 1106:18

nine-zero 973:19,22 1059:22,23
ninth 923:2 1018:10 1020:20,21
ninth- 985:3
ninth-graders 921:18 1020:21,22
 1020:23
nitty-gritty 1157:14
NM 908:20 1173:19
NMCI 1068:4
NMPSIA 966:12,17 967:25
NMSU 928:2
NMTEACH 1083:7
non-compliance 1065:20
non-renew 913:21 976:14
 1061:19
non-reverting 1007:22
normal 944:8 1007:14
normally 1072:22
north 1055:22 1115:11,12
northern 937:12 952:21 965:17
 965:20,21 1045:17,23 1046:5
 1056:1 1079:23
notation 953:6,9
note 917:20 1000:13 1071:3
 1155:25 1158:14 1160:20
 1161:21 1168:3
noted 935:17 958:6 1158:14
 1161:11,20
notepad 1167:6
notepads 1167:9
notes 983:13 1008:20 1089:1
noticeable 1154:23
noticed 935:22 942:1 1025:11
 1069:10
noticing 1024:4
notification 1132:6
notorious 1022:5
November 924:17 1122:19
 1147:5
nuclear 1015:5
number 933:1 950:2 955:15
 957:9 966:2 968:9 1003:18
 1011:2 1045:12,18 1047:21
 1076:1 1089:9 1102:23 1140:1
 1149:4 1150:15 1174:2
number-one 923:15
numbers 925:23 955:25 1006:8
 1009:25 1013:12,13 1043:7
nurturing 1005:9 1134:9

NW 908:21 1173:20
NWEA 962:1,13

O

O 910:1,1
objects 1086:1
observation 1083:7
observe 925:9
obtain 1139:19
obvious 935:1 1017:15 1086:22
obviously 948:8 952:3 961:25
1013:21 1089:16 1144:15
occur 941:13
ocean 998:22
October 1153:2,3
offended 1153:25 1154:1
offer 923:1,6 942:20 990:14,17
1020:18 1070:11 1073:3,15
1087:14,15,20 1088:11,11
1112:5
offering 922:20 984:17 1087:11
1087:12,19,22
office 915:14 1006:18 1035:22,23
1084:5 1130:15 1131:5
officer 949:18 1084:8
offices 1006:23
official 931:13 956:2,3 1067:6
1124:22 1127:4
Oftentimes 1162:19
oh 912:20 932:18 1018:19 1057:5
1062:8 1082:20 1087:8 1091:20
1096:4 1104:6 1109:18 1112:22
1114:1
okay 912:17 914:13 920:10
933:21 942:12 947:9 956:23
958:8 963:15 965:1,7 972:17,24
981:15 993:9 1005:5 1007:16
1014:2 1018:20 1025:8 1027:7
1027:10 1037:5 1044:12
1051:19 1057:2 1062:10 1068:9
1081:12,23 1082:20,24 1097:10
1097:12 1098:23 1099:16
1102:20 1105:16 1108:18
1111:10 1112:18 1115:14
1116:7,9 1118:2 1144:12
1149:1,25 1150:4 1166:22
old 915:5,14 999:8,8 1100:6
1101:16

old-style 1040:13
older 1008:24 1103:2
Olivia 1080:8
omitted 916:25 917:1
on-site 925:4 1138:8
**on?' 993:10
once 920:11 921:6 935:20 940:2
945:16 965:18 975:12 976:19
977:1 981:11 991:15 992:5
1000:12 1005:15 1037:9 1062:3
1062:7 1068:10 1074:1 1078:12
1079:10 1086:13 1119:5
1125:21 1132:6 1133:7 1137:8
1154:13
one-and-a-half 921:13
one-day 1169:11
ones 936:14 948:5 960:3 1005:20
1005:23 1043:16 1101:17
online 922:22 943:1 944:12
958:15
open 908:10 914:2 915:21 929:21
1017:4,22 1031:8 1040:16
1052:19 1096:17 1111:19
1124:17 1127:19 1129:11
1136:1 1152:1 1164:19 1166:7
1174:3
opened 941:16 985:2 1054:11
1170:4
opening 1136:5
operate 1099:18 1160:25
operating 1163:14
operational 913:10 914:2 976:3
976:20 1061:8,24
operations 1077:25 1078:2
1123:4 1158:2
opportunities 947:11 953:25
983:11 995:1,3 1007:1,1
1029:20 1070:5,21 1072:14
1132:8,19 1133:14 1159:19
opportunity 913:17 931:23 932:2
934:7 935:18 938:7 940:8
976:10 991:1 997:16,18
1028:10 1032:16 1041:18
1045:10 1054:11,16 1061:15
1072:20,24 1082:6 1092:2
1095:3,6 1097:6,10 1108:10
1121:24 1128:16 1129:6
1134:12 1136:3 1138:25**

1140:15 1144:2 1146:20
1150:20 1151:12,16,19 1152:4
1165:2 1171:25
opposed 942:8 1010:21
opposite 1024:23 1025:5
oppression 1044:3,8
optics 1145:17,25
option 945:20
Options 909:9,11 910:8 1120:6
order 929:10 946:21 985:5
1004:24 1071:1 1096:12
1098:15 1104:13 1139:5
organic 1073:2 1088:12
organization 957:17 1105:4
1153:5,6
organizational 919:7 980:12
1066:7
organizations 1105:7
organize 1105:19
organized 998:18
organizing 1104:25
orientation 929:21 994:24,25
original 1078:14 1092:5 1168:25
originally 1072:1 1073:18 1082:8
Ortego 1040:3
Orton-Gillingham-based 1049:4
outdoor 984:15 1006:18 1052:23
1053:1
outdoors 982:13 983:2,11
1026:23,24 1091:16
outlet 952:24
outlining 936:20
output 939:1
outreach 931:1 1074:7,8 1088:17
1102:16
outright 1031:5
outside 956:16 997:8 1070:1
1071:13 1128:13 1158:1
outstanding 1047:1 1075:11
overall 918:4 978:24 979:7
1063:13
overarching 947:20
overburdened 969:22
overdue 919:12
overlap 1122:5
owe 1054:15 1091:22
Owl 1056:11
owned 969:2 1110:25 1144:21

ownership 1106:16

P

P 909:1,1 910:1

p.m 1060:10 1118:9,9 1172:12

packed 1165:2

packet 1063:1,7 1075:18 1091:1

page 910:2 919:10 966:1 1064:13
1066:11

pages 986:1 1136:13,14 1173:10

Pahl 957:12 1143:3,6 1153:10,16
1154:1,18 1155:22 1164:12,16
1164:24 1165:7,10

Pahl's 1153:5

paid 927:14 947:5 1140:19

painting 1095:21

Pam 1068:18

Pamela 1079:16,16 1080:6
1081:12

Pamplona 1096:21 1099:24

panel 939:5,5

panels 1169:5

pants 1171:14

paper 1010:15 1166:20

paperwork 1125:18 1146:21

paradigm 934:12

PARCC 962:9 963:10

parciante 1073:25

parent 928:19 929:20 1042:14
1084:9 1093:21 1150:21

parents 909:9,11 910:8 940:23
1006:8 1017:4 1026:6 1028:19
1030:23 1031:13,14,21,23,24
1032:16 1040:7,8,14 1051:20
1070:2,10,12 1072:5,23
1084:22 1094:3 1097:7 1099:7
1099:7,21,21 1102:16 1103:2
1103:14,16 1120:6 1150:21
1154:6,19

park 926:20,24 1071:6,13
1100:23

parking 1166:24

parks 1021:25

part 913:4 917:5 936:2,4 942:21
942:23 975:21 977:24 980:9
981:22 988:4 991:21 993:18
1000:5,7 1011:15,17 1012:19
1027:19 1047:19 1053:12,15

1056:1 1061:1 1063:8,17
1074:21 1078:14 1086:25
1090:19 1107:9 1108:25 1109:2
1130:25 1132:2 1136:12,20
1153:21 1164:21 1169:9

partially 1071:4

participate 1140:3 1143:16
1144:1

participated 1140:23

participating 1078:22

particular 1001:10 1009:17
1018:14,24 1105:9 1148:16

particularly 917:20 1072:22

parties 1124:7 1160:19

partner 1079:7

partners 995:11 1078:14
1127:12

partnership 1002:1,12 1023:7,10

partnerships 1121:21

parts 1142:15 1148:24

Paseo 1074:11

Paso 1033:10

pass 916:13 990:22 1130:12
1137:11

passes 973:22 1059:23 1118:4

passing 989:10,11 1004:25

passion 1018:24 1019:2 1033:2
1097:15

passion-driven 1018:7,22

passionate 1019:15

paths 998:8

pathway 923:22 963:19

patience 912:14

Patricia 909:3 1085:23,24
1086:10

Patsy 1083:3,3,4,5

Patti 1171:3

Pattillo 1003:7 1007:11

Patty 1083:2

Paul 1000:15 1132:2

pay 948:2,3 967:1 1025:20
1073:7 1085:20 1144:5 1146:12
1146:17 1157:10

paying 966:19 1046:7 1139:21
1144:24

payroll 1003:10

pays 1056:5

PE 990:14

PEC 909:12,13 910:11 913:6,9
913:12,13,18,23 965:10 975:24
976:2,5,6,11,16 1061:4,7,10,11
1061:16,21 1119:19 1120:15
1122:3 1133:7 1137:18 1164:20
1165:12 1166:3

PEC's 1086:4

PEC-authorized 1127:9

Pecha 1090:14

PED 909:8,12 913:1,15,17
970:17 972:3 975:17 976:8,10
1058:4 1060:22 1061:13,15
1098:19 1116:15 1124:15
1133:17 1139:16 1156:16
1157:21 1161:22 1162:3,7
1164:17 1174:7

Peña 931:7

penetrate 1031:19

Pennsylvania 1080:9

people 930:3,16 937:13,17,21
939:20 963:22 982:3,3 993:7,19
993:20 995:20 1012:12,14
1014:25,25 1015:10 1016:13
1025:18 1026:12,19,23,24
1029:20 1031:4,20 1035:22
1038:6,12,17,18,21,25 1039:2,9
1040:2 1041:10 1043:13,14,25
1044:7,11,11 1047:11 1050:2
1055:19 1057:7 1081:24
1087:17 1088:20 1094:11
1096:13 1100:2,18 1104:13
1105:21 1108:17 1124:21,25
1125:17 1132:14 1150:25
1154:3,6 1155:11 1158:25
1159:3 1162:4 1164:19 1166:20
1171:12

people's 1008:13

perceive 940:10

percent 914:1,5 917:10 918:7,16
918:18 919:16,16,18,19 920:3,4
920:5 925:14 927:3,5,6,23,23
928:5,17 933:8 960:2 968:11
976:20,21 978:6,9,10 979:9,19
979:22,24 980:19,21,24 983:17
983:25 989:11 1008:7,9
1010:18,24 1011:3,4 1024:25
1025:1,2,3 1033:17,19 1041:9
1047:22 1063:11 1064:4

1065:12,13,17 1067:23,24
 1068:3,4,5 1080:17 1102:19
 1104:16 1106:2 1140:12
 1156:19,23,25 1157:11 1158:18
 1158:21,22,24,24 1159:10
 1160:10
percentage 1010:13 1032:14
 1102:12 1157:18,22
percentile 962:16
percentiles 962:15
perception 1028:2
perceptions 1154:20
percussion 922:14,15 936:7,24
 951:14 952:2,20
perfect 940:6 1004:2,12
perfectly 1086:11
perform 926:15 940:8 947:25
 948:10,16,18 951:10 954:1
 965:23
performance 913:10 916:2 919:7
 945:23 970:18,24 972:4,11
 976:3 979:8 980:13 1002:8
 1058:5,12 1061:8 1066:8
 1075:22 1090:2 1116:15,21
 1123:24 1156:1
performances 948:1 953:24
 1128:20
performed 922:3 926:13,18
performer 939:15
performers 939:10
performing 915:25 917:13,15,17
 917:22 918:2 919:4 926:16
 935:7,8 939:9 940:11 948:6
 963:13 978:13 1064:10,14,17
 1064:19 1066:2 1129:3 1169:5
performs 974:24,25
period 924:9,19 959:24 1094:5,6
 1098:6 1155:8
permanent 1144:17,22
perpetuates 1107:22
perseverance 1123:17
persistence 1123:18
person 966:16 967:22 974:7
 994:3 1008:23 1033:9 1105:4
 1109:13 1111:20 1113:25
 1126:18 1141:4,8 1142:2
 1155:18
personal 964:12 1000:13

1075:17 1108:22
personality 1034:18
personalized 1029:16
personally 1000:18 1053:11
 1108:15
persons 1027:13 1105:4
perspective 1038:4 1052:19
Peruvian 951:24
Pete 994:23
petition 920:4,5 980:20,21
 1067:24
petitions 1067:23
ph 964:23,24 965:1 1167:24
phase 1166:5
phase-out 1158:23
phased 956:25
phenomenal 954:4
philanthropic 1114:11
philosophy 1069:21
phobia 1009:18
Phoenix 926:19 944:22
phone 983:12,13 1032:18 1150:8
photography 998:11
photos 1090:25,25,25
physical 994:16 1110:10
physicist 1015:12
physicists 1074:16
pick 1070:13 1126:19
picked 1003:25
picking 1097:11 1168:15
picture 1094:15 1170:17
pictures 977:15 1017:13 1093:9
 1101:7
piece 926:23 995:14 1073:16
 1093:21 1162:25
pieces 1090:11 1167:20
Piedras 1050:22
piling 1162:12
pilot 936:11 1161:23 1163:11,12
 1163:13
piloting 936:18
pin 1145:10
pivotal 934:18
place 912:17 919:14 926:15
 956:25 977:17,21 986:3 998:23
 1002:1 1006:20 1017:14,23
 1019:12 1053:10 1054:1,4
 1078:21 1082:11,13,14 1083:12

