

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS

OPEN PUBLIC MEETING

February 16, 2023

9:00 a.m.

Jerry Apodaca Education Building, Mabry Hall

300 Don Gaspar Avenue

Santa Fe, New Mexico

-AND-

Via Zoom Webinar

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

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2	<p>1 APPEARANCES</p> <p>2 COMMISSIONERS:</p> <p>3 PATRICIA GIPSON, Chair</p> <p>4 STEVEN J. CARRILLO, Vice Chair</p> <p>5 TIMOTHY E. BECK, Secretary</p> <p>6 MELISSA ARMIJO, Member</p> <p>7 ALLAN BRAUER, Member</p> <p>8 REBEKKA BURT, Member</p> <p>9 SHARON CLAHCHISCHILLIAGE, Member</p> <p>10 STEWART INGHAM, Member</p> <p>11 K.T. MANIS, Member</p> <p>12 MICHAEL TAYLOR, Member</p> <p>13</p> <p>14 STAFF:</p> <p>15</p> <p>16 CORINA CHAVEZ Director</p> <p>17 Charter School/Options for</p> <p>18 Parents and Families Division</p> <p>19</p> <p>20 BRIGETTE RUSSELL Deputy Director</p> <p>21 Charter School/Options for</p> <p>22 Parents and Families Division</p> <p>23</p> <p>24 LUCY VALENZUELA Technical Assistance and</p> <p>25 Training Specialist</p> <p>Charter School/Options for Parents</p> <p>and Families Division</p> <p>MELISSA BROWN Technical Assistance and Support</p> <p>(MISSY) and Training Administrator</p> <p>Charter School/Options for</p> <p>Parents and Families Division</p> <p>COUNSEL TO THE PEC:</p> <p>JULIA HOSFORD BARNES, ESQ.</p> <p>Barnes Mediation and Law, PC</p> <p>200 W. DeVargas Street, Suite 7</p> <p>Santa Fe, New Mexico 87501</p>	4
3	<p>1 INDEX TO PROCEEDINGS</p> <p>2 PAGE</p> <p>3 1 Call to Order 5</p> <p>4 2 Approval of Agenda 6</p> <p>5 3 Open Forum 7</p> <p>6 4 School Highlights and Spotlight - 15</p> <p>7 No Discussion or Action Taken</p> <p>8</p> <p>9 5 Consent Agenda 21</p> <p>10</p> <p>11 6 Discussion and Possible Action on Item(s) 22</p> <p>12 Removed from the Consent Agenda - Moot</p> <p>13 7 Introduction of New Head Administrators 22</p> <p>14 8 Discussion and Possible Action on 28</p> <p>15 Hózhó Academy's Amendment Request</p> <p>16 to Increase Enrollment Cap</p> <p>17 9 Discussion and Possible Action to 50</p> <p>18 Accept the Annual Reports for 2022-'23</p> <p>19</p> <p>20 10 Discussion and Possible Action to 51</p> <p>21 Issue Annual Report Notices Based on</p> <p>22 2022-'23 Annual Reports for Schools</p> <p>23 Listed in Item 9</p> <p>24 11 Discussion and Possible Action on a Math 196</p> <p>25 Symposium</p> <p>12</p> <p>13 12 Discussion and Possible Action on 197</p> <p>14 Budget Expenditures</p> <p>15 13 Discussion and Possible Action Regarding 198</p> <p>16 Notice of Intent to Commence Action</p> <p>17 Regarding Alma d'Arte Charter School</p> <p>18 Under the Intervention Ladder</p> <p>19</p> <p>20 14 Discussion and Possible Action on 218</p> <p>21 Documentation for Performance Framework</p> <p>22 Compliance, Organizational Indicator 3.b.</p> <p>23</p> <p>24 15 Discussion and Possible Acton to Clarify 221</p> <p>25 the Academic Performance Framework</p>	5
2	<p>1 INDEX TO PROCEEDINGS, Continued</p> <p>2 PAGE</p> <p>3 16 Discussion and Possible Action on 222</p> <p>4 Notice of Intent Feedback Form and</p> <p>5 FAQ Document</p> <p>6 17 Discussion and Possible Action on 228</p> <p>7 Scheduling Renewal Hearings and Document</p> <p>8 Submissions for Contract Amendments</p> <p>9 18 Discussion and Possible Action to Set 231</p> <p>10 PEC Policy Regarding Reports by CSD</p> <p>11 if Concerns from PED Bureaus are Received</p> <p>12 Off-Cycle - No Discussion or Action Taken</p> <p>13</p> <p>14 19 Report from Charter Schools Division and 231</p> <p>15 Discussion</p> <p>16 20 Report from the Chair and Discussion 236</p> <p>17 21 Update, Discussion and Possible Action 253</p> <p>18 on Legislative Actions</p> <p>19</p> <p>20 22 Discussion and Possible Action to 257</p> <p>21 Provide Input to Chair or Liaisons to</p> <p>22 Speak on Behalf of the PEC -</p> <p>23 No Discussion or Action Taken</p> <p>24 23 Discussion of New Topics for the 257</p> <p>25 Next Agenda</p> <p>26</p> <p>27 24 PEC Comments 262</p> <p>28</p> <p>29 25 Adjourn 264</p> <p>30</p> <p>31 REPORTER'S CERTIFICATE 265</p> <p>32 ATTACHMENTS:</p> <p>33 1 List of Attendees</p> <p>34</p> <p>35</p>	4
3	<p>1 THE CHAIR: Good morning, everyone. It is</p> <p>2 Friday, February 16th, and I'm going to call this</p> <p>3 meeting of the Public Education Commission to order.</p> <p>4 And it is 9:00. And I'm going to ask Commissioner</p> <p>5 Beck to call roll, please.</p> <p>6 SECRETARY BECK: Commissioner Burt.</p> <p>7 COMMISSIONER BURT: Here.</p> <p>8 SECRETARY BECK: Commissioner Taylor.</p> <p>9 COMMISSIONER TAYLOR: Here.</p> <p>10 SECRETARY BECK: Commissioner Armijo.</p> <p>11 COMMISSIONER ARMIJO: Here.</p> <p>12 SECRETARY BECK: Commissioner Manis.</p> <p>13 COMMISSIONER MANIS: Here.</p> <p>14 SECRETARY BECK: Chair Gipson.</p> <p>15 THE CHAIR: Here.</p> <p>16 SECRETARY BECK: Vice Chair Carrillo.</p> <p>17 VICE CHAIR CARRILLO: Here.</p> <p>18 SECRETARY BECK: Commissioner Ingham.</p> <p>19 COMMISSIONER INGHAM: Here.</p> <p>20 SECRETARY BECK: Commissioner</p> <p>21 Clahchischilliage.</p> <p>22 COMMISSIONER CLAHCHISCHILLIAGE: Here.</p> <p>23 SECRETARY BECK: We have all -- a quorum</p> <p>24 of ten.</p> <p>25 Commissioner Brauer.</p>	5

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1 COMMISSIONER BRAUER: Present.
 2 (Commissioner Beck is also present.)
 3 THE CHAIR: He was overcome by excitement.
 4 SECRETARY BECK: Just remember, it's my
 5 first time. I'll get better.
 6 THE CHAIR: Thank you. So I'm going to
 7 ask Commissioner Carrillo to lead us in the Pledge
 8 and Commissioner Ingham in the Salute to the
 9 New Mexico Flag.
 10 (Pledge of Allegiance and Salute to the
 11 New Mexico Flag conducted.)
 12 THE CHAIR: We are on to Item No. 2,
 13 approval of the agenda.
 14 VICE CHAIR CARRILLO: I move to approve.
 15 COMMISSIONER INGHAM: Second. (Off-mic.)
 16 THE CHAIR: There's a motion by
 17 Commissioner Carrillo and a second by Commissioner
 18 Ingham.
 19 The roll.
 20 SECRETARY BECK: Yeah.
 21 Commissioner Clahchischilliage.
 22 COMMISSIONER CLAHCHISCHILLIAGE: Yes.
 23 SECRETARY BECK: Commissioner Brauer.
 24 COMMISSIONER BRAUER: Yes.
 25 SECRETARY BECK: Commissioner Manis.

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1 COMMISSIONER MANIS: Yes.
 2 SECRETARY BECK: Commissioner Armijo.
 3 COMMISSIONER ARMIJO: Yes.
 4 SECRETARY BECK: Commissioner Burt.
 5 COMMISSIONER BURT: Yes.
 6 SECRETARY BECK: Chair Gipson.
 7 THE CHAIR: Yes.
 8 SECRETARY BECK: Vice Chair Carrillo.
 9 VICE CHAIR CARRILLO: Yes.
 10 SECRETARY BECK: Commissioner Taylor.
 11 COMMISSIONER TAYLOR: Yes.
 12 SECRETARY BECK: Commissioner Beck, yes.
 13 It's ten-zero.
 14 Commissioner -- Commissioner Ingham.
 15 COMMISSIONER INGHAM: Yes.
 16 SECRETARY BECK: There is a -- ten.
 17 THE CHAIR: Thank you. We'll move on to
 18 Item No. 3, which is Open Forum.
 19 And, Lucy, you indicated there are three
 20 people online for public comment?
 21 MS. LUCY VALENZUELA: Correct. The first
 22 one is Chris Stout-Bardey.
 23 Chris, please state your name and spell it
 24 out for the court reporter.
 25 FROM THE PUBLIC: Hi. My name is

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1 Christopher Stout-Bardey. It's S-t-o-u-t hyphen
 2 B-a-r-d-e-y.
 3 THE CHAIR: You can start whenever you're
 4 ready.
 5 FROM THE PUBLIC: Thank you.
 6 Well, I typed this out so I'm just going
 7 to read it.
 8 Thank you for this opportunity to speak,
 9 and thank you all for the work that you do in
 10 service of our kids in Las Cruces and around the
 11 state, and especially for the support and guidance
 12 you provide to charter schools.
 13 I worked previously for eight years At La
 14 Academia Dolores Huerta, founding the visual art
 15 program there in 2010, which grew, as did the school
 16 population, until I left in 2018.
 17 I then taught art and career tech ed
 18 classes for four years at Rio Grande Prep Institute,
 19 a high-needs alternative high school in Mesilla, and
 20 then came on half-time at Alma d'Arte Charter High
 21 School in August of last year.
 22 I also teach art as an adjunct instructor
 23 frequently for both DACC and NMSU. I was let go
 24 from Alma in December, because, according to Chief
 25 Academic Officer Adam Amador, someone at the