1088:13 1098:15 1101:9
 1126:19 1128:13 1129:10
 1150:10,16,18
place-based 986:4
placed 995:9 1167:5
placements 995:7
places 994:3 1021:9,11 1046:17
 1046:23 1057:15 1070:20
 1088:1
plan 913:20 919:14 927:4 967:25
 976:14 996:13,17 1061:18
 1110:8 1130:3 1134:21
planned 982:21 1085:12
planning 946:8 996:21
plans 943:3 955:7,8 1023:11
 1098:15 1132:9 1138:4 1149:22
plant 999:16 1071:8
platform 1158:5,12 1163:25
play 951:25 952:9 1038:11
 1163:1
played 926:22 952:13,14,14
pleasant 1081:14
please 911:5 972:16 974:1
 975:10 1058:16 1062:4 1068:11
 1117:4
pleased 1147:10
pleasure 1168:5
plug 1146:3
plugged 1121:18
plumbing 1045:23 1071:13
 1112:1
plus 927:13,15 1148:19 1169:4
Poblano 1131:22
poetry 1074:17 1090:19
point 915:3 916:7,22 932:11
 947:2 978:4 988:6,7 1024:24
 1039:8 1040:18,20,24 1125:22
 1126:25 1127:2 1133:13
 1146:19 1163:4
points 914:7 1064:7 1132:7
policy 968:16,22 1169:13
political 985:16 1035:20 1039:25
 1104:23
Politically 1039:24
politics 1054:12
Poms 966:17
poop 1017:14
pop 952:9,14,25

popular 953:18
population 928:16 1001:19
 1006:6 1024:17,25 1025:2
 1029:12 1031:2,12 1033:3
 1037:19 1041:7 1076:20,21
portable 1110:13,14
portables 1110:16
portfolio 1092:25 1093:24
portfolios 1092:24
portion 943:1 1004:11 1056:2
position 987:15 1034:3 1055:20
 1124:17,18,19 1125:13,15,20
 1126:25
positive 1048:11 1077:2 1119:8
 1129:23 1166:2,3
possible 910:9 965:6 1079:11
 1119:25 1147:23
possibly 913:21 942:3 976:14
 1061:19 1111:4
post 915:14
pot 1105:17
potentially 1135:24
poverty 1034:21,22 1036:23
 1140:13
power 985:18 1035:15 1044:14
powerful 1000:5
practice 1134:10
practices 1125:4,9 1129:20
 1132:4 1160:8,9
pre-K 1111:6,9
pre-work 1121:13
predator 966:4
predators 966:16
predecessors 932:2
predicament 1039:19
prediction 1004:17
premier 926:6,15
prep 1121:13 1131:19
preparation 1118:19
prepare 989:6 1137:20
prepared 913:16 970:17 972:3
 976:9 1005:16 1058:4 1061:14
 1116:14 1120:19
preschool 962:4
present 911:8,18 929:12 983:9
 988:25,25 1016:20 1017:3,5
 1060:12 1158:10
presentation 920:22 923:5

933:19 940:5 1023:17 1090:14
 1090:15 1093:14 1153:19
 1156:16,17
presentations 1016:16 1017:23
 1018:4,5,7 1020:2,6 1022:16
 1090:24
presented 1093:1 1149:5
president 920:23 930:7,8 931:13
 999:5 1037:10 1045:16 1068:16
 1068:19 1075:18
pressure 1043:20
presume 1094:21
pretty 930:15 945:23 949:18
 957:8 959:3 978:13 979:20
 982:7 1006:3 1017:14 1064:8
 1064:18 1065:3 1075:20
 1086:23 1098:2 1102:21
 1151:24
prevent 1034:12
previous 949:12 1003:4 1004:8
 1010:7 1023:17 1091:24
 1145:11
priceless 939:22
primarily 967:16 984:23 1039:10
primary 1097:23
primitive 990:18
principal 988:3
principals 1012:10
Principles 919:21 980:17
printed 916:23 917:3 1062:23
prior 978:3 1140:16
prioritize 949:20
prioritized 1164:6
priority 949:25 1043:4
private 1026:6,9,10 1034:8,9
privilege 951:9
privileged 1035:12
prize 1067:22 1068:2
proactive 1147:3
probably 915:7 929:9 942:18
 956:16 1001:3 1003:4 1007:5
 1012:7 1027:3 1034:1 1046:5
 1048:10 1094:23 1101:15,18
 1132:13 1147:11,13 1150:3
 1154:2
problem 919:25 966:14 967:6
 1042:6,7 1109:11 1160:13
problems 965:12 984:7 1008:13

1076:7 1078:2 1087:13
procedure 1067:14 1163:14
procedures 1067:15
proceedings 908:10 1172:12
 1173:11 1174:3
process 931:15 935:10 956:5
 966:18 977:12 1011:20 1027:3
 1086:3 1119:21,21 1120:18,23
 1121:8,12 1123:16 1124:24
 1125:3,17 1127:13,20 1131:9
 1131:18 1132:11 1133:4 1141:1
 1141:2,2 1142:7,12,21 1143:2,8
 1149:13,16 1162:11,13 1163:5
processes 946:19 1125:5,18
 1133:8 1135:23 1136:4
procurement 1141:2 1142:13
product 937:15
production 922:9,12
profession 970:4
professional 908:21 921:15
 925:10 926:5,20 931:2 950:11
 953:25 954:3 1022:17 1128:10
professionally 974:21
professionals 998:10
professor 930:10 938:8 1040:4
 1083:9
professors 939:4
proficiencies 978:23 1045:22
 1065:1
proficiency 917:10 918:3,4 961:4
 961:5 962:5,23 963:3 977:23,25
 978:1,6,8,24 979:5 1009:1
 1023:17 1063:9,11,21 1064:3
 1064:24 1169:18 1170:14
proficient 962:19 1010:18
 1063:24,25
profile 1094:16
profound 974:6
profusely 974:9
program 915:25 921:24 922:23
 922:24 927:12,12 936:11,14,15
 936:17 942:13,14,15,19 943:10
 943:22 944:8,20,21 951:14
 954:11 958:3,16,19 965:19
 984:15,16,16 988:24 989:7,24
 990:6 991:4 992:7 994:22,25
 996:12,23 997:4 998:2,3 1011:8
 1011:9,16 1032:13 1040:9

1043:24 1047:19 1049:4
 1052:24 1053:2 1069:12,13
 1073:1 1078:5,11,22 1083:7
 1085:8 1122:22 1124:18
 1128:22 1133:2 1139:15,25
 1140:3,5,6,8 1159:4
programmatic 1158:3
programmer 1110:25
programming 921:3 928:8
 1015:14 1128:15 1135:4 1159:1
programs 934:15 935:15 936:1
 936:13 959:15 990:21 992:17
 1045:23 1046:3 1128:23
progress 918:25 970:21 972:7
 980:5,9 1058:8 1065:22
 1073:12 1116:18
progressing 1072:6
progression 1102:13
project 988:23 989:1,5 991:18
 1017:17 1018:9 1019:16,20
 1020:8,16 1027:5 1083:17
 1092:15 1114:16 1124:12
 1139:11 1141:20
projects 1000:25 1018:20,22
 1091:16 1092:13 1123:22
promise 1050:17
promote 1083:14
promoting 1022:10
proper 983:21
properly 954:24 955:1,2
property 1074:3 1114:10
proponent 961:8
proposal 1163:13
proposed 1156:17 1159:9
proposing 1166:13
protecting 997:10 1035:25
 1053:9
protection 967:7
protects 1055:4
protocol 941:23
proud 923:3 926:11 943:24
 990:13 1036:14
provide 914:21 977:21 980:14
 984:10 989:14,15 1016:15
 1038:14 1088:22 1127:20
 1128:24 1130:15 1131:3,4,6
 1133:5,13 1137:9 1158:7
 1163:5,8

provided 913:1 975:17 980:22
 1038:16 1060:22 1121:24
 1132:8,17 1147:8 1149:9
 1152:12
provides 939:22 961:10 1073:2
 1140:8
providing 938:19 1122:15
 1132:18 1142:16,18 1160:16
 1161:7
proving 1161:5
provision 1130:23
PSCOC 1168:1
PSFA 1139:14 1141:4,20
 1142:16
psychologist 1042:14 1079:18
public 908:1,10 910:15 911:2
 933:23 941:22 949:15,19
 970:13 971:25 977:3 995:21
 999:23 1016:22 1017:5 1024:24
 1025:1,6,19,24 1026:2,3,11,11
 1028:3,8 1033:1 1034:10
 1038:15 1042:1 1057:15 1058:1
 1081:25 1086:23 1088:24
 1108:4 1116:11 1121:2 1126:5
 1129:8,12 1134:11 1136:23
 1145:24 1152:16 1153:14,21
 1154:11 1159:22 1161:6
 1168:12,15 1173:1,12 1174:3,4
 1174:4
publicly 974:20 1137:9 1164:10
published 985:8 1040:10
Pueblo 1074:7 1075:6 1076:24
 1113:9,16
pull 936:16 990:20 1019:24
punctuation 1094:7
punishment 1166:4
purchase 946:21
purchased 1073:5
purely 1163:16
purposefully 1110:18
pursue 998:8 1019:2
pursuing 966:4,5
purview 958:1
push 925:8 996:10,11 1015:9
 1049:5 1087:23,24 1113:16
pushed 986:13
pushers 1105:18
pushing 931:1 950:5 956:13

put 912:12 931:4 946:19 956:25
 957:4 968:21 977:17 983:13
 991:12 1006:20 1010:14 1026:2
 1038:8 1043:21 1056:17
 1103:12 1107:6 1109:25 1110:3
 1111:13 1121:6 1127:22
 1129:13 1133:17 1145:10,16
 1156:12 1166:20
putting 975:5 1021:15 1098:15
 1119:2 1169:22

Q

qualified 947:3
qualify 925:15
quality 1135:4
quantitative 1013:4
quarks 1074:18
quarter 948:22
quartile 970:19,20,21 972:5,6,7
 1048:13 1058:6,7,8 1116:17,17
 1116:18
queens 1162:20
Questa 1079:21 1115:13
question 945:22 950:17 953:12
 957:24 967:13 993:13 1020:7
 1028:7 1037:6 1060:3 1141:23
 1143:10,18
questions 914:17 960:25 961:1
 987:20 1002:24 1028:6 1029:25
 1030:1 1039:24 1056:25 1062:4
 1087:2 1098:13 1118:18
 1120:20 1137:21 1152:11
quick 965:7 1146:25 1150:2
 1166:19,19
quickly 1057:4 1147:18 1148:10
 1149:22 1167:12
quicky 1166:22
quite 912:13 935:19,21 970:6
 978:1 980:25 983:4 1001:4,5
 1003:19 1004:5 1024:9 1030:6
 1051:21 1068:1 1102:19
 1124:22 1135:15
quote 985:14

R

R 909:1,4 910:1,5
racism 1081:4
radio 1104:24,24

radius 1088:15
Rafe 1131:22
Raftery 909:6 911:23,24 973:16
 973:17 1043:11,12 1050:10
 1058:18,19,22 1118:8
raise 948:11,19,24 1096:15,16
raised 1021:8 1024:8 1035:2
 1152:20
raising 1096:7
Ranch 1047:10 1114:25
ranching 1035:18 1036:3
range 978:22
ranges 1140:12
Rankin 994:23
Rapid 1124:15
rate 917:10 918:7 929:24 945:16
 958:7 959:3,19 960:6 961:21
 965:10 971:18 972:10 978:8
 979:9,23 980:18 1004:23
 1058:10 1063:11 1064:4
 1065:15 1144:24
rated 918:25 979:14 980:5
rates 918:3,4 962:5,23
rating 1090:1
ratings 918:22 919:6 980:9
 1065:22
reach 1103:14 1158:18
reach-out 1148:12
reaching 1063:11
read 1003:1 1046:1 1086:11
 1095:2 1137:19 1147:25 1149:6
readers 962:4
readiness 970:22 972:8 1058:9
 1116:19
reading 917:7,15 925:19 953:6,9
 958:21 961:18 977:25 978:1,13
 978:19 979:2,5 1008:25 1024:2
 1047:2 1048:23,25 1049:4,7
 1063:9,14 1064:2,11,17 1065:6
 1069:12 1071:20 1090:23
 1165:17
reading/writing 1071:21
ready 920:25 927:21 1005:6,7,10
 1005:16 1067:19 1112:20
 1116:4
real 924:16 965:7 985:19 988:17
 1011:8,8 1039:21 1057:3
 1083:24 1092:8 1153:9 1154:23