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1 New Mexico PED told him there were too many art
 2 teachers.
 3 I'm aware that several PED officials are
 4 working closely with Dr. Amador and the governing
 5 council at Alma to address governance and
 6 operational issues, and I'm grateful for that.
 7 I care deeply about the students I was
 8 working with last semester and about the arts
 9 community, and arts education in general, in
 10 Las Cruces.
 11 So I urge you to consider what Dr. Amador
 12 says with extreme skepticism and to look carefully
 13 at his words and actions, such as speaking
 14 pejoratively about staff, students, and parents in
 15 group settings at the school, disenrolling students
 16 with little notice and no corrective action,
 17 expediting teacher dismissals, which unnecessarily
 18 deprives students of class time in both core
 19 subjects and electives, refusing to meet with
 20 teachers in staff meetings, or, in many cases, to
 21 even reply to their e-mails, trumping up charges to
 22 justify teachers' administrative leave, and then
 23 leaving that teacher and her students in limbo by
 24 not resolving the issue in a timely matter.
 25 I will submit today a licensure complaint

10	<p>1 against Dr. Amador that explains these points in 2 detail and with multiple items of evidence. We must 3 provide our children with educators who behave with 4 honesty, kindness, and professionalism, and who put 5 the kids first in all that they do.</p> <p>6 I don't say this lightly. It is my 7 professional position that Dr. Amador should not 8 hold a position in any educational institution in 9 New Mexico.</p> <p>10 Thank you for your time.</p> <p>11 THE CHAIR: Thank you very much.</p> <p>12 Next?</p> <p>13 MS. LUCY VALENZUELA: Next I have Jen D.</p> <p>14 THE CHAIR: Good morning, Jen. And you 15 can unmute yourself, and please spell your name for 16 the court reporter, and then you can begin whenever 17 you're ready.</p> <p>18 FROM THE PUBLIC: Good morning. My name 19 is Jennifer Davis. I'm a resident of Las Cruces, 20 New Mexico. And my daughter -- I wasn't expecting 21 to talk. I wanted to listen in and support those 22 like your previous speaker there. So I'm a little 23 bit unprepared, and I apologize.</p> <p>24 My daughter was a student at Alma d'Arte. 25 And I recently transferred her to a public high</p>	12	<p>1 Okay. I would like to just reiterate what 2 everything was said before. But I might want to add 3 the word "bullying." The administrator down there 4 is a real bully, and -- to put it frankly.</p> <p>5 And also I want to make the comment that 6 this seems like -- or what's going on in Alma seems 7 to be part of a national trend. And what we're 8 seeing across the nation is this kind of assault 9 on -- on many public school systems.</p> <p>10 And, you know, whether you're, you know, 11 looking at articles from the Texas Observer or any 12 other, you know, hard-hitting, muckraking journalism 13 that's out there, there's a lot of people reporting 14 on this -- on this national conservative 15 Christo-Nationals -- Christian Nationalist movement 16 to sort of attack public school systems and to force 17 an agenda that most people don't really want to 18 adopt.</p> <p>19 And I think we need to look at it, and we 20 need to protect ourselves from it.</p> <p>21 Okay. That's what I want to say. Thank 22 you.</p> <p>23 THE CHAIR: Thank you very much. 24 And that's it; correct? 25 Oh. Sorry. We have one more.</p>
11	<p>1 school due to all the issues that Chris has listed 2 out. And -- and so I just wanted to support those 3 who probably were a little more prepared than I was 4 and give voice -- or, you know, I thought this would 5 be more chat -- in the chat box.</p> <p>6 But I apologize. But I just want to 7 support those who have complaints. I -- you know, I 8 did witness students and parents being avoided by 9 Dr. Amador and sort of -- some of that is anecdotal 10 and -- but I think that -- I am concerned with what 11 is going on at Alma d'Arte, and I want to support 12 those parents who are continued -- who are still 13 there and who are not forced out as we were.</p> <p>14 So thank you.</p> <p>15 THE CHAIR: Thank you very much.</p> <p>16 MS. LUCY VALENZUELA: Next we have David.</p> <p>17 THE CHAIR: Good morning, David. You can 18 unmute yourself. And please spell your name for the 19 court reporter, and then you can begin whenever 20 you're ready.</p> <p>21 FROM THE PUBLIC: Okay. Can you hear me? 22 THE CHAIR: Yes, we can.</p> <p>23 FROM THE PUBLIC: Okay. My name is David 24 Kwiecinski. The last name is spelled 25 K-w-i-e-c-i-n-s-k-i.</p>	13	<p>1 MS. LUCY VALENZUELA: Finally, we have 2 Janet.</p> <p>3 THE CHAIR: Good morning, Janet. You can 4 unmute yourself, and please spell your name for the 5 court reporter, and then you can begin whenever 6 you're ready.</p> <p>7 FROM THE PUBLIC: Oh, good. It finally 8 gave me something so I could unmute.</p> <p>9 Okay. Sorry for the delay. I'm just here 10 to, I guess --</p> <p>11 THE CHAIR: Janet, sorry to interrupt you. 12 But could you please spell your name for the court 13 reporter?</p> <p>14 FROM THE PUBLIC: Yes. So Janet, 15 J-a-n-e-t. Last name is two words, van, V-a-n, 16 second word C-o-b-l-i-j-n.</p> <p>17 There have been all sorts of egregious 18 things done to teachers, students, parents and so 19 on, particularly by the new administration, 20 Dr. Amador and his assistant; but also the governing 21 board has some serious issues.</p> <p>22 And nothing was more relevant to me -- 23 since I had to transfer my son to a different 24 charter school, New America, and I attended their 25 board meeting last week, and it was night and day.</p>

<p style="text-align: right;">14</p> <p>1 It was about the students; it was about the 2 community; it was about rewarding and fostering 3 education and culture and community. 4 And then the board proceeded to know what 5 they were talking about, analyzed statistics, which 6 were presented in comparison to Las Cruces Public 7 Schools -- it's either state or national statistics. 8 There were specific details on the budget. 9 The meeting was even held via Zoom like 10 this one, and which -- none of which Alma has been 11 able to implement; nor do they want to in the last 12 almost two years that I've attended. 13 So I know that many different issues have 14 been raised with PED and PEC and then other 15 entities, and -- but it's gone on far too long. 16 So thank you for your time and your work. 17 And I hope that this will get some swift attention, 18 since this seems to be a proven track record or a 19 proven behavioral pattern for this -- for 20 Dr. Amador, and it's endangering students' mental 21 health and many other things; so... 22 THE CHAIR: Thank you very much. 23 MS. LUCY VALENZUELA: That's all. 24 THE CHAIR: Oh, thanks. No one from the 25 audience signed up; correct? We're not forcing you.</p>	<p style="text-align: right;">16</p> <p>1 competition, which is super -- anytime our kids get 2 to leave New Mexico and go someplace -- I know when 3 I was on the Santa Fe Board, the Capital kids -- it 4 was a wonderful benefactor that donated a lot of 5 money so that the entire DECA club could go to 6 Florida for the competition and everything. 7 It's just -- many of our kids have never 8 left New Mexico. And what a great opportunity to 9 leave. 10 So, anyway, to go to D.C. I hope they 11 spend an extra couple of days there. 12 "Our amazing tiny Future City team has 13 done it again. They took home a trophy and other 14 first place awards, returning to Washington, D.C., 15 for the national competition..." just this month. 16 So we'll probably read about them in The 17 New Mexican later this month. 18 "Students Ahmed Maaz, Wesley Nixon, and 19 Prachi Chaudhary, with their mentor Hajer Maaz, did 20 an amazing job working over winter break, after 21 school and on weekends, preparing. They also got a 22 lot of support building the model from Isaac and 23 Kamille Aragon." 24 For more information about that, I know 25 The New Mexican did an article about this.</p>
<p style="text-align: right;">15</p> <p>1 We are now on to Item No. 4, School 2 Highlights and Spotlight. And, once again, a 3 reminder there's no discussion or action taken. 4 So, Commissioners, have you got anything? 5 Commissioner Carrillo. 6 VICE CHAIR CARRILLO: I do have something. 7 Kudos to Monte del Sol Charter School. And what I'm 8 going to do is just read the little paragraph in 9 each of these areas about their achievements. 10 So, "The Monte STEM Team wins at the 11 Governor's STEM Challenge!" 12 "At the Governor's STEM Challenge on 13 January 20, Monte del Sol won a showcase award from 14 Urenco USA for their project, Blueberry: A Friend 15 for Life. In this project, the team of eleven 16 students created an interactive teddy bear that 17 operates with Raspberry Pi microcomputer to 18 incorporate dialogue and a graphical user interface 19 to support the mental, physical, and emotional 20 health of its user." 21 That's just one piece of their 22 achievement. 23 And the other is that their future -- 24 their -- the Monte del Sol Future City Team is going 25 back to Washington, D.C., for a national</p>	<p style="text-align: right;">17</p> <p>1 For any of the leaders listening, anytime 2 you have an achievement that you want highlighted 3 that your kids have done, just let your respective 4 Commissioners know, 'cause there's nothing we love 5 more than celebrating our kids. That's why we're 6 here. 7 All right. Thanks. 8 THE CHAIR: So I have -- I have two. 9 I want to congratulate Raíces del Saber 10 Xinachtli Community School and New America School, 11 because they have received the Innovation Grant Zone 12 for next year. 13 So I'm excited, because it allows the 14 schools to use funds, certainly, that they didn't 15 anticipate having the opportunity, and to further 16 implement, especially, their missions in the school. 17 So congratulations to them. 18 And I'm also going to congratulate Alma 19 d'Arte, because their dance performance team came in 20 first. NMSU hosted a dance performance competition 21 and their dance performance team came in first. 22 Alan? 23 COMMISSIONER BRAUER: Thank you, Chair. 24 I wanted to just share that I had a chance 25 to participate in Albuquerque Sign Language</p>

18	<p>1 Academy's annual science fair at the end of January.</p> <p>2 And it's always just a beautiful place to</p> <p>3 go and see such young, really smart and inspiring</p> <p>4 scientists put together some pretty amazing things.</p> <p>5 There was -- there was a young man who</p> <p>6 had -- like, he -- I didn't know you could do this</p> <p>7 with a volt meter. But he could -- he figured out a</p> <p>8 way to hack that to gauge the amount of electrolytes</p> <p>9 within different types of sport drinks to figure out</p> <p>10 what's the best sports drink to drink that actually</p> <p>11 does best for your body.</p> <p>12 Turned out to be orange juice was the best</p> <p>13 thing in terms of having the highest amount of</p> <p>14 electrolytes.</p> <p>15 So I think this young man was, like, sixth</p> <p>16 or seventh grade. It was just, like, phenomenal to</p> <p>17 see.</p> <p>18 I saw so many other pendulums and small</p> <p>19 robotics, bridges. And it was just really fabulous</p> <p>20 to see young people with different abilities to</p> <p>21 communicate with me as a mono-language person, to be</p> <p>22 able to talk through that line of difference. It's</p> <p>23 always a beautiful thing to see.</p> <p>24 So I just wanted to give kudos out to ASLA</p> <p>25 and all the work that they do to make sure all</p>	20	<p>1 students by giving them a voice and a choice in</p> <p>2 their learning process, which leads to increased</p> <p>3 engagement and motivation.</p> <p>4 So, yeah. So these kids -- three out of</p> <p>5 four of these students, who are going to be</p> <p>6 traveling to D.C., have never even been on an</p> <p>7 airplane before or been out of the South Valley</p> <p>8 before or been out of Albuquerque.</p> <p>9 So this is a huge accomplishment for them.</p> <p>10 I wanted to give kudos to the team at Mark Armijo</p> <p>11 Academy for their work at Johns Hopkins University.</p> <p>12 And, yeah, just excited for them to go and</p> <p>13 to see what they report back to us. So thank you</p> <p>14 very much.</p> <p>15 THE CHAIR: Commissioner Taylor.</p> <p>16 COMMISSIONER TAYLOR: Thank you. I would</p> <p>17 like to recognize Sidney Gutierrez Middle School.</p> <p>18 They are not a State-authorized charter school, but</p> <p>19 they are a district-authorized charter school. And</p> <p>20 I think that it's important for us to celebrate all</p> <p>21 of our community schools and their accomplishments.</p> <p>22 So they -- like to congratulate them on winning</p> <p>23 their regional competition for the Science Olympiad.</p> <p>24 They're competing, I think this weekend, for the</p> <p>25 State competition.</p>
19	<p>1 students are included and just really showing and</p> <p>2 showcasing their science.</p> <p>3 THE CHAIR: I guess I'll throw out my</p> <p>4 Gatorade now. Wasting my money.</p> <p>5 MS. LUCY VALENZUELA: Commissioner --</p> <p>6 Chair Gipson, Commissioner Armijo has her hand</p> <p>7 raised.</p> <p>8 THE CHAIR: Oh, okay. Sorry.</p> <p>9 COMMISSIONER ARMIJO: That's okay. Thank</p> <p>10 you so much.</p> <p>11 I also wanted to share that the</p> <p>12 Mark Armijo Academy has four students who have been</p> <p>13 selected, through Johns Hopkins University, to -- to</p> <p>14 travel to Washington, D.C., and represent New Mexico</p> <p>15 and the South Valley of Albuquerque to advocate for</p> <p>16 their student agency.</p> <p>17 They're going to be presenting that to</p> <p>18 national senators, representatives, and</p> <p>19 policymakers.</p> <p>20 The student agencies that they have been</p> <p>21 working on -- this is through Johns Hopkins</p> <p>22 University -- it entails them learning through</p> <p>23 activities that are meaningful, relevant, and driven</p> <p>24 by students' interests, and they're often initiated</p> <p>25 with guidance from teachers. It truly empowers</p>	21	<p>1 I think Sidney has, probably over the last</p> <p>2 20 years, won that regional competition maybe</p> <p>3 18 times. So they're a force in that area, and they</p> <p>4 continue to -- they typically go to State, place in</p> <p>5 the top five almost every year.</p> <p>6 So congratulations and good luck to them</p> <p>7 this weekend.</p> <p>8 THE CHAIR: That's it?</p> <p>9 Okay. We are now on to Item No. 5, the</p> <p>10 Consent Agenda.</p> <p>11 So if no one has anything they want taken</p> <p>12 off, I'll entertain a motion.</p> <p>13 COMMISSIONER INGHAM: (Moves off-mic.)</p> <p>14 VICE CHAIR CARRILLO: Second.</p> <p>15 THE CHAIR: There's a motion by</p> <p>16 Commissioner Ingham and a second by Commissioner</p> <p>17 Carrillo. There's no discussion.</p> <p>18 Commissioner Beck.</p> <p>19 SECRETARY BECK: Commissioner</p> <p>20 Clahchischilliage.</p> <p>21 COMMISSIONER CLAHCHISCHILLIAGE:</p> <p>22 (Inaudible, Off-mic.)</p> <p>23 SECRETARY BECK: Commissioner Manis.</p> <p>24 COMMISSIONER MANIS: Yes.</p> <p>25 SECRETARY BECK: Commissioner Brauer.</p>

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1 COMMISSIONER BRAUER: Yes.
 2 SECRETARY BECK: Commissioner Armijo.
 3 COMMISSIONER ARMIJO: Yes.
 4 SECRETARY BECK: Commissioner Burt.
 5 COMMISSIONER BURT: Yes.
 6 SECRETARY BECK: Commissioner Taylor.
 7 COMMISSIONER TAYLOR: Yes.
 8 SECRETARY BECK: Chair Gipson.
 9 THE CHAIR: Yes.
 10 SECRETARY BECK: Commissioner Ingham.
 11 COMMISSIONER INGHAM: Yes.
 12 SECRETARY BECK: Vice Chair Carrillo.
 13 VICE CHAIR CARRILLO: Yes.
 14 SECRETARY BECK: Secretary Beck, yes.
 15 Ten-zero. Ten for, zero against.
 16 THE CHAIR: Thank you. We don't have
 17 anything for Item No. 6, because nothing was taken
 18 off.
 19 And we have one for Item No. 7, which is
 20 introduction of a new head administrator.
 21 DIRECTOR CORINA CHAVEZ: Yes,
 22 Commissioners. As part of your Consent Agenda this
 23 morning was a new head administrator for
 24 Explore-Albuquerque.
 25 Let's ask Mr. Jake Kolander to come up and

23

1 introduce himself. I hope I pronounced your last
 2 name correctly.
 3 And press the green button. We always ask
 4 new head administrators to introduce themselves to
 5 the PEC and PEC to introduce themselves to new head
 6 administrators.
 7 THE CHAIR: Good morning. And before you
 8 start, if you could just spell your name for the
 9 record.
 10 MR. JAKE KOLANDER: Sure. Thank you,
 11 Commissioner, and Commission. I appreciate it.
 12 Jacob Kolander. J-a-c-o-b. Last name,
 13 K-o-l-a-n-d-e-r.
 14 Wanted to -- was able to make it up here
 15 today. And I apologize that after this, I'll have
 16 to head back. We have an administrator out. But
 17 did want to just introduce myself to everyone and
 18 let you sort of match the face to the name.
 19 It was a pleasure of mine and certainly a
 20 surprise to be identified as someone to step into
 21 the head administrator role at Explore Academy
 22 Charter School.
 23 So I've been in public education for
 24 22 years. I was an English teacher for 19 of those,
 25 and then got into administration. I currently serve

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1 as the principal at Explore Academy and was
 2 recommended and approved by our governing board in
 3 December to take over the role of head
 4 administrator.
 5 So this will, for sure, be a new position
 6 for me and a new role. I have not served as a head
 7 administrator in a charter school prior to this.
 8 But I look forward to being able to work with and
 9 collaborate with the campuses in Albuquerque, our
 10 K-5 campus as well as our 6-12.
 11 The search for the new principal for the
 12 6-12 campus is ongoing and includes a candidate who
 13 will be a part of a public stakeholder input session
 14 this evening at 3:30 on our campus.
 15 So I don't know if there are other
 16 questions you would like to ask. I'm certainly
 17 willing and able to answer any of them that you have
 18 for me. But that way, you all kind of get a sense
 19 of who I am in this new position that I'm in.
 20 Thank you.
 21 THE CHAIR: Thank you, and welcome. And
 22 thanks for -- midyear is always -- becoming a new
 23 head administrator is always difficult, because it's
 24 a whole new -- it's a whole new ballgame.
 25 And there are some folks out there that

25

1 are shaking their heads. And they're also a good
 2 support system in the Albuquerque area. So it's a
 3 pretty tight-knit community.
 4 So, please -- you know, Charter School
 5 Division is here to support; your fellow charter
 6 leaders are always here to support. So don't feel
 7 like you're alone on an island. So thank you.
 8 VICE CHAIR CARRILLO: I'm Commissioner
 9 Carrillo, and I represent kind of the Santa Fe,
 10 Rio Arriba, Taos, all the way to the Colorado
 11 border. Thanks for stepping in and for your years
 12 of service for kids.
 13 I've always been very impressed with the
 14 Explore curriculum, the model. And I know -- I have
 15 continued high hopes for your school. I know you're
 16 doing really well.
 17 And one of the things that I just had a
 18 thought of -- I don't know -- appropriate or not --
 19 is mentoring -- you-all in Albuquerque somehow
 20 mentoring the folks down in Las Cruces. Because I
 21 know they're struggling. They've had a struggle, no
 22 secret, with administrators. And any way that you
 23 can help lift Las Cruces up, because I think all of
 24 us here have high hopes for that school as well.
 25 And I know you're doing a great job in