1165:16
real-world 1078:2
realize 1004:15 1025:19 1103:19
realized 1053:21,25
really 915:9,15 916:9,12 923:12
 924:6,14,15,22 925:12 930:17
 931:11 932:23 934:20,24 935:4
 936:3,5,15,16 939:20 943:1,2,2
 945:10 946:9 949:20 951:3
 953:20 959:18 963:2 964:2,2,15
 964:17,22,23 967:6 969:4
 977:21 978:15 981:25 982:18
 983:23 984:12 989:8,12,19,20
 989:21,23 990:7,20,25 991:11
 993:24 994:1,5,11 996:25
 1001:16,19,25 1002:11,13
 1006:6 1009:15 1010:5,5
 1011:5,6,13,16 1012:23
 1014:22 1015:24 1017:12
 1018:21 1019:12,12,13,24
 1020:14 1023:23 1032:14
 1045:14 1047:18 1048:11
 1049:2 1053:18,19 1054:5,24
 1069:3 1070:6 1073:12 1078:5
 1079:23 1083:14 1085:3,8,19
 1090:13,24 1093:11,15 1094:15
 1095:6,23 1097:2 1100:9,17
 1102:9 1104:16,18 1105:8
 1110:18 1112:16 1114:20,20
 1115:4,5,6 1119:6 1120:9,20
 1121:5,8,20 1122:1,10,17
 1123:7,18,23 1124:3,4,12,13,20
 1124:21,25 1125:15,16 1127:6
 1127:10,21 1128:1,12,15,20
 1129:1,4,13,19,22,23 1130:5
 1132:22 1133:20,22 1134:18,20
 1134:22 1135:2,17 1136:2,11
 1136:25 1137:24 1140:15
 1142:1,22 1143:25 1144:9
 1145:3 1146:20,22 1147:10
 1149:9 1151:4 1156:6,11
 1157:8 1159:2,3,18 1161:3,6
 1162:16,17 1163:24 1164:7,19
 1164:22,24 1165:5,14,16
 1166:25 1167:8,10,12 1168:17
 1168:19 1169:3,8,13,14 1170:9
realtime 939:23 1161:23,23
 1163:11

reason 913:24 918:21 963:8,8
 976:17 980:4 1026:13,16
 1053:13 1061:22 1062:11
 1065:20 1126:23 1145:13
 1153:21
reasons 945:4 984:7 1046:9
 1070:17 1128:12 1140:24,24
REC'D 1174:10,15,20,25
recall 1066:15 1138:12 1152:17
RECEIPT 1174:1
receipts 946:18,21
receive 1159:20 1163:24
received 954:4 959:5 1054:7
receiving 963:25 964:6,8
 1127:18 1134:4 1143:19 1160:5
recess 911:1 974:2 1060:9 1118:9
Reclamation 1006:19
recognize 974:4 989:25
recognized 990:2
recognizing 959:1
recommendation 1134:12
recommended 1083:16,16
reconciliation 1004:6,11
reconciliations 1004:1,2
reconfigured 929:16
reconvened 1060:10
record 909:12 920:13 934:4
 971:5 974:15 981:14 1086:1
 1167:3
recovery 922:23 942:14
recruiting 923:2 1042:17
recurrent 919:15,19
red 918:21 980:6 1029:8 1167:5
redemptive 1155:1
redouble 1071:1
reduce 958:12
reduced 925:15 928:17 983:17
 1139:20
reduction 956:25
reengagement 942:13 947:14
reengaging 1124:1
reference 954:19
referred 1006:19
reflect 971:5 974:6 978:23 979:6
reflected 963:14 968:14,15 981:6
reflection 1022:15
reflective 1029:3
regard 954:19

regarding 919:6,24 980:8 1138:7
 1152:21
regards 912:21 975:8,14
regional 1158:6
registration 1168:16
regular 944:9 958:19 1073:14
 1088:1,8,24
regulation 960:4
regurgitation 1168:23
rehearsal 924:19
reimbursement 1144:7
reimbursements 1097:25 1123:5
reined 933:23
reins 931:4
reintroduce 1055:13
related 913:23,25 946:6 956:23
 976:17,18 1061:22,23 1077:24
 1120:20 1152:5
relating 1049:25
relational 1119:21
relationship 924:5 1027:11
 1120:1,1
relationships 1123:8
relatively 947:21
released 946:3
relevancy 961:10,14
religious 1105:7
rely 1087:17,18
REMAC 1167:24
remark 1052:7
remedial 1046:2
remedy 1076:6
remember 917:11 920:7 943:9
 980:24 1063:19 1080:20 1149:3
remind 975:7 1063:15 1064:25
 1109:23 1166:20 1171:18
reminded 1060:16 1154:16
reminding 1022:25
remove 913:19 976:12 1061:17
renew 970:14 1058:1 1116:11
 1147:19
renewal 910:3 912:25 913:4,5,8
 913:12,25 921:4 925:14 975:21
 975:22 976:1,5,18,22,23 980:20
 1061:1,2,6,10,23 1066:24
 1067:16 1069:8 1086:3 1135:24
 1138:12 1152:17
renewals 1060:20 1118:25,25

1119:9 1153:2
renewed 923:19 1000:10 1152:18
renewing 975:15
rent-to-own 1111:16
rep 1142:4,6
repeat 919:9 980:2,3,14 1066:9
repeated 1141:18
replication 1135:13
report 910:8,10 913:1,15 914:22
 918:23,25 919:5 920:8 946:2
 958:7 970:17 972:3 975:17
 976:8 977:23 980:5,8,9 981:9
 1004:6 1058:4 1060:22 1061:13
 1062:15,20 1065:22 1066:24
 1068:7 1116:14 1120:6 1130:16
 1131:13,18 1133:15 1134:13
 1135:20 1136:9,12,16,18
 1137:6 1138:2 1139:10
reported 908:20 1024:6 1063:12
Reporter 971:7 1173:9
REPORTER'S 910:13 1173:7
reporting 908:21 1066:22
reports 913:7 969:12 975:25
 1061:5 1063:23 1085:6
represent 994:9 1018:14 1030:1
 1050:18 1052:7,14 1150:14
representation 1076:22
representative 930:13 966:13
 970:7 1107:5
representatives 916:17 977:6
 1026:8 1053:5 1062:19
represents 930:11 933:4
reps 1143:8
reputation 1108:17
request 956:3 1153:17
requested 1067:21
requests 1110:5 1123:4 1138:7
require 1015:7
required 920:1 1066:9
requirement 919:23 1004:24
 1020:10 1086:5
requirements 1066:14 1067:11
 1067:17 1106:25 1137:6 1141:3
 1148:18
requiring 1012:20
research 988:23,24 1016:17,19
 1016:19,21 1017:9
researchers 925:6

Reserve 1051:20
reserves 1086:6 1158:18
residence 991:18 992:1
resignation 1151:8
resolve 919:14 1066:19
resolved 919:25 1067:9
resource 1017:2 1054:2
resources 1006:22 1018:16,17
 1078:17
respect 928:17 929:13 937:14
 969:20
respond 1066:9
responded 1149:22
responding 1155:13
response 960:14 971:4 980:14
 990:6 1002:20 1057:1
responsibility 938:24 966:7
 968:5
responsible 968:17 1170:5
responsive 1134:4
rest 933:11 987:4 1011:19
 1085:14
restrict 1160:24
restricting 960:9
restrictions 1160:21 1161:17
result 1086:3 1133:10
results 918:10 966:20
resume 998:15
retaining 1065:11
retention 918:14 929:24 979:18
 979:23 1065:14,15
retired 1051:20 1079:17 1114:9
retirement 1006:10
Rev 1008:2
review 913:1,9,14,18,19 924:11
 975:18 976:2,7,11,12 1060:22
 1061:7,12,16,17 1123:23
 1142:17 1147:23,25
reviewed 1066:25 1067:1,2
 1147:7
reviews 1162:10
Revoke 1120:12
rewarding 1093:16
RFP 1141:5 1142:12 1143:1,8
rhythmic 953:9
Rica 1021:17
Rich 1068:14,14,25 1072:19
 1079:14 1087:6,10 1089:6,22

1090:17 1091:21 1093:2
 1094:25 1097:1 1098:1,4,17,24
 1105:25 1107:20 1109:10,25
 1110:11 1111:7,18 1113:11
 1114:2 1118:7
Richard 985:7 1050:4 1084:18
rid 1105:17 1162:8
right 912:22 914:8 917:17 932:7
 935:22 936:25 945:10 949:10
 949:13 950:1 951:20 956:22
 958:17 959:9,19 975:15 981:7
 981:14 989:13 992:9,13
 1000:15 1006:17 1011:2
 1013:18 1016:18 1020:4,14,18
 1021:21 1023:4 1027:2 1033:1
 1044:14 1046:19,22 1047:22
 1048:24 1054:13 1062:2
 1068:21 1091:5 1093:4,11
 1106:17 1107:15 1109:7,8,21
 1110:2 1111:8,15,17,17
 1114:17 1118:13 1124:16
 1126:25 1127:16 1130:5 1131:5
 1151:17 1166:16
rights 926:2 927:1 1074:21
 1086:7
rigid 1154:2
rigor 916:1,2 938:20
Rio 982:18
rising 1155:6
risk 985:5 1001:6 1089:19
risky 1091:3
river 997:10 1017:9,10 1036:1,3
 1053:11,24
RMR 1173:8
RMR-CRR 908:20 1173:19
road 937:19 974:25 1101:12
Robbins 909:6 911:7,8 954:8,9
 955:11 956:23 957:7 958:4,14
 960:7 970:25 971:3,13,14
 972:12,15,19,20 1002:21
 1007:4,5,16 1011:23 1014:2,16
 1059:3,4 1097:19,20 1098:2,8
 1098:23 1099:16 1117:1,15,16
 1144:13 1167:22,23 1172:8
robust 1157:2
role 914:23 966:11 1125:15
 1126:14,14 1132:13 1163:4
roles 997:6,9

roll 911:4 971:8 972:16 1058:16
 1117:4
room 927:13 940:24 941:2
 977:18 1071:16 1113:24
 1115:18,22 1121:4 1167:20
rooms 1071:16,17
root 953:21 1133:18
rooted 951:4 953:14 1156:6
roots 952:20,25
rotation 1070:17
rougher 1033:15
row 1130:18
RTI 990:6 1048:15 1049:9
Ruiz 912:2
rule 946:19 1109:6
rules 1031:8 1099:11 1108:16
rumor 1156:5
run 1035:22 1073:20 1095:2
 1096:2 1124:13
running 922:11 1035:22 1072:16
 1073:19 1091:2 1095:25
 1115:22 1158:5
runs 994:23
rural 986:16 998:2 1140:14
Ruth 1141:19

S

S 909:1 910:1,7
sacrifices 1099:19
sad 1072:7 1119:15
saddens 1108:12
safe 968:11 993:4 1126:5 1172:5
 1172:11
safety 969:7,8
sake 986:11
salaries 960:16 1157:23 1158:1
salary 1067:8 1156:21 1157:7,10
 1157:16 1161:20
San 996:14 998:19 1021:15
Sanchez 1123:9
Sand 1051:5,10
Sandhill 982:24
Sandia 1012:11
Sandoval 981:22 1034:25 1035:6
 1035:8
Sandy 930:7
sang 1017:8
sans 1094:6

Santa 908:13 967:21 974:13
 982:5 1036:17 1051:24 1079:4
 1079:4 1099:5 1173:13
Santistevan 1073:23
sat 931:19 963:1,4
save 1052:3 1056:20,20 1163:15
saved 950:1 1145:19
saving 985:9 1056:10
savings 950:1
saw 925:16 957:15 978:24 979:6
 1005:20 1006:20 1019:17
 1035:14 1084:20 1101:14
 1128:19
Sawmill 941:17 948:17
saying 925:18 943:18 949:8
 1015:19,23 1026:1,9 1045:11
 1046:22 1050:7 1088:18
 1093:21 1094:3 1106:9,10,22
 1171:8
says 995:18 1008:21 1080:23
 1099:11 1109:13 1130:24
 1143:4 1171:3
scale 1072:11,12
scared 1084:12
scenery 1100:10
Scenic 1052:11,15,24 1053:5
 1054:5,22 1055:2
schedule 920:1 921:19 923:20
 925:3 934:14 1049:11 1147:20
scheduled 1141:16
schedules 1067:8
scheduling 942:24
scheme 934:19
Schmidt 1050:9
scholar 939:15
scholarship 927:15
scholarships 927:17
school 910:2,5,7,9 912:19,22
 913:2,8,17 914:11,12,19,25
 915:1,6,24 916:6,12,16 917:11
 918:8,10,15,17 919:1,8,13,18
 920:1,9,13,17,21 921:15 925:1
 925:12,16,16,21 926:12,22
 928:12 929:4 930:2,20,25 932:9
 932:24,25 933:3,9 934:7,13
 936:1,13,22 937:6 938:14
 939:22 940:8,14 943:4,19 944:7
 944:12 946:23 947:1,23 949:4,6