<p style="text-align: right;">26</p> <p>1 Albuquerque, and we look forward to everything 2 you'll do in the future.</p> <p>3 MR. JAKE KOLANDER: Thank you, 4 Commissioner Carrillo. I appreciate that.</p> <p>5 One of the other roles I took on as head 6 administrator is working as a director of 7 administration with our team. It's a support to 8 provide additional support for principals, both at 9 the Las Cruces campus as well as the Rio Rancho 10 campus.</p> <p>11 So that's one of the roles I took on with 12 that. It's not a formal role the way that a head 13 administrator is; but it is someone that can perform 14 as a thought partner with the administration down 15 there. So I do look forward to learning more about 16 what's kind of going on with the campus and being 17 able to support in that way. So thank you.</p> <p>18 VICE CHAIR CARRILLO: Great. Well, thank 19 you very much.</p> <p>20 COMMISSIONER BURT: Thanks. Hi, Jake. So 21 I'm not surprised that you are entering into this 22 leadership role. Because I've known Jake for 23 several years now as part of the teacher leadership 24 program here at the PED.</p> <p>25 And I just believe you're a natural-born</p>	<p style="text-align: right;">28</p> <p>1 time.</p> <p>2 THE CHAIR: We're now on to Item No. 8, 3 which is Discussion and Possible Action on Hózhó 4 Academy's Amendment Request to Increase their 5 Enrollment Cap.</p> <p>6 DIRECTOR CORINA CHAVEZ: Chair Gipson, 7 would you like me to introduce the item?</p> <p>8 THE CHAIR: Yeah.</p> <p>9 DIRECTOR CORINA CHAVEZ: Thank you for 10 stepping up and sitting at the table. The head 11 administrator from Hózhó Academy, Juliane Hillock, 12 is here. And I know she'll want to speak.</p> <p>13 I just want to let the Commission know 14 that, in accordance with the PEC policy, she 15 submitted the request for an increase in the cap 16 from 728 to 1,200 students in a timely manner, and 17 she provided the information that is uploaded into 18 your folder, both the application and the CSD's 19 analysis of the request.</p> <p>20 So I think of note is that there is a 21 rather large waitlist at the school. And so -- and 22 in order for the school to fully enroll the K 23 through 12 as it's already approved to, they would 24 need an increase in the cap, or they would have to 25 admit fewer students moving forward.</p>
<p style="text-align: right;">27</p> <p>1 leader, so it just makes sense. Like, out of the 2 group of all these teacher leaders, Jake was a 3 leader among them; so, intelligent, smart, 4 passionate.</p> <p>5 So -- and also -- I can also say this is 6 where my intimate knowledge of having a student at 7 this school comes in -- seamless transition as far 8 as communication for the families, which was 9 really -- I mean, I didn't notice any difference -- 10 right? -- going -- changing head administrators 11 midyear, which I think is a testament to the system 12 and you coming in and taking in that -- stepping 13 into that role and more people stepping up. Yeah.</p> <p>14 So congratulations on your new role. I'm 15 very excited. I know I have full faith in your 16 leadership abilities and your knowledge of education 17 in New Mexico and then your passion for students and 18 your care. Just top-notch.</p> <p>19 So very happy that you're in a leadership 20 role at Explore now, and congratulations.</p> <p>21 DR. BRIGETTE RUSSELL: Thank you, 22 Commissioner Burt. I blush. I appreciate it. 23 Thank you.</p> <p>24 MR. JAKE KOLANDER: Thank you, Chair 25 Gipson. Thank you, Commissioners. Appreciate your</p>	<p style="text-align: right;">29</p> <p>1 There's some questions that you may want 2 to ask. But I feel like we provided the full amount 3 of analysis and information that is required in the 4 policy.</p> <p>5 So thank you, Juliane. And make sure you 6 press the green button and to spell your name when 7 you speak.</p> <p>8 MS. JULIANE HILLOCK: Thank you. So I'm 9 Juliane Hillock. J-u-l-i-a-n-e, last name, Hillock, 10 H-i-l-l-o-c-k.</p> <p>11 And I'm not really here to speak, but I'm 12 just here to answer your questions, unless there's 13 something that you'd like me to address.</p> <p>14 THE CHAIR: Commissioners, any questions?</p> <p>15 I guess the only thing that -- it's not a 16 concern with the amendment. It's -- it's the timing 17 for -- because I understand you have to add more 18 square footage and so on.</p> <p>19 And I know how difficult construction is. 20 And you also addressed in your letter there that, 21 you know, the challenges that Gallup has with 22 getting good staff for you.</p> <p>23 So do you just see any impediments in 24 being able to roll this out in the time fashion that 25 you want to?</p>

<p style="text-align: right;">30</p> <p>1 MS. JULIANE HILLOCK: At this point, I 2 don't see any impediments, other than we -- our 3 waitlist will be longer than what we can 4 accommodate, I think. And that's heartbreaking. If 5 I think somebody would like to come to my school, I 6 would like to serve those students. But we can only 7 do what we can do responsibly. 8 So 1,200 is a little high. I think our 9 cap would be closer to 1,083. However, we have 10 entertained the idea that we should offer a 11 preschool program. And in order to do that, I 12 wasn't sure if those students fall within the cap or 13 not. 14 So we just -- and when I talked to Early 15 Childhood, they weren't sure. So I just put it all 16 into the whole thing. So that's why we asked for 17 1,200. But we'll be at about 1,083. And right now, 18 we're K-10, and we're adding eleventh and twelfth 19 grade. So that will fall right in and give us a 20 little wiggle room for students who may -- siblings 21 and children of staff to attend without having to 22 come before the Commission again to ask for another 23 increase. 24 But I will probably be back to ask for 25 square footage and some adjustments to accommodate</p>	<p style="text-align: right;">32</p> <p>1 that for -- this is year six of adding 100 students 2 a year. 3 So if our final cap is 1,083, and right 4 now we are at about 700 -- so that would be about 5 three more, three and a half more years of rolling 6 that out, in the same way that we have been rolling 7 that out each year. 8 And did I miss a part of your question? 9 COMMISSIONER INGHAM: Just how far along 10 on the project are you -- are you at a stage where 11 you at least have a design firm? Or what kind of -- 12 MS. JULIANE HILLOCK: We have a dream. 13 COMMISSIONER INGHAM: You have a dream, 14 okay. 15 MS. JULIANE HILLOCK: We have a dream. 16 And we have worked with some architects in order to 17 put a campus plan together. I'm working with Paul 18 Aguilar to come up with a facilities master plan to 19 submit to PSFA. So we're working on that. 20 And what \$20 million bought six years ago 21 and what \$20 million buys today and what \$20 million 22 will buy when we're ready to build, it's hard to 23 know. 24 So we're just exploring all those avenues. 25 And right now, we have the ability to hold everybody</p>
<p style="text-align: right;">31</p> <p>1 some of those students. 2 And I suppose that's the one impediment is 3 finding the -- the funding and figuring things out 4 financially to make sure that we meet those needs 5 and can provide the facilities that we need. 6 We have a plan in place. And so this was 7 just step one of that plan. 8 THE CHAIR: Okay. Thank you so much. 9 Commissioner Ingham. 10 COMMISSIONER INGHAM: Yeah. Wonderful 11 news. I would -- wondering if you could go over 12 your -- kind of your timeline for how you're adding 13 each of those and how soon the construction is 14 looking to -- do you already have a design, that 15 kind of stuff? And have you already talked to PSFA 16 about their approval of the design? 17 MS. JULIANE HILLOCK: It's hard to know 18 what's the chicken and what's the egg in the 19 process. And so in order for us to move forward 20 with exploring the ideas of bonds and other 21 financial opportunities, we had to demonstrate that 22 we'd have the growth to support the cost. And so 23 this was step one. 24 In rolling out, we -- we have been adding 25 about 100 students a year. And so we've been doing</p>	<p style="text-align: right;">33</p> <p>1 within the campus. But it wouldn't be very 2 functional. And so in order to provide more 3 opportunities and to expand the way we'd like, we'd 4 have to add a new building and upgrade the ones that 5 we have. 6 So we're -- it's in the works. 7 COMMISSIONER INGHAM: That's wonderful. 8 And I hope we have some new opportunities for 9 funding coming up. That's what I'm -- thank you 10 very much for your work, and I really, really 11 appreciate it. I hope I can come visit your campus 12 sometime. 13 MS. JULIANE HILLOCK: You're all welcome 14 anytime. 15 THE CHAIR: So I guess -- I'm assuming 16 that you're going to apply for CSP Grant money. 17 MS. JULIANE HILLOCK: Yes. So the timing 18 of this was not doing it at the time that we 19 renewed, but having to wait until we understood what 20 was available. Uh-huh. 21 THE CHAIR: Okay. Thanks. Making sure. 22 Commissioners, if there's no -- oh, sorry. 23 Commissioner Carrillo. 24 VICE CHAIR CARRILLO: Thank you for being 25 here, because I know your school is far away. It</p>

<p style="text-align: right;">34</p> <p>1 means a lot when people come in person to us. 2 Just curious about -- because I know 3 about -- transportation and food service. With the 4 increased number of kids, I know there were, not 5 just for your school, but Middle College and others 6 in your area, there's real challenges with 7 transportation, mostly because of complete 8 non-cooperation and obstinance (verbatim) from the 9 district. 10 So how are you going to accommodate 11 transportation for the increased number of children? 12 MS. JULIANE HILLOCK: It is a challenge 13 the way the funding is structured, so that we have 14 been operating for an entire year without any 15 funding whatsoever, and given that in our area, 16 we're not talking about a couple-of-block radius for 17 our school; we're talking about 20 miles in every 18 direction. So it is a huge challenge. 19 But at least by the end of this school 20 year, then we will have some funding for that, 21 because we've been doing it out of Operational. And 22 so this is the hardest year. And going forward, 23 we'll be able to address that. 24 But it's not without its challenges for a 25 charter school to provide transportation, especially</p>	<p style="text-align: right;">36</p> <p>1 campus. Because you have a lot of kids, and you 2 feed them all. 3 MS. JULIANE HILLOCK: Yeah. That's 4 another challenge that has been particularly 5 difficult this year. We're -- we made a commitment 6 to all fresh, no processed foods. 7 And then we provided lunch in August 8 for -- so for 700 kids, 1,400 meals, August, 9 September, October, November. It wasn't until the 10 second week of December that we received the first 11 reimbursement. 12 So it's extremely difficult to provide 13 food services for 1,400 meals a day for six months, 14 and then the first installment was \$40,000. And our 15 monthly bill for food is \$100,000. So we received 16 \$40,000 after six months. 17 And it was through the -- the company we 18 use, a vendor, third-party, to provide the service. 19 It was because they were willing to wait for payment 20 that we could continue to pay for food. 21 So it's been a particular challenge. 22 VICE CHAIR CARRILLO: Well, thanks to them 23 for doing that, and also for even having the ability 24 to be able to float an account like that. 25 Well, certainly, if you have any ideas of</p>
<p style="text-align: right;">35</p> <p>1 in our area. 2 VICE CHAIR CARRILLO: So on the 3 transportation side, I -- we don't -- I don't know 4 if we talked about it this year because it was a -- 5 I don't know why I'm echoing -- why it was a -- 6 because it was a short session. But perhaps for the 7 next legislative session, we can help -- we can 8 introduce something where charters are not left out 9 of the transportation mix. They shouldn't have to 10 be on their own. 11 And these are public school kids; they 12 should have transportation just like everybody else. 13 And it's super duper important. And it's one of the 14 things, I know, on the equity side, it keeps some 15 kids from being able to attend the charter that they 16 really want to attend. And, in some districts, 17 they're just stuck with the school that's in the 18 neighborhood they can take a bus to. 19 That's not right. That's not what total, 20 equal access is. I know we're committed to that. 21 It's something for us to look at, and for Julia to 22 write down for the next -- I know. I see you typing 23 over there. 24 And then on food service, I'm not 25 remembering how you handle food service on your</p>	<p style="text-align: right;">37</p> <p>1 how we can help, you know, I think everyone on this 2 dais would agree that it's -- kids can't learn if 3 they don't eat, if they're not nourished. So we're 4 committed to anything we can do on that side; 5 transportation, too. 6 MS. JULIANE HILLOCK: Yes, I would 7 appreciate that. And it's something that causes a 8 lot of conflict. But in order to provide the 9 transportation and the food, I have to take it out 10 of something else. 11 So it's not just that we have it or don't 12 have it. It's also can we afford to buy that 13 curric- -- and in our community, oftentimes anything 14 that you might ask a student to purchase, it puts a 15 strain on a family. 16 I remember a time we had a -- an event. 17 And a family -- we asked the families to bring a 18 two-liter -- bring two two-liters of soda so that 19 they could do the ring toss. 20 And a family sent me an e-mail saying 21 could they just bring one. It's hard to really 22 think about the impact that these -- that 23 transportation and food have on a family when, 24 without that, they'd be driving 20 miles a day twice 25 a day, to and from, to drop off and pick up their</p>

38

1 children.

2 And the food that we provide -- also, when

3 we do all fresh, no processed food, to teach through

4 that; not just to provide them with that nutrition,

5 but to teach them what it looks like to have a

6 balanced meal. And our food has been an attraction

7 for some of our students to come to our school.

8 So -- but it's become increasingly

9 difficult to provide the all-fresh, no-processed

10 food, given the amount that we're reimbursed.

11 VICE CHAIR CARRILLO: Well, thank you.

12 Thank you for all you do and your efforts, and,

13 again, appreciate you being here in person very

14 much.

15 MS. JULIANE HILLOCK: Thank you.

16 THE CHAIR: Commissioner

17 Clahchischilliage.

18 COMMISSIONER CLAHCHISCHILLIAGE: Good

19 morning. Thank you for being here and thank you for

20 providing us all this information about your charter

21 school.

22 I just want to give you feedback on a

23 meeting that I attended, Eastern Agency meeting.

24 And at that meeting, a parent stood up and

25 complimented you all very highly on what's being

39

1 done with her student -- I mean, her child. And she

2 indicated that her child -- her son -- has learned

3 tremendously. I guess she's talking about last year

4 and what he's -- and she indicated that she

5 finally -- it's like her son has finally woken up.

6 Where there was a time when he just had no

7 interest in school, didn't want school. She said

8 now, it's the complete opposite. And she was very

9 happy.

10 And so there was a school administrator

11 from Gallup-McKinley who stood up and said -- well,

12 this was his remark.

13 He said, "Well, I think we know where some

14 of our missing students are going then."

15 So that was an interesting remark for me

16 to hear, because in Central Consolidated, we have

17 the same problem, where we have a lot of students

18 who have just disappeared since COVID.

19 And the question is, "Where are they?"

20 I think they're slowly finding that they

21 have moved with their families elsewhere.

22 And so I was very pleased to hear that

23 about the school. And so kudos to you-all. You're

24 doing a phenomenal job.

25 And then there was another lady who stood

40

1 on up and said that she had heard a lot of good

2 things about the school.

3 So I think word is getting out there about

4 the charter school. So thank you so much.

5 MS. JULIANE HILLOCK: Thank you. I

6 appreciate hearing that.

7 THE CHAIR: Commissioner Beck.

8 SECRETARY BECK: Yeah. Real quickly, in

9 terms of the issue with the food service and the

10 lack of timely payment, we're on the Food Service

11 Subcommittee. And I'm thinking that next Friday

12 when we have the PED person coming here, we can

13 certainly bring this situation up, specifically

14 since it's on the record, and see what we can do to

15 dig a little deeper into that, 'cause, you know, my

16 assumption, which might be correct or incorrect, is

17 if it's happening to you, it might be happening to

18 more charter schools than just you. So we'll dig

19 into it next Friday.

20 MS. JULIANE HILLOCK: Thank you. I

21 appreciate that. I think -- normally, schools can

22 float a little bit with their reserve. But because

23 we implemented transportation this year, that has

24 pulled all of our resources. And then to not have

25 the reimbursement, and then the understanding that

41

1 we had was that meals would be free to New Mexico

2 students. And yet even with this -- the secondary

3 supplemental reimbursement, it's about 70 percent of

4 our bill.

5 So we are out of operations about \$30,000

6 a month, so \$300,000 a year, to provide food, beyond

7 what we are reimbursed. And even when we're

8 reimbursed several months later, it makes it

9 extremely challenging, and to provide the

10 transportation out of operations as well.

11 SECRETARY BECK: The number I'm looking at

12 is \$100,000 for five months, August through

13 December, is 500 grand, and you got \$40,000

14 reimbursed. That's not good. So we'll dig into it.

15 MS. JULIANE HILLOCK: Thank you.

16 THE CHAIR: Are we ready for a motion?

17 COMMISSIONER INGHAM: I make a motion that

18 we approve this amendment.

19 THE CHAIR: There's language in our drive.

20 COMMISSIONER INGHAM: Oh, shoot. Does

21 somebody else have it?

22 THE CHAIR: I'll do it.

23 Okay. I move -- oh, sorry. I'm on the

24 wrong motion.

25 I move that the Hózhó Academy's amendment

42

1 request to increase enrollment cap be accepted, and
 2 that the contract to Hózhó Academy be considered to
 3 be amended to reflect the change.
 4 COMMISSIONER BRAUER: (Inaudible,
 5 off-mic.)
 6 THE CHAIR: Motion by Commissioner Gipson.
 7 A second by Commissioner Brauer.
 8 If there's no discussion, Commissioner
 9 Beck.
 10 SECRETARY BECK: Chair Gipson.
 11 THE CHAIR: Yes.
 12 SECRETARY BECK: Vice Chair Carrillo.
 13 VICE CHAIR CARRILLO: Yes.
 14 SECRETARY BECK: Commissioner Brauer.
 15 COMMISSIONER BRAUER: Yes.
 16 SECRETARY BECK: Commissioner Taylor.
 17 COMMISSIONER TAYLOR: Yes.
 18 SECRETARY BECK: Commissioner Burt.
 19 COMMISSIONER BURT: Yes.
 20 SECRETARY BECK: Commissioner Manis.
 21 COMMISSIONER MANIS: Yes.
 22 SECRETARY BECK: Commissioner Armijo.
 23 COMMISSIONER ARMIJO: Yes.
 24 SECRETARY BECK: Commissioner
 25 Clahchischilliage.

43

1 COMMISSIONER CLAHCHISCHILLIAGE: Yes.
 2 SECRETARY BECK: Commissioner Ingham.
 3 COMMISSIONER INGHAM: Yes.
 4 SECRETARY BECK: And Secretary Beck, yes.
 5 THE CHAIR: Carries ten-zero?
 6 Thank you very much. Congratulations.
 7 And thank you once again for traveling up here to
 8 speak with us. We appreciate it.
 9 MS. JULIANE HILLOCK: Thank you. I enjoy
 10 this visit. It seems so scary sometimes to come
 11 down. And so the more I'm here, the easier it gets.
 12 THE CHAIR: Sometimes I enjoy it, too.
 13 Can we just take a short, ten-minute
 14 break? Thanks.
 15 (Recess taken, 9:48 a.m. to 10:02 a.m.)
 16 THE CHAIR: So, Commissioners, as we're
 17 all getting back in place, I am going to say that
 18 it's going to be very helpful for you to have the
 19 motions up. No, no, not for that, but for these in
 20 particular, because the motions are specific. We're
 21 going to have to look at that language specifically
 22 for each of the schools.
 23 So if you could get those up. Because
 24 what I'd like to be able -- oh. I'll turn it over to
 25 Julia first for her to give an explanation as to how

44

1 some of the motions were created.
 2 MS. JULIA BARNES: So Chair Gipson had
 3 asked for a slightly different thing, which is to
 4 have you accept all the CSD reports all at once and
 5 separate that out. That's a little bit different
 6 from how we did it last time.
 7 So there's a first motion for that.
 8 That's No. 9 on the agenda.
 9 No. 10 is you-all making your own
 10 decisions on them.
 11 There is a, first, draft motion -- well,
 12 let me tell you. There are two documents. There's
 13 the draft motions document. And then we have taken
 14 the list that Dr. Russell created in terms of where
 15 the schools rank as opposed to each other and added
 16 a column for the five that you did last time and
 17 highlighted in yellow the twenty that are here now,
 18 just so that you can see where they lie in
 19 connection to each other.
 20 And then five of the schools are Spotlight
 21 or Excellent schools. They are proposed in a first
 22 motion together, those five schools.
 23 The next -- every other school after
 24 that -- and just because I drafted the motion
 25 doesn't mean that's the way you want it. So we'll

45

1 get it the way you want it.
 2 So the next schools I have identified
 3 as -- and pulled from the report, their Vistas
 4 score, their designation, and the combined academic
 5 score.
 6 And anything on academics that certainly
 7 looked lower than the state or the district is
 8 flagged. Negative growth is flagged, particularly
 9 if they have low proficiency. But the negative
 10 growth only is relevant as it relates to students
 11 who are not proficient.
 12 A proficient student is a proficient
 13 student. And if they grow just a little bit, then
 14 if they're still proficient every year, that's what
 15 you're looking for. So that's where that language
 16 came from.
 17 Anything in red, any highlighted red
 18 comment, any organizational or financial framework
 19 is here. Nothing else is here.
 20 So if there -- to say that another way, if
 21 there's something in yellow that you are concerned
 22 about, you would need to add that.
 23 I also did not -- while CSD identified for
 24 you the reason for all the red, if it was red, I put
 25 it in the motion.