951:4 956:7,14 957:1,10,21
 958:11 959:1 960:9 961:6,12
 963:23 964:2,5,5,14,17 967:4
 968:12,18 969:14 970:16,18
 971:17 972:2,4 974:7,9,12,21
 975:9,14,18 976:1,10,22 977:6
 977:7,14,20 978:25 979:12,18
 979:21 980:9,13 981:3,13,18
 982:1,11 983:10,18,20,25 984:2
 984:12 985:4,22 988:4,16,22
 989:3,4,20 991:1,10,10 992:3
 994:15,18,22 996:2,8 997:7,8
 997:19,19,25 998:1,14,24 999:6
 999:9,11,15,21,25 1000:4,7,9
 1000:14,25 1001:18,20,24
 1002:11 1003:9 1005:20,21,22
 1005:22,24,25,25 1006:2,3,4,13
 1009:10,23 1010:4,7 1011:7
 1012:9,10 1013:23 1014:6
 1015:19 1016:14 1017:22
 1021:14 1022:11,15 1023:6,11
 1025:18,19,20 1026:1,5,6,9,10
 1026:11,18,19,20 1027:18,20
 1027:21,25 1028:8,9,10 1029:8
 1029:11 1030:20 1032:4 1033:6
 1033:10,16 1034:8 1035:8,10
 1035:11,14,15,16,20,22,23,24
 1036:2,6,14,15,20 1037:11,15
 1037:23 1038:10,15 1039:1,13
 1039:15 1040:22 1041:6
 1042:14,21 1043:20,22 1044:4
 1044:5 1045:2 1046:8,13,22
 1047:10 1048:20 1050:3
 1052:17,18 1053:14 1054:2,3
 1057:8 1058:2,3,5 1060:6,14,17
 1060:23 1061:6,15 1062:19,20
 1062:21 1063:10,15,21,22
 1064:6 1065:11,12,23,25
 1066:3,5,6,8 1067:9,12,19,22
 1067:25 1068:8,13 1069:1,6,6
 1069:11,20 1070:1,15,16,25
 1071:15 1072:14 1073:4
 1076:20,21 1077:10,16 1078:8
 1078:15 1079:17,20,21 1080:2
 1083:7,14 1084:10,11,13,15,21
 1086:1,18 1087:19 1088:5,8,10
 1088:21,24 1089:10,16 1093:1
 1095:7 1098:12,12,22 1099:2

1102:2,23 1104:2,5,10 1105:23
 1106:17 1107:2,10,23,25
 1108:4,5 1110:7 1112:1,6,7
 1113:9,10,12 1116:12,14,15
 1118:16 1119:12 1122:4,22
 1124:18 1126:2 1127:12 1128:2
 1130:14,21 1131:12,15,23
 1132:2 1133:1,9 1134:21
 1136:6,16 1137:24 1138:3,10
 1138:13,16 1139:3,3,13 1140:6
 1140:18 1143:12,21,25 1145:17
 1145:19 1146:11,13,14,15
 1147:2,2 1149:4,5 1154:11
 1156:24 1158:3,16,19,25
 1162:2,20 1165:22 1166:21
 1168:12,14 1171:4,9,11
school's 917:5 977:10 980:20
 1036:1 1063:2
school-age 1006:9
 schoolday 1072:23
schools 913:3 916:9 919:17
 939:10 945:1,3 949:15,19
 957:18 960:11,11 966:8 967:9
 967:24 975:20 982:10 1001:8,8
 1006:12,12 1009:8 1012:13
 1015:23,25 1022:5,7,21
 1024:22,24 1025:2,6,24 1026:2
 1028:4,5,11 1029:13 1030:23
 1031:16,17 1033:7 1034:8,9,9
 1034:13,15 1037:22 1038:14,16
 1038:23,24 1039:11 1040:16
 1045:19 1060:25 1063:20
 1066:22 1072:8 1076:14 1079:8
 1086:21 1087:11,14 1088:2
 1092:19 1099:17,18,20 1107:1
 1107:18 1113:14 1114:13,14
 1120:17,21,21 1121:11,15,16
 1121:22 1122:3,17 1126:6
 1127:3,9,10,16,18 1128:22
 1129:8,12,15,17 1131:25
 1133:19,23,25 1134:2,2,11,25
 1135:3 1136:1,11,22,23,24
 1137:4 1138:6 1139:11,17,21
 1140:2,14,22 1141:1,12,17
 1142:1,22 1143:14 1144:1,14
 1145:2,11,14,24 1146:2,10
 1148:13 1150:15 1151:16
 1152:17 1153:20 1154:20,25

1155:7,9,13,13 1156:7,9,23
 1157:1 1158:7,17 1160:4,10
 1161:3,9 1162:6,15 1163:9
 1164:7 1165:5,16 1168:25
 1169:1,5,8 1170:7,12,17,23,23
 1171:7
schools' 1144:5
schoolteachers 1012:1
science 917:10 923:9 978:8
 982:17 989:23 1008:23 1009:1
 1011:14,18,19 1015:3,5
 1018:11 1038:13 1064:3 1075:4
 1075:4 1095:13
sciences 989:18
scientific 1015:4
scientist 1008:24
scientists 1015:11
scope 1009:7
score 920:6 980:23 1063:20,25
 1068:4
scored 1063:24
scores 919:4,21 961:4,4,17
 962:11,14 963:8 989:19 999:22
 1009:1 1032:5 1063:14,18,20
 1065:2 1066:2
scraping 987:12
scream 933:13,14
screen 939:19,22
se 956:7
seasoned 1077:13
seat 931:20 1171:14
second 915:18 927:21 946:21
 959:23 970:25 971:2 972:12,14
 986:14 1003:17 1014:7 1030:2
 1038:5 1046:11 1058:13,15
 1070:8,20 1097:14 1108:3
 1116:22,25 1138:13 1154:5
 1172:8
second-semester 932:23
secondary 963:23 964:2,5
 1138:15
Secretary 909:3 915:19 916:4
 1134:7 1151:20 1156:14
sector 1168:19
secure 1093:7 1140:19
see 915:22 916:1 917:23 919:2
 935:15 937:13,25 938:21 940:8
 940:9,10 947:7,16 951:3,7

953:11,20,25 959:6 974:23
 977:22 978:1 980:6,18 988:5
 993:15 998:22,23 1003:4
 1005:7 1007:3 1008:25 1011:10
 1013:19 1017:17 1019:20
 1020:16 1021:8 1024:4 1029:3
 1029:6,7 1032:12 1034:4
 1041:14 1042:17 1046:23
 1054:12 1063:9,13 1064:12
 1065:3,25 1070:22 1072:8
 1076:8 1081:2 1089:17 1092:6
 1094:3 1097:3,4 1101:24
 1102:12 1103:20 1108:9 1116:1
 1128:25 1136:21 1137:3
 1148:20 1151:7 1152:13
 1154:25 1155:17 1156:15
 1165:4 1167:21 1169:4
seeing 951:9 953:23 1035:10
 1100:9 1165:18
seek 1139:4
seeking 1142:19
seen 929:7 935:5 938:25 964:22
 1009:6 1076:19,20 1084:17
 1102:4 1122:6 1135:1 1160:21
SEG 957:4 1156:22
segue 1119:19
segueing 1120:5
select 1128:13
selected 1143:9
self-directed 989:1,7
self-reliance 939:25 1001:13
semester 927:22 928:1 932:24
 989:2 990:12 1021:4 1052:23
semesters 990:15 995:5
senators 1053:4
send 948:4 1026:19 1038:23
 1103:20 1131:12 1132:5 1137:7
 1158:11
sends 1029:8
senior 989:22 991:25 992:1
 996:2 997:25 999:9 1020:16,17
 1020:19 1021:12,16 1039:4
 1053:17,22
seniors 927:24,25 1020:9
sense 934:24 938:24 1060:5
 1163:7
sensitive 1100:22
sent 929:8 1132:6

separate 1040:19 1041:1 1138:15
 1139:2
separated 936:3
separation 1037:20,25 1038:2,17
 1047:15
September 941:16 1114:22
seriously 967:6 968:20 969:15
serve 994:17 1036:14 1089:23
 1139:5 1163:24 1172:1
served 1035:12
serves 916:18 1063:16
service 908:21 1000:24 1073:7
 1087:15 1140:7 1145:21,22
 1146:13 1163:6
services 931:22 1087:16,19
 1088:3,22 1140:10 1143:12,15
 1143:20 1160:16 1161:7
serving 977:8 1062:22 1066:23
 1138:18 1168:5
session 956:24 1107:7 1148:13
 1148:22 1157:5 1161:19 1164:6
sessions 1129:1 1164:19
set 919:18 952:10 968:24,25
 986:16,19 1017:11 1128:3
 1137:1 1146:16 1158:1 1173:15
Seto 1068:17 1077:6,6 1080:5
 1081:22 1082:18,19 1091:20
 1113:6 1114:1,3,8 1115:10,12
sets 979:2 1096:1
setting 1155:12
seven 912:9 935:3 1021:6,7
 1155:4
seventh 992:24 996:3,16 1045:5
 1045:7
sexting 969:25
sexual 966:4,16
sexually 967:10
shape 1068:6
shapes 1128:17
share 915:12,18 916:5 931:14
 937:16 938:12 939:7 945:3
 964:12 965:5 1121:8,17,24
 1124:14 1125:13 1127:1,25
 1129:18,20 1130:11 1131:8,11
 1137:9 1138:5,10 1139:8
 1142:9 1145:9 1147:9,10
shared 986:2 1134:7 1138:24
SharePoint 1119:2

sharing 1134:10
she'll 1085:21 1126:22
sheet 912:22 916:24 975:9
 1010:15 1062:14
Sheets 910:15
Sherwood 981:15,17 995:16,17
 1001:22 1005:1 1013:25 1014:3
 1016:24 1020:13 1025:8
 1027:10,16 1028:25 1030:12
 1045:1,6 1047:24 1048:2
 1050:23 1051:2 1057:3,6,16
 1131:24
shift 934:12 935:6 1148:3
shifted 1133:7
shine 940:17 1076:2 1160:17
shining 1019:1 1086:19
shirks 1111:20
shoestrings 1021:22 1099:18
shop 991:12
short 953:24 974:1 1017:7
 1066:15,17 1122:7 1136:25
 1148:3
short-staffed 1147:19
short-term 1134:20
shortly 1131:7
shot 966:2 967:9 1159:18
show 917:6 924:16 976:23 989:9
 989:19 990:1 991:9,12 1011:5
 1032:5 1037:24 1040:17 1064:8
 1064:19 1066:11 1129:1 1149:9
showed 980:22 1149:10 1164:17
showing 917:14,17 918:12
 962:17 978:11 979:4 1022:11
 1049:1 1065:13
shown 967:19 1063:10
shows 970:18 972:4 999:25
 1000:2 1002:9 1037:21 1038:19
 1058:5 1085:6 1116:15
Siah 1042:12 1048:4,8
side 961:15 1124:6 1165:4
sides 922:9
sign 912:23 975:10 1062:9
 1067:24 1131:21
Sign-In 910:15
sign-up 912:22 975:9 1062:14
signed 920:3,4 933:13 980:20,21
 995:21 1081:19,25 1109:21
 1156:7 1159:5

significance 1053:10
significant 914:12 970:23 972:10
 1023:25 1058:11 1064:19
 1098:3 1116:21
significantly 917:25 1064:4,11
 1068:3,4
signs 1049:1
Silva 930:14 970:7
Silver 910:6 977:8 986:8,15
 1001:15,21 1006:12 1021:9
 1024:14,21,24 1025:1,6
 1027:20 1032:22 1033:19
 1034:20 1035:2 1037:16,17,20
 1037:22 1038:6,7,13,22 1039:3
 1039:4,23 1040:2 1050:3
 1051:24 1052:8 1056:1
similar 916:7 970:18 972:4
 1058:5 1066:21 1116:15
 1120:14
similarities 1081:2
similarly 917:8,17 1138:24
simple 1008:8
simply 1020:5 1055:4 1106:17
 1150:6
sing 1016:5 1089:22
singing 1016:13
single 1073:7 1081:3 1110:16
sings 1089:24
sit 932:2 1013:11
site 941:14 1040:11 1066:24
 1067:16 1118:25 1123:6,7
sitting 1053:23 1057:12
situated 912:11
situation 966:10 1107:15
six 930:6 935:20 938:15 982:6
 995:5 1114:12 1128:5 1155:4
 1166:18
sixth 932:6,16 959:5 962:18
 989:8,20 992:24 1010:11
 1014:1,10,13 1030:8,9 1045:7
 1161:12
sixth- 921:17
sixth-grade 999:7 1014:10,12
 1030:13 1044:25 1045:3
sixth-graders 962:3
size 956:24 957:1,10,21 960:9
 1098:12 1156:24 1158:16,19,25
skill 953:7 1009:12,22 1049:23

skills 952:1,2 990:4,8,18 993:24
 996:18 997:5 999:23,23 1010:3
 1015:20 1048:21 1049:22
 1092:1,1
skin 1041:14
sleeping 1094:22
slight 917:6 978:15,16 979:8,16
slightly 952:4 978:5,17 980:23
 1003:17
slow 931:24 998:5 1139:22
slowly 1077:5 1113:13
small 929:25 947:21 957:1,9,10
 957:21 960:9,10,11 982:2,11
 1000:4 1001:16 1008:2,3,4
 1010:12 1048:25 1098:12,12
 1101:1 1109:11,12 1118:22
 1132:3 1136:25 1137:25
 1156:24 1158:16,19,25 1169:1
smaller 1029:15,16 1145:2
snare 952:17 953:8
snorkeling 1047:13
snow 982:24 1100:11,13
soccer 1002:3
social 925:22 928:23 958:25
 969:23 991:3 993:23 999:22
 1096:12 1168:21
social-emotional 961:22
society 943:8 1000:22
Socorro 1039:3
Sol 1141:15
solidified 1135:16
solidify 1124:3 1132:3
Solix 1141:5 1142:20,24 1162:25
solution 1042:17 1043:4,8
 1076:1 1108:25 1135:18
Solutions 1007:19
somebody 993:8 1024:7 1032:17
 1099:4 1124:25 1167:1
somebody's 1071:4,5
someone's 1001:6
something-or-other 1104:20
somewhat 912:14 1141:23
son 964:13,16,18 1041:8 1082:12
 1100:1,4
son's 1101:10
songs 1017:8
SONIA 909:6
soon 933:12