<p style="text-align: right;">46</p> <p>1 Last thing is you'll see several of the 2 motions -- there are two options. They often are 3 this one.</p> <p>4 You can choose a notice of exemplary 5 performance, a notice of satisfactory performance, a 6 notice of unsatisfactory performance, or you can put 7 them on the intervention ladder -- and you can put 8 them on the intervention ladder.</p> <p>9 So for satisfactory and unsatisfactory, 10 sometimes I drafted two for you. And the difference 11 is the overall kind of notice.</p> <p>12 So if you want an overall notice of 13 unsatisfactory performance -- you did that once out 14 of the last five. That's an overall notice and 15 identifying the concerns.</p> <p>16 The second option is satisfactory 17 performance. You still think, overall, they are 18 doing satisfactorily, and then did the same thing, 19 listed the issues of concerns as those individual 20 unsatisfactory performance items.</p> <p>21 There's a couple of places I know that 22 Director Chavez is going to mention a couple of 23 things, and there's a couple of specific things in 24 the motions for a school, which is what -- I'm not 25 going to add to that. Well, then, I could tell you</p>	<p style="text-align: right;">48</p> <p>1 problem with the system, the electronic system -- so 2 they were attempting to get technical support to 3 submit on time -- then we changed it.</p> <p>4 So there's only one quarter in which the 5 report was late. The other quarter, they attempted 6 and didn't get the technical assistance on time.</p> <p>7 So you'll see that that report was 8 uploaded to your folder by Lucy just a few minutes 9 ago.</p> <p>10 MS. JULIA BARNES: Okay. So we don't need 11 to identify it as amended. It's correct in the 12 documents right now?</p> <p>13 DIRECTOR CORINA CHAVEZ: It's correct in 14 the folder right now. It's not -- I don't know if 15 the website has been fully uploaded yet. We have 16 that and The GREAT Academy that we're amending on 17 the website. Because we added the -- the notice 18 from the school about their report for The GREAT 19 Academy.</p> <p>20 MS. JULIA BARNES: I still think the 21 motion reads the right way; so...</p> <p>22 THE CHAIR: Okay. I want to mention the 23 chart with the Vistas and the -- okay.</p> <p>24 MS. JULIA BARNES: So just the -- you can 25 also pull up the Vistas chart. It's another</p>
<p style="text-align: right;">47</p> <p>1 just a couple of things.</p> <p>2 There was only one school that provided 3 input to the PEC, and that's The GREAT Academy. 4 That has been uploaded in their documents.</p> <p>5 Two schools have conditions. Those are 6 uploaded in your documents. And I think you should 7 address the condition as well as the annual report.</p> <p>8 And then, finally, there's a red highlight 9 from Monte del Sol on five- and six-year graduation 10 rate. It was lower than the district in this state. 11 But their four-year graduation was not.</p> <p>12 So I wasn't sure to put that in there, so 13 that's why that's highlighted.</p> <p>14 DIRECTOR CORINA CHAVEZ: I'd also like to 15 mention that this morning, we discovered that the 16 narrative for the DEAP report did not capture a fix 17 that should have happened.</p> <p>18 In these reports, we are commenting on 19 whether the school had late quarterly reports 20 submitted to School Budget. And if -- and there are 21 some areas in the tracker that we received from 22 School Budget.</p> <p>23 So if the school was able to show evidence 24 that they submitted on time, or, in this school's 25 case, that they reached out -- because there was a</p>	<p style="text-align: right;">49</p> <p>1 Document 00 at the very top next to the motions. 2 And it shows you in an order and what you did.</p> <p>3 And, actually -- it actually worked for 4 me, because I actually had one school mixed up, and 5 I thought, "Well, wait, how did they do that?"</p> <p>6 It actually helped me to look back and 7 see -- you don't need to vote exactly that way. But 8 like you discussed yesterday, if you're 9 differentiating between schools, and you articulate 10 why, then that's certainly a rationale and not an 11 abuse of discretion when you do that.</p> <p>12 THE CHAIR: So we will -- No. 10 should be 13 quick and easy.</p> <p>14 But then when we get to 11, what we will 15 do is we'll take a small pause before each of the 16 schools so that Commissioners can look at the 17 motions.</p> <p>18 You want to look at the annual report real 19 quick again -- oh, 10. I'm sorry. I'm sorry.</p> <p>20 All right. Yeah. I'm sorry. 9 is going 21 to be the quick one, and then 10 -- so -- and then 22 10 -- so we'll take a short pause at each of the 23 schools, and you'll be able to look at the motions, 24 look at the annual reports real quick, and see if 25 there's anything in addition that you would like to</p>

50	<p>1 add to the motion, and then we can discuss that. If</p> <p>2 not, we'll vote and move on.</p> <p>3 So the first item is Item No. 9, which is</p> <p>4 simply the acceptance of all of the annual reports,</p> <p>5 period.</p> <p>6 So I'm going to move that the PEC accept</p> <p>7 the annual reports for school year '22-'23 provided</p> <p>8 by the Charter School Division by the schools</p> <p>9 identified in the agenda, 9.a. through 9.i. -- t.</p> <p>10 Sorry. I should put my glasses on.</p> <p>11 COMMISSIONER TAYLOR: Second.</p> <p>12 THE CHAIR: There's a motion by</p> <p>13 Commissioner Gipson, a second by Commissioner</p> <p>14 Taylor.</p> <p>15 Any discussion?</p> <p>16 (No response.)</p> <p>17 THE CHAIR: Commissioner Beck.</p> <p>18 SECRETARY BECK: Okay. Before I take</p> <p>19 this, I just want to tell you, I'm going to go</p> <p>20 straight through with the same cadence here for all</p> <p>21 these so that I don't get confused.</p> <p>22 I am not as proficient at this as</p> <p>23 Commissioner Armijo. So I am a true newbie. So</p> <p>24 don't get offended, Commissioner Armijo, if you're</p> <p>25 last on the list of all these. So I'm just going to</p>	52	<p>1 COMMISSIONER INGHAM: I'll move -- I'll</p> <p>2 move that the PEC provide an annual report Notice</p> <p>3 indicating a notice of exemplary performance to the</p> <p>4 following schools:</p> <p>5 21st Century Public Academy;</p> <p>6 The ASK Academy;</p> <p>7 Taos Integrated School for the Arts;</p> <p>8 MASTERS Program;</p> <p>9 Montessori Elementary and Middle School.</p> <p>10 VICE CHAIR CARRILLO: Second.</p> <p>11 THE CHAIR: There's a motion by</p> <p>12 Commissioner Ingham and a second by Commissioner</p> <p>13 Carrillo.</p> <p>14 COMMISSIONER INGHAM: I didn't finish the</p> <p>15 motion. Is it okay? Does it mean --</p> <p>16 COMMISSIONER TAYLOR: It needs to be on</p> <p>17 there.</p> <p>18 THE CHAIR: Oh. Do you want that -- okay.</p> <p>19 COMMISSIONER INGHAM: I would like to</p> <p>20 amend the motion to include the last sentence:</p> <p>21 The Notice to the Montessori Elementary</p> <p>22 and Middle School letter should identify a concern</p> <p>23 with the timeliness of filing budget reports that</p> <p>24 should be corrected.</p> <p>25 VICE CHAIR CARRILLO: I'll approve that</p>
51	<p>1 go the same way. So, Chair Gipson.</p> <p>2 THE CHAIR: Yes.</p> <p>3 SECRETARY BECK: Vice Chair Carrillo.</p> <p>4 VICE CHAIR CARRILLO: Yes.</p> <p>5 SECRETARY BECK: Secretary Beck, yes.</p> <p>6 Commissioner Ingham.</p> <p>7 COMMISSIONER INGHAM: Yes.</p> <p>8 SECRETARY BECK: Commissioner</p> <p>9 Clahchischilliage.</p> <p>10 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>11 SECRETARY BECK: Commissioner Burt.</p> <p>12 COMMISSIONER BURT: Yes.</p> <p>13 SECRETARY BECK: Commissioner Manis.</p> <p>14 COMMISSIONER MANIS: Yes.</p> <p>15 SECRETARY BECK: Commissioner Brauer.</p> <p>16 COMMISSIONER BRAUER: Yes.</p> <p>17 SECRETARY BECK: Commissioner Taylor.</p> <p>18 COMMISSIONER TAYLOR: Yes.</p> <p>19 SECRETARY BECK: Commissioner Armijo.</p> <p>20 COMMISSIONER ARMIJO: Yes.</p> <p>21 SECRETARY BECK: It's ten for, zero</p> <p>22 against.</p> <p>23 THE CHAIR: Now we are on to 10.a. So</p> <p>24 those are the five schools that were designated as</p> <p>25 Excellent schools, and Spotlight. Yeah. So...</p>	53	<p>1 part as well.</p> <p>2 THE CHAIR: This is as-amended. We are</p> <p>3 now on -- so do we have to take -- we have to take</p> <p>4 another vote because we amended it. Yes.</p> <p>5 COMMISSIONER TAYLOR: We didn't take it</p> <p>6 the first --</p> <p>7 THE CHAIR: Oh, sorry. I thought -- we</p> <p>8 did the first part. Sorry. I'm moving myself along</p> <p>9 real fast.</p> <p>10 SECRETARY BECK: Commissioner Gipson.</p> <p>11 THE CHAIR: Yes.</p> <p>12 SECRETARY BECK: Vice-Chair Carrillo.</p> <p>13 VICE CHAIR CARRILLO: Yes.</p> <p>14 SECRETARY BECK: Secretary Beck, yes.</p> <p>15 Commissioner Ingham.</p> <p>16 COMMISSIONER INGHAM: Yes.</p> <p>17 SECRETARY BECK: Commissioner</p> <p>18 Clahchischilliage.</p> <p>19 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>20 SECRETARY BECK: Commissioner Burt.</p> <p>21 COMMISSIONER BURT: Yes.</p> <p>22 SECRETARY BECK: Commissioner Manis.</p> <p>23 COMMISSIONER MANIS: Yes.</p> <p>24 SECRETARY BECK: Commissioner Brauer.</p> <p>25 COMMISSIONER BRAUER: Yes.</p>