sooner 941:20 1003:13
sophomore 932:24 1019:10
sorry 966:25 995:9 1010:14
 1035:4 1055:11 1057:5 1082:20
 1083:4 1106:23 1107:25
 1112:23 1116:25 1148:3
 1158:22
sort 918:3 923:24 934:19 935:22
 936:20 942:20 945:13 952:18
 952:24,25 953:3,15 961:9
 966:20 978:25 1048:15 1071:15
 1079:6 1170:15
sorts 1095:22
soul-searching 1089:17
sound 922:11 987:11 1081:11,13
 1081:14
sounds 1047:22 1051:2 1111:10
sources 1007:20
south 935:23,25 937:16 1074:25
 1082:8 1131:19
Southeastern 1044:2
southern 951:17 1055:20
space 992:5 1002:4,6 1014:11
 1129:18 1138:23 1156:18
spaces 1163:19,20
Spain 921:25 926:17 937:12
 952:23 1100:15
Spanish 984:24 990:18 1072:20
 1150:23
speak 912:21 914:16 920:12
 931:23 934:11 938:3,8 940:1
 962:15 975:8,11 981:13 996:6,9
 997:10 1027:21,22 1028:5
 1032:17 1054:20,24 1066:13
 1082:6 1089:15 1129:14
 1137:12 1151:20 1154:7,9
speaker 997:22
speakers 981:18 1169:6
speaking 921:3 967:2 981:23
 999:23 1068:12 1090:25 1151:1
 1156:14
special 919:11 931:21 940:11
 1029:12,14 1042:13,20,21
 1046:13 1047:21 1049:12,16,21
 1068:22 1082:9 1083:5,10
 1160:1,16
specialist 1125:15
specialists 1078:12

specific 1002:24
specifically 1040:7 1139:18
spectrum 1083:21
speeches 986:24
spend 939:20 988:3 1052:1
 1119:11
spending 987:19
spent 955:2 1051:20 1056:13
 1150:8
spirals 1077:21
spirit 940:19
spoke 918:4 933:4 1022:14
 1037:5 1042:21
spoken 1081:20
spot 1169:8
Spotted 1056:11
spring 944:20 1114:23
squabbling 1167:21
stable 1006:6,15 1099:8
staff 909:8 929:17,25 930:17
 949:21,24 950:11,19 968:10
 969:3,8,13 987:8,9 988:10
 1042:18 1043:2,7,8 1078:9
 1080:3 1081:6 1084:22 1092:1
 1092:9 1095:7,9 1099:19
 1122:20 1126:19 1135:8 1141:6
 1155:15 1162:6 1166:11
staffed 1122:12 1125:22
staffing 1122:11 1125:24
stage 1136:5 1155:5
stagnant 961:19
stand 996:5,7,8 1016:19 1041:24
 1081:1 1082:4
standard 912:18 918:24 989:10
 989:13 1065:24 1091:10
 1163:14
standardized 1020:5
standards 946:13,14 980:10
 987:4 1063:4 1071:20 1092:14
 1092:16,20,21
standing 919:3 1064:6 1122:24
stands 1163:15
Stanford 1136:17
start 914:14 936:17 950:5 951:24
 954:21 974:3 977:1,24 984:17
 990:12 1005:11 1018:18 1063:8
 1090:7 1101:18 1118:14
 1122:10 1123:7 1129:17

started 914:23 932:5 934:14
 936:6 943:11 955:12 958:3
 963:25 967:20 996:4 1000:16
 1018:6 1024:17 1026:17
 1031:11 1055:25 1056:2 1073:4
 1076:18 1084:5 1096:4 1099:2
 1123:25 1132:24 1145:14
starting 936:8,11,13 943:10
 972:17 989:8 996:16 1010:25
 1020:20 1043:23 1131:14
state 908:2 913:6,13 917:11
 931:20 932:3 934:3 954:25
 959:8 962:10 963:2 966:11
 975:24 976:6 978:6,10 982:8
 1005:17 1007:21,23 1008:12
 1010:21 1021:25 1027:5 1050:2
 1050:21 1055:18 1061:4,11
 1063:4 1064:5 1068:5 1079:18
 1083:17 1101:25 1124:11
 1127:24 1129:15,20 1131:11,16
 1134:14 1135:8 1136:22,24
 1139:19,21,23 1142:24 1144:8
 1146:8 1160:12 1163:1 1173:2
 1173:9,13
State-authorized 1140:2
State-chartered 1141:12
stated 1173:14
statement 912:18 975:13 1027:2
 1060:19
states 1007:25 1124:11
statewide 959:6 1015:21 1135:18
 1142:7 1160:23
statistically 970:23 972:10
 1058:11 1116:20
statistician 1013:4
statistics 1034:2
stats 1030:15
statute 1130:14,24,25 1131:11
 1135:16 1137:5 1153:2
statutory 1086:5
stay 942:25 944:12,17 945:18
 957:8 962:18 1005:14,21
 1006:3 1089:12
stayed 1006:15
staying 1033:6,8 1094:22
steady 1063:10 1065:3
stealing 1028:2
stellar 1047:1

stems 1003:20
step 1036:25 1094:10
stepdaughter 932:5
Stephanie 1050:4
stepped 971:6
steps 958:11 1076:6 1159:13
stewardship 977:12
stick 934:22 1156:8
sticks 1161:12
sticky 1167:12
Stilt 1072:18,19
stimulation 977:11
stock 975:13 1060:19 1134:23
stood 1023:23 1024:1
stop 1012:14 1101:11 1111:22
stops 1111:9
stories 1075:3,3 1155:1,3 1161:9
 1165:15,18
story 915:12,18 961:5 964:13
 1019:9 1023:18 1115:15
 1132:18 1149:10 1170:21
strategic 1110:8
strategies 1049:7 1133:17
street 908:21 991:16 1173:20
strength 1089:14
strengthen 1123:8
Strengthening 1134:25
stringent 1063:22 1072:2,11
strive 1069:3
strived 923:13
strolling 1115:25
strong 930:5 1011:16,21 1026:22
 1142:2
stronger 1146:9
strongly 1053:9
struggle 918:9 954:17 1018:25
struggled 1019:3
struggles 947:21,22 1001:23
 1019:12 1066:21
struggling 924:13 1001:15
student 922:2 925:24 926:8,9,11
 927:8,9,11 943:22 944:24
 948:24 949:2 953:24 959:17
 963:4 965:20,21,25 970:19,19
 970:20 972:5,6,6 984:2 999:5
 1001:18 1002:2 1016:15,16
 1019:9,9 1020:2,4 1022:2
 1033:3 1037:10 1049:16 1058:6

1058:6,7 1090:13 1092:24
 1094:14 1116:16,17,17 1128:16
 1157:2 1161:12
student's 959:21
student-driven 1020:15
students 915:17,23 916:19
 917:13,14,17,22 918:2,15
 919:11 921:6,21 922:1,5,7,14
 923:2,7,16 924:1,5,21 925:14
 925:17 926:4 927:9,19 928:4,6
 934:25 937:5 938:17,22 939:7,9
 939:16 940:5,9,12,23 942:1,13
 942:15,19,21 943:2,11,15,21
 944:4 945:4,9,16 948:3,4,10,12
 948:16 951:11 954:1,11 955:6
 955:21 958:5,9,15,16,18,19
 959:2,21 960:18 962:7,10,17
 963:5,9,13,17 966:5 969:2,5,7
 977:9 978:13 979:3 981:4 983:9
 983:16 984:4,18 986:2,14,20,23
 988:19,22 989:9 990:7 991:23
 993:4,22 994:9 995:1,5 997:17
 998:24 1000:2,6 1005:2,4,19,21
 1005:24 1006:14,14 1009:10,16
 1010:8,16 1011:5 1012:3
 1014:18,23 1016:4 1017:3,7,16
 1018:8 1019:1 1020:15 1021:12
 1022:2,14 1023:24,25 1026:4
 1027:12,22 1028:2,6,12,17,22
 1029:14 1030:7,19 1031:2
 1032:3 1033:8,8 1035:12,13,15
 1036:18,21 1037:25 1038:1
 1039:1,5,5 1041:18 1043:16,25
 1044:1 1049:13,17 1053:2
 1056:9,15 1057:12,22 1063:5
 1063:24 1064:10,14,17,19
 1065:11,14 1066:2 1069:22,24
 1070:14,18,21 1072:14 1073:3
 1073:13,14 1074:11,16,22
 1075:6 1084:9,22 1085:3,9
 1087:4 1089:10 1091:14,19
 1093:6 1094:21 1095:11 1096:6
 1096:17 1097:3 1101:8 1102:4
 1102:11,25 1103:13,15 1105:24
 1106:18 1108:8 1110:2,4
 1112:11 1126:7 1128:20,25
 1129:19 1134:4 1139:5 1159:24
 1160:14,14 1161:9,16

students' 916:11 919:4 942:11
studied 986:3 998:19
studies 991:3
study 916:21 921:9 922:14 925:6
 925:9 953:19 1136:17
studying 921:14 922:7,8 959:11
 982:16
stuff 1031:9 1032:15 1056:17
 1078:3 1102:10,17 1137:20
 1166:12,15
stumped 950:18
style 951:17 1145:25 1154:3
subcontractors 1003:9 1007:13
subgroup 918:3 1024:4 1064:12
 1064:25
subgroups 917:18 978:19,22
 979:1,2,6 1064:15
subject 988:11 1012:6 1044:20
subjective 1004:17
subjects 1012:4 1077:18 1091:8
 1091:13
submissions 1147:1
submits 1147:18
submitting 1097:24
substitutes 969:13
subtract 1013:1,9
subtracting 1009:25
subversively 1161:19
succeed 1032:4 1084:15 1104:13
success 945:15 954:10,11 961:6
 999:13 1065:6 1102:3 1132:18
 1133:2 1170:18
successes 1132:8,10
successful 931:3 1107:2 1170:19
successfully 951:6
successively 967:23
sudden 1115:21
suggested 1053:7
Suite 908:21 1173:20
summer 927:12 1136:17
sun 965:13
Super 1090:21
super-excited 1032:24 1130:2
super-happy 1126:2
super-patient 942:7
Superintendent 931:22
supplement 990:21
support 923:21 924:13 929:2

930:16 937:23 938:1 941:21
 943:17 945:13,19 950:6 955:21
 959:15,17,17 960:18 970:17
 972:3 988:7 989:15 1005:10
 1054:5 1058:4 1082:15 1102:10
 1102:22,23,25 1103:9 1116:14
 1120:17 1122:15 1123:3,20
 1126:22 1132:16 1135:8,9
 1136:7,11,11 1139:11,17
 1141:6,21 1142:22 1144:9
 1152:6 1163:9
supported 942:5 1131:18,21
 1132:1 1136:8
supporting 916:10 959:14
 1099:22 1122:22 1123:6 1135:3
supportive 1154:6
supports 1052:18
suppose 966:21 1030:5
supposed 987:1 1014:19 1130:22
 1161:14
sure 923:13 947:13 951:16
 954:23 957:10 959:6 963:6
 968:21,22 969:15 973:21
 975:10 1001:21 1002:13 1014:4
 1025:15 1028:15 1030:12
 1031:3 1037:7 1042:5 1048:4
 1056:15 1070:21 1071:18,22
 1072:13 1088:6,18 1093:6,7,8
 1099:7 1103:18 1108:9 1110:3
 1111:9 1118:20 1126:16 1128:7
 1130:5 1131:1 1133:8 1134:13
 1135:2,11,18 1139:12 1140:4
 1142:14 1143:14 1147:16
 1149:6,12 1153:22 1154:2
 1157:8 1158:11 1160:18
surface 1012:17,22
surprised 1147:12
surprising 1159:25
surroundings 986:16
surveyed 929:1
sustain 955:16 958:2 1000:2
swings 1004:3
Symposium 1168:14
system 934:19 967:23 970:16
 972:2 1023:19 1058:3 1072:1,1
 1072:5,7 1116:13 1152:6
 1161:1,5,24 1162:10
systems 1162:1

T		
T 910:1	1156:5,6 1157:21 1160:1 1163:19,21	technical 1122:16 1127:20 1132:17 1135:10 1142:17 1147:2
T-shirt 1046:18	tangible 1123:23	technique 952:11
tablao 926:14,15	TANM 939:8	techniques 952:5
table 1136:13	Taos 910:7,7 1060:16 1062:21,22 1073:8,22 1074:4,12 1075:6 1078:17 1082:8,9 1086:23 1090:19 1100:21 1104:15,20 1110:19 1114:9 1116:12 1158:5 1164:3	technology 929:10 1139:12,18 1140:20,25
tae 1070:3	tapping 940:16	Ted 930:9
Tagtool 1075:1,1,7	tasked 1130:15	teepee 1074:23
tailor 998:8	taught 921:25 951:15 965:17 987:1 1009:8 1012:17,17 1040:3 1046:20 1073:24 1074:22 1075:6 1099:5 1104:10	telecommunications 1140:9
take 913:20 934:18 936:19 945:12 948:13 950:23 953:21 962:2,8,25 963:1,9,15 967:6 969:15 973:25 976:13 977:19 984:8 985:5 986:19 991:5 997:6 997:8 1001:2,6 1005:18 1010:22 1013:13,16 1019:6 1020:16 1021:6 1023:4 1036:24 1061:18 1070:2,3,4,4 1075:16 1076:6 1078:16 1079:2 1097:13 1106:16 1107:25 1108:14,21 1109:4,7 1114:14 1123:22 1124:12 1126:15 1133:17 1134:22 1143:23 1144:1 1157:9	Tax 1008:2	tell 931:8,9 961:5 969:11 978:15 988:9 992:15 994:19 1019:9 1030:22 1033:9 1034:6 1040:9 1042:2 1043:18 1045:22 1056:7 1102:21 1103:12,21 1105:23,25 1111:11 1112:7 1140:18 1150:24 1151:3 1166:14
taken 927:24 960:13 968:5 974:2 1032:13 1040:9 1047:10 1060:9 1083:11 1097:15 1118:9 1141:17 1156:21	Taylor 1000:15 1132:2	temporary 966:3
takes 912:13 981:2 996:14 1005:4 1102:15,15 1118:21 1119:16 1133:21 1161:15 1162:5,6 1171:23	teach 935:19,21 936:22,22,23 985:6 987:2 991:2 1012:4,7 1015:25 1016:4,6 1021:3 1046:12 1057:17 1077:11,14,14 1077:17,18 1091:12 1092:14,21 1102:16 1114:15	ten 913:18 937:25 976:11 1006:13 1061:16 1078:23
talent 940:16	teacher 929:15,24 969:5 970:4 979:23 984:22 991:9 993:21 994:15 1012:4 1014:13 1015:23 1015:24 1018:3 1042:20,22 1049:16 1065:15 1070:19 1077:13,13 1082:9,10 1083:6,9 1093:23 1099:2,3,5,8	tenacity 934:25
talk 923:4 939:2,13 943:10 968:16 984:25 991:1,3 1002:23 1004:15 1007:6 1018:1,15 1022:9 1028:18 1030:23 1032:8 1032:23 1034:12 1040:7 1043:25 1044:11 1046:15 1050:1 1053:4 1074:16 1100:18 1152:4 1160:7 1169:14	teachers 921:14 923:25 924:6,6,7 924:12,17,18,23,24,24 925:6,11 928:24 929:24,25 969:3 987:1 988:8,17 989:3 990:23 998:25 1025:12 1042:18 1070:22 1071:23 1077:16 1083:8,21	tend 958:9
talked 932:19 943:10 946:18 958:5,24 1021:13 1076:3 1080:11,20 1096:13 1135:14 1170:14	teaches 939:24	tended 955:3
talking 914:7 963:25 974:7 991:6 1020:11 1040:14,14 1043:19 1075:22 1088:18 1090:18,20 1094:17 1099:24 1148:11	teaching 987:5 1012:3,14 1014:21 1016:2 1021:4 1093:6 1095:16 1096:9	tends 959:25
	team 930:5 1001:13 1066:25 1067:1 1121:3,5,20 1122:8,11 1123:3 1126:18 1132:17 1137:23,24 1138:4 1142:9 1147:7	Tennant-Harris 1079:17
	teams 925:9 929:16 1163:18	tens 982:23
	tear 936:17	tent 1114:23
		tentative/official 1128:3
		tenth 921:6 995:4 1018:12
		tenth- 921:21 928:3 934:15
		tenth-graders 985:3 1020:24,24
		tenting 1047:8
		tents 948:17 983:2,5
		tenure 1125:6
		term 917:24 918:14,16 919:2 931:20 979:17,24 1000:15 1052:6 1065:4 1153:18
		terms 917:18 925:7 955:25 1103:8 1118:18 1132:8 1142:18
		terrified 996:5
		test 989:19 1010:21,21 1020:5
		testament 940:14 1001:19 1089:13
		tested 1010:4 1011:14
		testimony 1056:14 1173:15
		testing 1006:1 1011:19
		tests 962:25 1093:17
		Texas 1003:8

textbook 983:8 1021:5
texting 1150:9
thank 912:6 916:15 920:10
 933:17,19,21,25 938:2,4,7
 940:1,2 950:24 951:2 954:5,6
 954:10 960:19,20,23 970:11
 971:8 976:25 981:10,15 987:24
 988:1 990:25 994:7 995:12,13
 997:20,21 999:1 1000:11,12
 1004:19,21 1015:16 1016:10,12
 1016:25 1022:17,20 1025:8
 1029:25 1034:23,24 1037:2,3
 1039:20 1042:10 1043:10,12
 1044:16,17 1055:5,14 1056:23
 1057:17,19,19,25 1059:25
 1060:1,13,14,17 1062:6 1068:9
 1068:24 1075:13 1079:12
 1081:10,18 1082:5,16,17
 1084:2 1085:16,17 1086:9,13
 1090:4,10,10 1097:18 1102:6,8
 1106:14 1109:1 1112:18 1116:7
 1117:2 1118:5,6,7,17 1119:4,5
 1120:3 1122:8,8 1137:14,15,25
 1142:10 1143:17 1144:12
 1145:7 1148:2,8 1149:25
 1152:1 1156:10 1164:8,10,17
 1164:20,20,24 1165:1,5,7
 1166:14,16,23,24 1167:11,14
 1167:17 1168:8,9 1170:2,5,25
 1171:15,20,21,22,25
thank-you 1155:14
thankful 1123:18 1124:12
thankfully 935:18 1123:17
thanks 912:8 914:14,17 920:24
 938:6 940:2 942:12 945:21
 947:9,9 954:7 975:4 977:4
 981:14 996:6 1000:12 1006:17
 1056:24 1086:14 1148:1,10
 1164:9 1165:8,9,10,11 1168:14
Theater 938:10
theirs 1055:21 1056:20
thematic 1092:13
theme 986:2
themes 1018:8,9
theories 1030:24
Theresa 917:2 920:18,19 922:17
 926:25 928:11 932:19 941:7,11
 942:17 945:7 946:25 949:7,11

949:14 955:10 957:6,15 958:13
 962:20 968:7
Theresa's 917:1
thesis 1016:20
They'd 1013:18
thing 923:1 924:22 929:6,14,23
 935:23 937:1 941:25 942:1
 947:17 952:6 953:5 958:5 961:9
 962:24 967:14 969:14 982:8
 986:23 1010:7,20 1011:24
 1012:19 1017:20 1019:14
 1024:1,3 1033:12 1041:16,21
 1047:16 1048:15 1050:6 1070:8
 1079:6 1087:20,21,24 1089:20
 1093:3 1094:25 1098:11
 1100:23 1101:10,24 1108:22
 1111:9 1112:8 1113:12 1115:5
 1127:25 1131:14 1144:14
 1150:10 1151:4 1154:23
 1159:15,21 1160:20 1170:15
things 922:9,20 928:21 935:13
 937:9,18 940:22 945:9 957:5
 958:6 960:10 961:20 963:7
 968:24 969:24 983:14 986:6
 1008:6,16 1012:18 1013:5
 1014:16 1015:6,7 1019:19
 1021:13 1022:12,23 1023:22,22
 1025:17,21 1028:3 1031:5,5
 1045:12,24 1046:24 1047:14,17
 1070:1,5,9,16 1071:2 1073:15
 1075:5,8 1078:2,19 1079:3,25
 1082:14 1083:11 1085:12
 1087:11 1088:19,20 1089:21
 1091:23 1092:5 1095:14,21,22
 1096:9,14 1099:14 1100:8,8,16
 1100:18,20 1101:25 1104:1,25
 1106:7 1107:21,22 1119:13
 1132:14 1133:20 1135:22
 1144:22 1147:18 1150:3 1158:9
 1164:1 1166:5,19 1170:1,11
 1171:13
think 916:7,9,10,11 931:24
 934:12 939:19 944:25 945:1,3
 947:6 950:7,18 954:13,18,20,21
 957:2 960:12,24,25 963:21,23
 964:4,10,15,23 981:2,5 987:22
 989:18,23 992:16,19 1003:23
 1005:14 1006:19 1008:19

1010:20 1011:1,13,21 1012:19
 1014:23 1015:2,20 1017:20
 1019:10,23 1023:10 1024:18
 1025:12,20,21,25 1028:19
 1029:10 1042:25 1043:8 1044:9
 1044:21,22 1046:4 1047:5
 1048:14 1052:3 1055:12
 1062:12 1067:22 1076:14
 1085:5 1086:17 1087:3 1089:6
 1089:8 1091:9 1093:17,22
 1101:10 1102:20,22 1104:11
 1106:16,24 1107:3,6,17 1109:2
 1110:20 1119:7,19 1121:3,12
 1121:20 1122:1 1124:5 1125:25
 1126:20 1128:18 1129:16,23
 1130:1 1132:20 1133:18,24
 1134:2,8,17 1135:1,7,14,15
 1136:2,3,10 1137:2,18 1140:24
 1142:4,6 1147:11 1148:5
 1150:10,12,16 1151:24 1152:8
 1152:23 1153:7 1154:24
 1155:14,16,19 1157:20 1159:11
 1159:18 1161:4,8 1162:14,21
 1163:17,23 1164:14 1170:17,21
 1171:10
thinkers 1169:1
thinking 1011:20 1043:24
 1135:24 1136:9
third 908:21 1014:7 1084:19
 1173:20
thorn 1124:5
Thornburg 1161:25
thorough 1067:2
thought 955:14 964:25 994:5
 1041:15 1078:15 1104:6
 1112:25
thoughtful 1118:18
thoughts 1131:16
thousands 982:23 1145:20
three 934:13 936:5,8,10,23 962:2
 979:1 990:15 992:18 995:20
 998:21 1010:17,22 1023:5
 1024:10 1047:7 1056:13 1065:6
 1070:11 1071:16 1072:14
 1081:19,24 1084:18,25 1096:1
 1099:12 1122:6 1132:14
 1170:10
three-circle 1122:2

three-quarters 1063:23
three-year 1007:14
threw 1003:15
thrilled 988:9 1142:15
thrive 1032:4 1103:22
thriving 965:18 999:13
throes 1125:2
throw 1002:25 1105:21 1119:22
throwing 1041:23
thrown 1003:21
Thursday 923:24 924:10 993:16
 1095:8 1126:1 1128:8 1167:25
tied 961:14
Tierra 910:4 914:24 915:21
 916:18 920:17,20 932:6 951:16
 954:1 966:6 969:12 970:15
 972:1 974:8,8,14,17,18,19
 1141:14 1148:6 1161:10
tightened 1135:3
till 1070:13 1094:18,22
Tim 909:5 1166:25
time 912:12,13 915:19 920:13
 925:1 929:18 931:11 932:25
 938:2 939:21 940:20,20 941:5
 947:5 950:16,22,22 983:22
 984:19 988:3 990:16 992:25
 993:1 995:12 998:22 1000:21
 1005:8 1006:20 1009:23
 1013:14,17 1019:17,21 1026:7
 1028:1 1030:6 1033:22 1042:9
 1049:11,17 1051:21,25 1052:3
 1057:18 1060:1,21 1065:10
 1068:13 1072:25 1073:6,16
 1074:20 1075:13 1095:4 1096:3
 1097:8 1100:5 1101:6 1103:7
 1104:3 1107:16 1108:11
 1110:22 1121:7 1122:7 1127:8
 1127:19 1130:2 1139:9 1141:11
 1147:20 1150:8,18 1154:10
 1155:20 1162:4,5,6 1163:5,16
 1163:20,22 1165:22 1168:2
 1170:9,14 1174:10,15,20,25
time-stamp 946:20
timeline 940:21
times 915:7 947:25 961:11,12
 962:2 967:1 988:14 1002:14
 1010:22 1032:23 1076:1 1092:3
 1103:6 1119:14 1171:14