54

1 SECRETARY BECK: Commissioner Taylor.
 2 COMMISSIONER TAYLOR: Yes.
 3 SECRETARY BECK: And Commissioner Armijo.
 4 COMMISSIONER ARMIJO: Yes.
 5 SECRETARY BECK: Ten votes for, zero votes
 6 against.
 7 THE CHAIR: Thank you very much. So now
 8 we are on to 10.b.
 9 And the first school in 10.b. is Amy Biehl
 10 High School.
 11 Once again, please look at the motion,
 12 take a look back if you -- at the Vistas -- at the
 13 annual report and see if there's anything that you
 14 would like to see added to that motion for that
 15 school.
 16 (Pause in proceedings.)
 17 SECRETARY BECK: It's going to take a
 18 little time.
 19 THE CHAIR: Yeah. Because with this
 20 thing, it throws me out.
 21 Commissioner Burt.
 22 COMMISSIONER BURT: The only thing I don't
 23 think should be on there, I don't think we should
 24 take -- put the math proficiency. I don't think
 25 it's -- like, if we put every single school that's

55

1 lower in proficiency, it's almost -- so I feel like
 2 the growth, for me, is the -- like, keeping that is,
 3 for me, the important part. When there's negative
 4 growth, that's what's more concerning to me.
 5 But highlighting their proficiency in math
 6 doesn't feel right to me.
 7 THE CHAIR: Yeah. And I tend to agree,
 8 because we're also trying to focus our attention
 9 more on growth than proficiency. Because you're
 10 right. Schools across the state, almost every one
 11 struggles with proficiency.
 12 MS. JULIA BARNES: The only thing I'll add
 13 is that their math was lower than the State.
 14 COMMISSIONER BURT: I'm aware, yeah. I
 15 don't think that's -- I think growth is where I'd
 16 like to focus, not on the proficiency -- you know,
 17 where students are coming into the school, if
 18 they're below proficient, it's not the fault of the
 19 school.
 20 But them growing their students from where
 21 they're at -- this is a new assessment. It's still
 22 a new assessment. Like, it's still baseline
 23 assessment data. So I just don't feel good with it
 24 being -- like, pushing proficiency this year at this
 25 time. But the negative growth is a concern.

56

1 THE CHAIR: I have a concern about setting
 2 schools up to not be able to Meet, and then they're
 3 getting a notice next year of uncorrected,
 4 unsatisfactory, when it's -- we're setting that bar,
 5 at this moment in time, at proficiency.
 6 You know, if they haven't -- if they
 7 haven't met growth targets next year, that's a cause
 8 for concern and uncorrected.
 9 But to -- I fear that there will be many
 10 schools that would not meet proficiency by next
 11 year. It's just -- you know, it's not a reality.
 12 So it's the growth. So I'm real
 13 comfortable with taking it out.
 14 Commissioner Ingham?
 15 COMMISSIONER INGHAM: Okay. I'm going to
 16 say I am somewhat confused with the growth
 17 statistics that we've been presented. Because on
 18 several schools that were high performing schools,
 19 their growth was negative.
 20 And I'm just kind of dumbfounded at that.
 21 I guess I can understand how if you were already
 22 proficient, and you didn't make progress -- but many
 23 of them look like real drastic turns to the
 24 negative.
 25 I don't understand that. I don't

57

1 understand how a school could go from being with
 2 proficient students and have such wildly negative
 3 growth.
 4 And this school, otherwise, is --
 5 everything else -- I mean, yes, they struggle with
 6 math. We have seen that across the board. But the
 7 fact that this school ends up on the -- what is
 8 it? -- as a school needing support when they have
 9 been -- up till now, I thought they were really an
 10 exemplary school.
 11 So could somebody fill me in on this? I
 12 really don't understand.
 13 THE CHAIR: I am going to ask Brigitte to
 14 jump on in a second and help. But I think I need a
 15 little clarification.
 16 So was the school identified as a school
 17 that needs support because of their growth? Or was
 18 it because of -- some were -- many were identified
 19 because of their graduation rate.
 20 COMMISSIONER BURT: This one's English
 21 Learners is what was identified.
 22 THE CHAIR: I don't know whether it was
 23 talking about this school or schools.
 24 COMMISSIONER BURT: So Amy Biehl --
 25 THE CHAIR: We're talking about Amy Biehl,

<p style="text-align: right;">58</p> <p>1 this one.</p> <p>2 COMMISSIONER BURT: So, technically, as</p> <p>3 far as, like, the system, they scored 68 points,</p> <p>4 which is high for a high school. But their English</p> <p>5 Learner progress was low. So that's why they got</p> <p>6 ATSI for their English Learner progress, which that</p> <p>7 actually probably should be added to a concern.</p> <p>8 THE CHAIR: Yeah.</p> <p>9 MS. JULIA BARNES: I'd like to check in</p> <p>10 with Brigette, because I believe that that is in the</p> <p>11 sub- -- English Language Learners are one of the</p> <p>12 negatives in the sub- --</p> <p>13 COMMISSIONER BURT: They are. But I think</p> <p>14 we should call it out.</p> <p>15 THE CHAIR: So, Brigette, do you want to</p> <p>16 help Commissioner Ingham and others with the</p> <p>17 subgroup challenge of understanding how that</p> <p>18 happens?</p> <p>19 DR. BRIGETTE RUSSELL: Yes, Commissioner</p> <p>20 Gipson. If you could tell me your exact question,</p> <p>21 then I will --</p> <p>22 THE CHAIR: So Commissioner Ingham --</p> <p>23 because it's Commissioner Ingham's question; so...</p> <p>24 COMMISSIONER INGHAM: Yeah. I'm just</p> <p>25 confused how the schools that were -- they're</p>	<p style="text-align: right;">60</p> <p>1 if proficiency is good, I would not want to see you</p> <p>2 penalize a school for one growth percentage this</p> <p>3 year because of the three-year gap.</p> <p>4 SECRETARY BECK: Also -- also --</p> <p>5 THE CHAIR: Commissioner Beck. Oh, I'm</p> <p>6 sorry. I said Commissioner Carrillo after</p> <p>7 Commissioner Ingham. So Commissioner Carrillo is</p> <p>8 first.</p> <p>9 VICE CHAIR CARRILLO: I don't care.</p> <p>10 SECRETARY BECK: All I was going to say is</p> <p>11 also, in grades 9 through 12, the only assessment</p> <p>12 data you're getting here is eleventh grade. That's</p> <p>13 it.</p> <p>14 And I don't know how they did it in 2020,</p> <p>15 but -- yeah. But right now, you're just getting a</p> <p>16 one-grade assessment. So that could vary</p> <p>17 dramatically.</p> <p>18 DR. BRIGETTE RUSSELL: So, Commissioner</p> <p>19 Beck, you're correct. So for this year -- because</p> <p>20 in 2019, we were still using, not PARCC, but the</p> <p>21 transitional assessment through Pearson. Grades 9</p> <p>22 and 10 were tested. And actually the eleventh</p> <p>23 graders tested in 2022 would have been</p> <p>24 eighth-graders in 2019, and so we did have</p> <p>25 proficiency scores for them.</p>
<p style="text-align: right;">59</p> <p>1 proficient in several -- I mean, it's obvious</p> <p>2 they're doing some things right on proficiency.</p> <p>3 They -- or they are low on math.</p> <p>4 But how we can go -- how we can go to such</p> <p>5 negative growth with a school that is -- and</p> <p>6 drastically negative growth -- on a school that</p> <p>7 otherwise has been performing pretty well.</p> <p>8 I know I just have to take an overall</p> <p>9 view. But I don't understand how that could</p> <p>10 possibly be, on growth.</p> <p>11 DR. BRIGETTE RUSSELL: Yes. So, Chair</p> <p>12 Gipson, Commissioner Ingham, the growth data are</p> <p>13 problematic, because, as the Commission knows, there</p> <p>14 was no proficiency data for 2020 or 2021. So the</p> <p>15 growth data for 2022 was calculated for a three-year</p> <p>16 jump between 2019 and 2022.</p> <p>17 So as I understand it, the growth numbers</p> <p>18 are not as reliable as they would be with a</p> <p>19 one-year -- with a one-year gap between scores.</p> <p>20 So next -- when you review the '23-'24</p> <p>21 annual reports, the growth numbers for 2023 are</p> <p>22 going to be just growth from 2022 to 2023 and less</p> <p>23 problematic.</p> <p>24 These growth numbers, they're very extreme</p> <p>25 for some schools. And so if other metrics are good,</p>	<p style="text-align: right;">61</p> <p>1 But, yes, going forward, you're absolutely</p> <p>2 right.</p> <p>3 High school growth is going to be all but</p> <p>4 impossible to determine simply from end-of-year</p> <p>5 summatives, because grade 11 is the only grade</p> <p>6 that's assessed in high school.</p> <p>7 THE CHAIR: Thank you.</p> <p>8 Commissioner Carrillo.</p> <p>9 VICE CHAIR CARRILLO: Understanding --</p> <p>10 excuse me -- understanding Dr. Russell and</p> <p>11 everything you just said, I'm still concerned about</p> <p>12 the level of the negative growth in English</p> <p>13 Language. It's 23 points.</p> <p>14 So I do think that that somehow needs to</p> <p>15 be incorporated into the motion in terms of, you</p> <p>16 know, all things -- I think -- not all things</p> <p>17 considered but -- no, all things considered, that's</p> <p>18 not very good. So that's a red flag for us, and</p> <p>19 what are you going to do about it?</p> <p>20 COMMISSIONER BURT: I think the way in</p> <p>21 which the growth is done this year, I see where</p> <p>22 Deputy Director Russell is coming from about not,</p> <p>23 like, penalizing a school. But I also don't think</p> <p>24 saying there's unsatisfactory performance in growth</p> <p>25 this year is penalizing them, because I also think</p>