Timmy 965:24
tired 982:7
TISA 1082:11,13 1083:11 1084:4
 1085:7,25 1109:14
Title 925:16 988:2 1048:24
 1069:20
today 914:2 930:4 933:5,6
 940:22 965:4,5 993:9 999:14
 1043:6 1046:14 1061:25
 1076:25 1094:1 1097:20 1118:5
 1118:21 1122:4 1123:7 1132:21
 1150:6 1153:19 1161:11
 1166:14
today's 999:25 1005:8
Tohatchi 1146:9,10
told 933:22 935:12 941:12
 1039:22,22 1041:12 1047:17
 1170:21
toll 1119:16
tom 953:2
tomorrow 1124:14,21,23
tools 996:16,17
top 1132:14
topic 1016:17,19
topics 977:15 1018:12 1037:13
Torres 920:14,16 921:1 925:13
 927:20 933:18 943:14 944:4
 947:23 951:10 958:24 961:24
total 927:17 930:1
totally 1091:20
touch 963:20
touched 961:3
tough 1002:13 1019:13 1104:8
tour 1021:7
Tours 1096:6
town 915:5 967:21 982:3 992:1,9
 1080:18,18 1115:11
Toyon 1047:6,9
track 944:2,5,23 954:22 1010:8
 1017:12 1147:11
tradition 935:24 937:8
traditional 964:17 998:16 1022:7
 1129:8,11 1134:11 1136:23
 1140:17 1170:23
Trail 1000:19 1141:15
trails 998:13
train 928:9 1132:11
trained 1132:19

training 927:4 949:18 954:14,17
 968:1 1000:22 1071:23 1118:24
 1147:1
transactional 1119:20
transactions 1004:8,9
transcended 999:21
transcript 908:10 1173:11
 1174:8,13,18,23
transcripts 1067:6
transfer 1012:2
transformative 985:17 986:22
transition 1048:15 1093:5,13
 1126:18
transitioned 943:12
translates 1056:7
transparent 1166:6
transportation 984:7,11 1036:19
 1069:19 1087:7
trash 1074:1
Travel 1096:5
traveled 1050:20 1052:13
traveling 948:5 949:3 975:4
 982:4
travels 1172:5,11
tree 1101:3
trend 914:12 918:13 962:17
 1009:6 1063:14 1064:8
Tres 1050:22
tribal 1146:8
tried 928:21 1021:2 1069:3
 1073:11 1108:20 1124:6
tries 931:3
trig 1012:14,15
trip 982:21 996:14,21 998:18
 1020:17,19,23 1021:13,16
 1022:3 1053:18,22 1054:3
trips 947:18 948:3,13 996:18
 1021:1,10,25 1047:2 1053:17
 1087:9 1099:23
Trish 1170:2
Trish's 1167:14
troop 1118:22
trough 1155:8
truancy 958:7,9 959:19,22 960:4
 960:6 965:10
truant 959:22 960:3
true 938:20 1009:17 1109:19
 1156:4 1173:10

truly 916:4 940:15 947:13 953:6
 958:17 960:3 963:22 1001:14
 1071:17 1090:2 1091:9 1097:2
 1167:6
Trunk 924:16
trust 944:13 1073:22 1074:4
try 928:14 934:8 937:4 943:1,2
 946:19 958:11 1018:22 1075:16
 1083:14 1089:21 1113:15
trying 925:20 932:13 933:2
 934:19 943:6,7 1010:2 1016:4
 1026:1 1041:25 1043:13
 1082:23 1105:17 1111:21,21,22
 1112:14,15 1113:15 1171:13
tubes 1146:16
Tucson 926:19
Tuesday 1095:5,8 1151:18,21
 1156:15 1168:1
turn 984:19 1063:8 1108:11
turned 1109:18
turning 1011:7 1108:17 1171:8
turns 1157:11
Turquoise 1141:15
tutored 1112:9
tutoring 1070:15,16 1094:20
 1095:9 1103:8 1112:4
twelfth 921:7 944:17 962:18,19
 995:4 1020:22 1161:13
twelfth-grade 944:16
twelfth-graders 921:22 928:4
 934:16 1010:24 1020:25 1021:1
 1021:2
twice 991:13 1048:19 1079:9
two 914:20 918:20 927:9 935:20
 936:8 937:20 946:17 952:6
 980:1 986:6 987:12,13,17 991:7
 1007:12 1010:17 1021:1
 1022:21 1037:21 1045:7,7
 1050:1,12 1051:23 1052:6
 1057:8 1065:6,7 1066:9
 1070:11 1075:5 1081:20,20,24
 1084:9,16 1097:9 1098:12
 1101:16,19 1110:16 1114:18
 1115:17 1121:4 1122:18,20
 1123:13 1138:6 1140:24
two-and-a-half 921:13
tying 1075:4
type 937:23 938:1 952:19

1017:22 1026:24 1145:25
types 922:15 1008:6 1041:10
 1092:12 1169:16
typical 939:9 940:11 1007:23
typically 1095:2 1142:10

 U

Uh-huh 1002:21
ultimate 923:16
umbrella 945:13
underscore 1137:17
understand 912:13 955:24
 1000:20 1004:4,5 1007:18,24
 1011:23 1014:24 1015:18
 1026:12 1028:17 1036:3
 1037:12 1040:5 1041:20
 1058:22 1094:8 1108:2,3,15
 1157:17
understand- 1018:14
understanding 938:19 985:17
 1012:23 1015:1
understands 1081:7
understood 1027:23 1072:10
unforgettable 998:17
unfortunate 1119:14
unfortunately 965:19,24 1019:19
 1099:1 1113:19
unique 915:10 1024:12
units 1092:13 1160:2
universal 1140:6 1151:5
university 921:24 927:14 930:12
 932:21 938:9 939:6,17 963:11
 992:3 1033:21 1040:3
UNM 921:25 922:3 923:8,10
 927:5 928:5 932:15
UNM's 927:11 928:1
untrue 1027:1
unused 1145:5
unusual 1002:16
upcoming 1129:24 1138:9
 1139:8
update 1132:17 1146:25 1153:4
updated 1152:22
updates 1122:11
updating 1119:1
upfront 1021:24
upgrades 1140:20
uploading 1093:9

upping 1154:25
Uprising 1169:12,21
upset 1107:11
upward 918:13 1064:8
urged 955:20
USA 926:10
USAC 1140:7
USDE 1133:4
use 952:5 961:25 1010:6,7
 1052:6 1055:3 1074:5 1075:6
 1088:14 1093:6,8 1094:7
 1096:12 1105:21 1129:6
 1144:18,23,25 1146:5
uses 965:4,5
usually 948:4
Utah 967:20
UTEP 1040:4
utilize 1169:17
utilizing 1094:10

 V

valedictorian 926:12
Valerie 1122:21,24 1123:1
validated 1162:11
Valley 1131:19 1141:13
valuable 1161:7
value 1162:14
varied 1065:5 1072:15
varies 1113:11
variety 995:10 1070:19
various 995:1 1078:2
vegetation 1100:24
vehicle 984:10 1008:3 1101:11
vendors 1142:11
Venn 1122:2
venue 1016:22
venues 954:2 958:15
verbatim 912:5 1005:17 1007:15
verifications 1067:6
Veronica 917:2 920:14,16 921:1
 923:10 925:13 927:20 933:18
 943:14 944:4 947:23 961:24
version 916:24 999:19 1146:18
versions 1062:24
versus 951:16 1056:11
vice 930:8 1068:19
Vicente 965:19,20 974:24
victimized 967:23

vida 1090:20
video 1017:7
view 988:6,7
Vigil 931:7 946:1 947:1 949:17
 954:23
Vigil's 954:19
vigilance 969:10
villages 1079:23
virtual 985:18
visibility 1022:10
vision 965:12 1092:5
visit 1066:24 1067:16,20,20
 1123:7
visited 914:25,25
Visitors' 910:15
visits 1118:25 1123:6
visual 921:8 1078:10
vital 998:2
vocation 1106:5 1112:13
voice 1016:15
voiced 1134:8,9
Voigt 909:7 911:10,11 951:1,2
 953:13,22 970:10,11 971:2,19
 971:23 972:14 973:3,4 974:16
 1016:11,12,25 1017:19 1020:1
 1022:4 1058:13,15 1059:10,11
 1090:9,10,21 1091:5 1092:11
 1094:13 1096:20 1097:17,21
 1112:21,22 1116:3,4,7,10,24
 1117:6,7 1119:18 1141:22
 1142:10,23 1143:4 1165:9
 1168:10,11
Vol 1174:3
VOLUME 908:11
votes 973:6 1059:9 1117:24

W

wait 955:7 956:19,20,22 1013:22
 1014:1,9 1108:3 1112:24
waiting 941:18 1014:14 1098:24
Walatowa 1132:1
Waldorf 1099:5
walk 945:14 984:4,11 1078:25
 1096:2 1123:12 1164:5
walked 991:8 1119:7
walking 1054:13 1072:18,19
 1101:12,19,21 1119:8
wall 1028:20

walls 998:24
want 916:22 923:13 928:17
 929:13 932:8 934:11 936:16
 937:15,20 939:14 942:16,21
 943:5 945:10,18 950:21 951:20
 954:9 956:7,8,18,18 957:21,25
 961:2 962:22 963:12,16,20
 967:1,8,10 973:20 974:23
 977:19,20 978:4 981:24 992:15
 1001:20 1002:5 1015:8,10
 1018:1,19 1019:5 1021:12
 1022:8,13 1026:19 1027:11,12
 1034:12 1040:22 1041:4
 1043:21 1046:15 1053:13
 1060:4,4 1066:12 1071:3
 1077:3 1079:14 1082:3 1085:13
 1085:19 1088:10 1089:8 1092:6
 1093:3 1095:12,17,23 1097:7
 1099:7,10 1101:2,7 1103:16
 1106:3 1108:4 1109:9 1118:15
 1118:16 1119:3,22 1120:13
 1121:1 1122:10 1127:15
 1128:25 1129:11 1130:11
 1131:8 1135:17 1136:3 1137:15
 1137:22 1139:4,12 1147:17
 1152:1 1156:10 1157:8 1158:9
 1164:10 1166:19,23 1167:12,20
 1168:3 1169:15,25 1170:6
 1171:23
wanted 915:12,18 916:5 935:3
 944:11 946:10 982:14 1002:3
 1011:11 1016:14 1037:24
 1045:10,12 1046:11 1068:25
 1070:20 1076:10 1095:14
 1120:23 1121:10 1122:8
 1124:14 1125:13 1127:1,25
 1128:13 1132:7,10 1133:8
 1134:12 1139:8 1145:9 1146:25
 1147:9,22,23 1154:16 1166:25
 1171:24
wanting 943:23 957:8 988:24
 1026:4
wants 1147:19 1166:21
war 1047:11
Washington 997:9 1052:14
 1053:3 1054:13 1079:18
wasn't 915:1 941:5 1014:4,24
 1035:13 1058:20 1067:19

1069:13,14 1084:16,19 1090:17
 1127:10 1156:3 1170:8
watch 983:7 1101:11
watched 1155:4,5
water 930:2 1055:17,21,23,24
 1056:1,6,18,20,22 1074:21
waters 1006:1
wave 1122:25
way 932:18 936:20 940:6 943:15
 943:18 953:9 962:11 969:23
 984:17 985:5 1003:16 1008:16
 1012:5 1019:7,24 1031:7
 1040:16 1044:9 1055:3 1065:17
 1073:12 1074:4 1084:6 1093:18
 1094:2,9 1109:9 1112:16
 1115:7 1124:4 1129:16 1135:12
 1137:1 1139:22,22 1142:14
 1157:2,16 1163:21 1170:3
Wayne 981:15,16 984:21 995:15
 995:16,16 1001:22 1004:21
 1005:1 1013:25 1014:3 1016:24
 1020:13 1025:8 1027:10,16
 1028:25 1030:12 1035:18
 1045:1,6 1047:24 1048:2
 1050:23 1051:2 1057:3,6,16
 1080:9,17 1131:23
ways 929:5,9 961:11 989:16
 990:1 1024:13 1029:9 1090:23
 1091:10 1105:20 1106:10
 1128:17 1129:2,3 1170:18
we'll 912:17 914:10,16 923:4
 926:25 941:21 948:9 950:23
 957:19,19,22 958:2 1011:9
 1061:24 1062:15 1128:6
 1152:13 1155:8 1157:4,6
 1159:15 1163:9 1164:4,5
we're 914:3 923:3 925:4 926:11
 928:13 929:9,25 931:11,15
 936:18 937:1,19 941:19 942:24
 943:6,7,21,24 947:15 948:1
 950:5,15 955:20,21,23 956:6,8
 956:10,15,21 957:11,16 958:22
 959:10 960:14 962:7,14,16,17
 962:22,23 963:2,15 966:20,21
 982:1 983:24 984:14,15 987:3,5
 987:9,18 989:22 990:10 992:12
 1005:5 1007:14 1011:3,21
 1018:21 1019:4 1020:11

1021:19 1026:10,10,14 1027:2
 1027:3 1028:2 1040:20 1044:12
 1044:12 1051:25 1060:7,8
 1069:20 1073:6 1075:16 1076:6
 1077:1,1,20 1078:6,24,25,25
 1082:22 1087:6,11,20 1088:18
 1088:18 1093:16 1094:8 1096:8
 1099:15 1102:20 1106:2,8,9,10
 1106:11 1107:14 1108:1 1109:3
 1109:19 1111:12,13,19 1112:14
 1113:7,17 1118:11 1119:8,20
 1120:5 1122:2 1124:20,24
 1125:15,16 1127:14,19 1128:7
 1129:4,22 1131:6 1137:3
 1148:11 1149:8 1152:15 1153:4
 1153:12 1154:5 1156:6,22
 1158:10,22,24 1160:18 1161:18
 1164:1 1166:7
we've 916:25 926:3,21 932:13
 933:1 942:1 948:23 949:1,2
 950:19 955:11,18 956:6 958:3
 983:14 986:20 987:14,16,22
 990:1,5 1001:8 1021:2 1025:10
 1025:10,22 1055:24 1069:3
 1073:11,16 1074:9 1075:9
 1076:20 1078:20,22 1084:23,24
 1084:25 1085:1,3,7 1093:11
 1096:5 1097:15 1110:5 1113:17
 1118:11 1120:9 1123:15 1124:6
 1125:5,10 1133:11 1135:1
 1157:20 1159:16 1160:21
 1164:7,7 1171:18
weakness 918:21 946:5,16 980:3
 1003:19
weaknesses 1004:18
wealthier 1097:4
wealthy 1080:18
web 1040:11
website 1137:10
Wecks 1057:11
Wednesday 1095:8
week 924:3 940:4,6 982:9,15
 986:19 988:16 990:5 1001:9
 1014:7 1048:17,20 1062:20
 1072:15 1075:15 1078:12
 1079:5 1081:15 1095:24
 1100:12,13 1118:17 1119:6,8
 1120:9,25 1122:4 1125:14

1127:3,5 1131:19 1132:1
 1133:18,24 1138:12 1147:9
 1154:8,24 1158:11 1161:3
 1170:8
weekly 925:3 929:17
weeks 935:20 1042:24 1119:17
welcome 1068:9
well-behaved 994:3 1057:13
well-managed 1155:16,24
well-versed 1051:11
went 915:8 926:9 934:13 967:21
 974:12 991:7 1027:24 1033:16
 1038:6,21 1039:10,24 1047:7
 1050:2 1065:25 1070:25
 1071:21 1072:3 1074:24
 1080:12,17 1094:19 1115:18
 1122:9 1123:7 1133:3 1145:20
 1151:21 1153:1 1154:10
weren't 966:9,15 1012:16 1014:4
 1047:8 1054:17 1101:17
 1107:12 1160:15
western 981:5 1014:5 1017:2
 1045:2 1051:22 1053:8 1075:4
Western's 1052:23
Westlake 926:22
wet 1101:16
wheelchair 1100:1
whereof 1173:15
whispering 1034:7
whistleblowers 970:5
white 1023:24 1024:25 1025:2
 1031:12 1033:5 1035:12
 1037:19 1038:17
wide 995:10
wife 1051:21,23 1052:7 1100:3
Wild 1052:11,15,24,25 1053:5
 1054:5,21 1055:2
wilderness 986:9,10 999:17
 1051:14,15 1052:25,25
wildest 1000:1
willing 963:15 985:4 1001:6
 1035:16 1089:21 1166:7
wind 1081:15
wires 1146:16
wish 975:11 1012:13 1136:25
 1168:3 1172:1
wishes 912:21 914:16 975:8
witnessed 965:22

witnessing 998:21
WNMU 983:19,20 984:3,14
 1023:8
WNMU's 984:16
Woerner 909:10 914:21 916:15
 925:18 966:7 977:5 981:8
 1062:18 1064:24 1130:13
 1137:14 1142:8,25 1143:7,17
 1147:17 1149:19
woke 983:5
wolf 1051:6
wolves 1019:15,15 1055:13
woman 1050:5
women 967:24 1115:21
women's 1115:22
won 926:11 932:20 1141:5
wonder 1047:20 1085:21
wonderful 931:6 934:7,18 935:13
 935:23,24,25 936:19 937:8,9
 953:7 1015:4 1022:23 1023:5
 1051:12 1078:19 1091:17
 1097:17 1114:8
wondering 968:4 1025:4 1113:3
 1143:14
wood 1125:8
woods 985:9 1001:3
woodworking 922:8
word 1026:3 1029:13
wording 1148:17
words 1082:2
work 915:16 922:1 927:5 934:8
 935:3,3 936:12 938:21 943:16
 944:23 945:6 950:8 954:4,22
 957:19,19 959:12,14 963:5
 987:10 990:8 991:16 995:11
 998:10 1007:12 1015:21
 1016:18 1021:22 1026:1
 1035:13 1036:10 1040:12
 1041:19 1049:1,3,7 1073:1
 1082:12 1083:6 1092:1 1102:14
 1103:12 1107:7 1108:24
 1111:20 1112:2 1118:23
 1120:16,17,19,25 1122:9,13
 1123:24 1124:8 1133:21
 1134:23 1137:19 1139:23
 1140:16 1142:4 1144:6 1146:21
 1148:13,22 1154:21 1155:16
 1156:12 1161:2,19 1162:5

1163:10,21
worked 933:10 949:15,16 950:3
 989:1 996:13 1007:8,11,12
 1012:11 1025:22 1036:11
 1074:9,20 1076:12 1079:19
 1090:18 1096:5 1105:10
 1113:17 1127:17 1128:3 1133:4
 1137:23
worker 925:22 928:23 958:25
workers 1044:4
workforce 969:23 1007:19
working 919:13 929:14 932:13
 933:1 941:22 944:3 950:5
 956:11,21 957:11,16 958:23
 967:25 984:13,14 991:11,19
 992:4,7 993:19,20 996:22
 997:14 1019:21 1021:19 1027:4
 1069:21 1070:11 1071:4
 1079:24 1097:9 1098:5 1099:5
 1099:13 1112:17 1123:15
 1128:7 1138:13 1139:14 1146:6
Workings 919:9 980:14 1066:10
works 1020:14 1127:15 1131:25
workshops 928:25 929:3
world 939:21 945:17 953:10
 988:17 1018:13 1040:11
 1074:13 1124:2 1140:11
worrisome 1009:7
worry 950:16
worth 1003:10 1064:7 1144:4
 1146:20
wouldn't 1017:21 1072:22
 1082:3 1099:13 1108:21
Wow 941:10
wrap 1115:14
wrists 952:5
write 1051:9
writing 990:19 1093:17,25
 1094:1
written 1002:20 1051:5
wrong 960:12,15 1008:20
 1013:13,15,16,19 1041:24
wrote 985:14,19 1017:8 1046:16
 1074:17 1090:11

X

X 910:1
Xfinity 1142:3,4,6

Y

Yazzie-Martinez 960:14 1029:5
 1107:4 1133:16 1159:13,22
YCC 992:6 998:3
YDI 959:13,15
yeah 941:2 942:9 969:19,21
 974:18 1005:13 1009:3 1016:24
 1017:16,25 1027:16 1034:14
 1037:8 1049:15 1051:4 1055:8
 1080:22 1089:22 1090:19
 1100:5 1105:15 1108:6,19
 1109:18 1111:18 1112:21
 1115:7,12 1116:8 1148:25,25
 1153:3,3 1154:17,18 1164:23
year 913:2 915:22 917:24 918:5
 918:15,19 922:13 925:8 926:12
 927:18,22,25 930:1 932:15
 934:20,21,23 936:10,18 941:13
 941:19 943:22 944:14,15
 947:24 948:5 949:11,12 959:4
 962:2,2,2 964:20 970:18 972:4
 975:18 978:3 979:6,8,18,25
 980:7 983:20 984:2 985:7
 986:19 987:17 988:21 989:4
 991:12,13 996:21 998:18 999:7
 999:17,18 1000:10 1003:10
 1004:7,9,16,19 1005:11,14
 1006:14 1007:9,10 1008:11,12
 1009:10,21 1010:9,9,9,22
 1014:3,6,11 1017:6,23 1018:6,6
 1018:18,18 1019:10 1022:24,25
 1023:12 1030:6 1042:19 1043:6
 1053:23 1058:5 1060:23
 1063:12,15,21,22 1064:1,20
 1065:2,7,9,11,19 1066:3
 1067:14,16 1069:10 1070:24,25
 1071:3,7,18 1073:4,4 1079:9,10
 1084:7 1093:1,13,13,14,23,25
 1094:12 1095:12 1096:5,19
 1097:24 1114:15,21 1115:5
 1116:16 1127:11 1128:18,21
 1130:2,19 1131:4 1133:11
 1145:5,6 1147:1,14 1148:11
 1149:21 1152:18 1156:25
 1157:21 1158:17,21,23,24
 1159:2,2 1168:6,6,8 1171:3
 1172:3

year's 947:7,8
years 913:5 917:9,24 918:1,17
 923:19 927:16 931:19 933:2
 934:13 935:3 936:6,8 937:25
 938:16 948:23 949:12,16
 955:14 965:4,18 970:15 972:2
 975:23 979:1,12,17,22 983:15
 987:12,13,18 992:18 999:8,8
 1000:21 1001:24 1002:9 1005:4
 1005:6,15 1006:16,21 1007:8
 1007:12 1009:5 1012:21,22,24
 1023:12 1027:18 1036:11
 1046:14,20,21 1058:2 1061:3
 1064:9 1065:13,17 1069:23
 1073:21 1074:3 1077:14
 1078:23,23 1079:20 1084:5,16
 1084:24 1099:12,25 1100:6
 1102:13 1104:10 1114:24
 1116:13 1123:25 1130:18
 1141:25 1145:15 1154:22
 1155:4 1156:3,4 1157:17
 1161:24 1163:3,20 1164:12
Yellowstone 1100:2,4,22 1101:4
 1115:15,17
yesterday 933:3 959:5 968:14
 982:6
yield 1052:3
Yjastros 926:5,17
York 926:10,19
you-all 1046:12 1077:4 1120:16
 1120:22,24 1122:7 1128:7
 1134:7,8,8,15,17 1136:19
 1137:10 1158:13
young 932:19 934:8 939:20
 953:7 965:22 967:17,23,24
 1049:25
your-all's 1130:3
youth 995:6 1000:1 1105:10
YouTube 952:8

Z

zero 917:18 978:14 1003:5
 1064:18,20 1068:2 1158:23
zoo 1070:4 1101:24

0

1

1 910:15 1066:17 1080:17 1138:18 1.4 1068:3,4 1.7 1157:12 1.9 1157:12 1:30 1060:7 1:36 1118:9 1:48 1118:9 10 948:25 949:1 1033:17 1159:10 10-point 1072:11 10,000 982:3 100 914:1 920:3 927:3 948:25 968:11 976:20 980:19 1006:14 1067:23,24 1106:2 100,000 1110:22 1060 910:7 10th 1169:10,20 11 1064:13 11.94 920:5 11:24 1060:9 1118 910:8 1150 910:10 1165 910:11 1173 910:13 12 916:19 942:19 965:4 977:8 1138:18,19 12/13/19 1174:2 12:25 1060:10 120th 1162:3 13 908:11 1100:6 1101:3 1133:10 1140:19,19 13th 911:3 15 914:15 920:22 977:2 990:5 1035:9 1062:16 1081:11 1109:4 1150:15 1163:20 15-minute 933:19 15th 1147:6 16 1066:3 1630 908:21 1173:20 17 1003:10 1046:21 1066:3 17-'18 1063:22,24 172 977:9 173 1062:25 1113:6,8 174 1113:5 18 999:8 18-'19 913:2 975:18 979:15 1060:23 1063:21 1067:19 18th 937:10 1128:8	19 1150:15 19th 937:10 1128:9 1167:25 1st 1086:6 <hr/> 2 <hr/> 2 960:2 1143:22 2,000 1146:13 2.3 1156:23,25 1157:11 2.4 1156:25 2:56 1172:12 20 931:19 948:25 978:6 1011:3 1033:18 1047:22 1108:8 1110:2 1140:12 1154:22 1158:18 20-mile 1088:15 20,000 1146:17 200- 921:22 2005 985:3,7 201 908:21 1173:20 2014 923:19 946:25 947:1 949:23 2015 926:18 2016 921:4 922:6 961:18 965:25 966:1 2017 918:10 979:13 1065:9 2018 918:11 946:2,6 2018-2019 970:18 972:5 1058:5 1116:16 2019 908:11 913:11 914:24 918:11 926:9 927:3 946:3 976:4 1061:9 1173:16 2020 913:23 927:21 944:22 976:16 1061:21 1086:6 1128:9 21 927:9 219 908:20 1173:8,19 22 1046:20 221,000 1097:25 23 927:25 949:16 1068:5 23.07 980:24 2372N 908:25 1173:25 1174:2 24 927:9 1014:9 1102:19 1104:16 1136:13 24-hour 946:19 24th 924:17 25 929:25 1048:19 1069:23 1158:24 26 1007:19 27 1025:1 270-280 955:6 273 916:20	28 917:10 28.53 980:23 <hr/> 3 <hr/> 3 919:10 960:2 1066:11 30 983:25 1009:5 1033:18 1096:18 1173:16 30,000 982:3 300 908:13 915:7 300-level 921:23 300,000 1110:21 31 1063:11 33 1025:2 35 917:12 923:7 924:11 978:10 1064:5 35,000 1003:10,16 350 955:24 36 927:18 37 927:25 370,000 927:18 39 927:8 928:4 1046:14 3rd 927:22 <hr/> 4 <hr/> 4,000 1096:17 40 1060:8 1158:21 400 915:7 40th 1062:25 1162:3 41 985:3 1033:19 42 928:5 45-second 1162:11 49 947:25 <hr/> 5 <hr/> 5 910:2 949:2 1095:1 5.5 1156:19 5:00 1070:13 1094:19,22 50 948:24 1006:14 1048:14 1073:21 1074:3 1123:12 1158:22,24 50s 1115:16,16 54 1065:17 55 978:21 550 955:6 59-page 1136:15 <hr/> 6 <hr/> 6 910:8 916:19 977:8 1118:11
---	---	--

1120:5
6:00 983:6
60 983:17
63 927:6 1025:3
64 1010:18
66 1064:13 1066:11
67 927:23 979:9 1064:4
68 927:23 1010:24 1011:4
1024:25
69 925:14 928:17

7

7 910:10
7-point 1072:12
70 989:11 1011:4
70s 1051:22
75 919:18 991:6 1008:9 1100:11
76 978:9
77 920:4
78 918:17
786 986:1

8

8 910:11 1062:22 1063:16
1066:17
8,000 1162:22
8:07 908:12 911:3
80 933:8 980:21 1160:10
80th 1162:3
81 919:16,19
83 918:18 979:22
84 918:7 927:5
85 918:16 919:16 979:23 1160:10
85-minute 923:23
86,846 927:16
87 1065:13
87102 908:22 1173:21
89 967:4 979:19,20

9

9:20 974:2
9:39 974:2
90 1140:12
90th 962:16
91 979:22
912 910:4
92 918:16 979:19,20
93 1065:17

94 979:24
95 914:5 976:21 1008:7 1065:13
97 1065:12
975 910:5
98 1065:12
99 967:5 1041:9