<p style="text-align: right;">62</p> <p>1 next year's Vistas scores, I think we're going to 2 see them go really high or really -- some schools 3 were looking really good or looking really bad. 4 Because I think this year, I think it's -- 5 like, from leaders I've talked to, when they look at 6 their own data, they're, like, "We don't feel like 7 it's reflected correctly in what we're looking at." 8 But it can -- if we don't acknowledge the 9 negative growth this year, and the negative growth 10 does continue year over year, we -- like, why did we 11 not -- like, we shouldn't skip over it this year 12 just because it may be some wonkiness. 13 But I think if it's next year and it's 14 continued negative growth, then there's a pattern. 15 I think doing it this year and sending out the 16 notices about the negative growth, I don't feel at 17 odds about, because I think the head administrators 18 know about it. Everybody knows there is this 19 negative growth. I guarantee as soon as they saw 20 it, they started working on it already. 21 So I hope to see the growth increase next 22 year. And I know that's what all the head leaders 23 are looking forward to doing as well. But I think 24 we should acknowledge it this year, regardless. 25 THE CHAIR: Commissioner Taylor.</p>	<p style="text-align: right;">64</p> <p>1 Am I correct? 2 COMMISSIONER BURT: I don't see it the 3 same as you. 4 COMMISSIONER INGHAM: The groups are 5 masked due to population sizes. 6 COMMISSIONER BURT: I can see their growth 7 in all the charts, yeah. 8 THE CHAIR: So what page are you looking 9 at? 10 COMMISSIONER INGHAM: I'm looking at 5. 11 THE CHAIR: Page 5? No, that's just a 12 notation that groups are masked. So that's -- 13 sorry. 14 COMMISSIONER INGHAM: So ELL is masked 15 because of the low population. 16 COMMISSIONER BURT: But they're small 17 group, yeah. You can still see they're -- 18 COMMISSIONER INGHAM: Yes, I see it. What 19 I'm saying is it could be very skewed by a couple of 20 students. 21 COMMISSIONER BURT: Well, then, they need 22 to take care of those couple of students. I always 23 hear the arguments of small schools that say, "Oh, 24 it's only one or two kids that make a difference." 25 But, also, it's one or two kids that could</p>
<p style="text-align: right;">63</p> <p>1 COMMISSIONER TAYLOR: Yeah. I would agree 2 that this -- this is just a recognition of 3 information. This is not anything that's penalizing 4 the school. It's -- you know, it's just 5 recognition. 6 So I think it's okay to keep it in there. 7 Plus, if you really -- if you're really working at 8 it, think of the opportunities to excel next year 9 when you show great growth. So for the school, it's 10 kind of a -- it's sort of a win situation. So, 11 anyway... 12 VICE CHAIR CARRILLO: So with that, I was 13 going to make a motion. But Stewart has his hand 14 up. 15 COMMISSIONER INGHAM: I just want to ask 16 one question. You guys are -- negative growth and 17 ELL -- right? -- is what we're talking about. 18 But then when you go up to the percent 19 proficient ELL, they don't have enough students to 20 even register their math because of population size 21 in math and science and English. 22 So it would appear to me that we have a 23 very small group of students that could be having a 24 drastic effect on that -- on that score. 25 They're clearly a small group of students.</p>	<p style="text-align: right;">65</p> <p>1 make a positive difference. I hear the small 2 schools say, "It's only a couple of kids," when it 3 negatively impacts them. But they don't acknowledge 4 when it positively affects them as well. 5 COMMISSIONER INGHAM: But in the case of 6 the growth curves that we're putting by subgroup -- 7 so we have a -- where those groups were masked 8 because the small performance -- small size -- 9 COMMISSIONER BURT: Just the number of 10 students was masked. 11 COMMISSIONER INGHAM: Huh? 12 COMMISSIONER BURT: Just the number of 13 students was masked, not the performance. 14 VICE CHAIR CARRILLO: So I want to 15 acknowledge that Commissioner Brauer has had his 16 hand up for a little bit. 17 COMMISSIONER BRAUER: Thank you, Chair, 18 Vice Chair. 19 Commissioner Ingham, I think that's -- I 20 think that is a good deduction that you shared. I 21 think that -- I think that, as Commissioner Burt was 22 suggesting, too, I think it cuts both ways; right? 23 You see this, and it's like "Holy smokes. Negative 24 23 points. We've got to do something about it." 25 Because each one of those children, if</p>

66

1 there's three children there, they all deserve the
 2 attention that they need, especially with
 3 Martinez-Yazzie mandates, the emphasis on funding
 4 going out right now to support students who fall
 5 into that category, that this could be -- this could
 6 be a place where the school could acknowledge its
 7 strength, but also see it's falling a little bit
 8 short right now. So they could adjust.
 9 So I think this is a way of -- this whole
 10 process is a way for us to work with our schools to
 11 say, "Hey, we're noticing the same thing."
 12 It's not a fist punch. It's an
 13 opportunity for us to support them. So I think what
 14 you shared is exactly right. So I know that the
 15 school leader and the school is thinking about,
 16 "We've got a specific group of students that we need
 17 to focus in on," so they're going to adjust their
 18 budget, their effort, to make it happen. I feel
 19 good about where the motion is.
 20 VICE CHAIR CARRILLO: So, Chair Gipson, if
 21 it's okay, I'm going to go ahead and -- because the
 22 corrections have been made for the motion, I'm going
 23 to go ahead and make a motion.
 24 THE CHAIR: Thank you. Because the
 25 motions just came off the screen.

67

1 VICE CHAIR CARRILLO: Oh, did they? Okay.
 2 Well, they're on my screen.
 3 So relative to Amy Biehl School -- this is
 4 what? 9.b.?
 5 So I move that the PEC provide an annual
 6 report notice to Amy Biehl High School indicating a
 7 notice of satisfactory performance, and identify the
 8 Vistas designation of ATSI/EL as unsatisfactory
 9 performance, identify the unsatisfactory performance
 10 related to the negative growth for all students and
 11 for all student subgroups, as listed on Pages 7-8 of
 12 the annual report, specifically as it relates to
 13 students who are not proficient.
 14 Both items listed as unsatisfactory
 15 performance should be corrected by the next annual
 16 report.
 17 COMMISSIONER TAYLOR: Second.
 18 VICE CHAIR CARRILLO: And with that
 19 second, is there any discussion? I have one thing
 20 to say. In fact, I made a good comment about this.
 21 Saying something is Unsatisfactory Performance is
 22 not a gut punch. Just as Commissioner Brauer said,
 23 it's, "Hey, we notice this. Please take care of
 24 it."
 25 That's all.

68

1 I made the motion and -- yeah.
 2 THE CHAIR: Seeing no one wanting to
 3 comment, Commissioner Beck?
 4 SECRETARY BECK: Chair Gipson.
 5 THE CHAIR: Yes.
 6 SECRETARY BECK: Vice Chair Carrillo.
 7 VICE CHAIR CARRILLO: Yes.
 8 SECRETARY BECK: Secretary Beck, yes.
 9 Commissioner Ingham.
 10 COMMISSIONER INGHAM: Yes.
 11 SECRETARY BECK: Commissioner
 12 Clahchischilliage.
 13 COMMISSIONER CLAHCHISCHILLIAGE: Yes.
 14 SECRETARY BECK: Commissioner Brauer.
 15 COMMISSIONER BRAUER: Yes.
 16 SECRETARY BECK: Commissioner Manis.
 17 COMMISSIONER MANIS: Yes.
 18 SECRETARY BECK: Commissioner Armijo.
 19 COMMISSIONER ARMIJO: Yes.
 20 SECRETARY BECK: Commissioner Taylor.
 21 COMMISSIONER TAYLOR: Yes.
 22 SECRETARY BECK: Commissioner Burt.
 23 COMMISSIONER BURT: (Inaudible.)
 24 SECRETARY BECK: That's ten votes for,
 25 zero against. The motion passes.

69

1 THE CHAIR: We're on to 10.c., DEAP
 2 Charter School. If Commissioners will, once again,
 3 look at the motion, look at the annual reports
 4 quickly, and if you have any questions -- 10.c.,
 5 DEAP.
 6 (Pause in proceedings.)
 7 COMMISSIONER CLAHCHISCHILLIAGE: So I
 8 guess we could just say -- just call it "DZ" in
 9 short.
 10 THE CHAIR: They use the acronym "DEAP."
 11 COMMISSIONER CLAHCHISCHILLIAGE: Okay.
 12 it's pronounced Ditz di (ph) -- I don't know how to
 13 pronounce -- because I don't know what that word is
 14 supposed to be.
 15 THE CHAIR: Honestly, if -- if -- yeah,
 16 I'm good with keeping it at DEAP. I always feel
 17 like I'm not honoring them well by not being able to
 18 pronounce their name. But I'm kind of embracing the
 19 challenge.
 20 COMMISSIONER CLAHCHISCHILLIAGE: Okay.
 21 It's "fuzzy mountain." But that isn't the way I
 22 would spell it.
 23 So it's (Navajo spoken). That's the way
 24 you'd say it, but that isn't the way it's spelled.
 25 Okay. Yeah. Right.

70	<p>1 VICE CHAIR CARRILLO: I'm going to go 2 ahead and make a motion, fully acknowledging that 3 it's going to be discussed but have a motion in 4 place. 5 So Item 9.c. -- I wish I could pronounce 6 it, too -- the DEAP School. So over -- where is 7 the -- oh, here it is. I'm sorry. I got confused 8 when looking at it. 9 I move that the PEC provide an annual 10 report of notice of unsatisfactory performance to 11 what's referred to as the School of Empowerment, 12 Action, and Perseverance, DEAP, related to academic 13 performance on Pages 4 and 6 of the annual report, 14 including academic growth and organizational 15 concerns listed on Page 10 of the annual report, 16 Indicators 2.b. and 4.c., which should be corrected 17 by the next annual report. 18 COMMISSIONER BURT: Second. 19 THE CHAIR: There's a motion by 20 Commissioner Carrillo and a second by Commissioner 21 Burt. 22 Do Commissioners have anything else they 23 wish to add to this motion? 24 VICE CHAIR CARRILLO: Not to the motion, 25 no. But for discussion?</p>	72	<p>1 THE CHAIR: Yes. 2 SECRETARY BECK: Vice Chair Carrillo. 3 VICE CHAIR CARRILLO: Yes. 4 SECRETARY BECK: Secretary Beck, yes. 5 Commissioner Ingham. 6 COMMISSIONER INGHAM: (Inaudible.) 7 SECRETARY BECK: Commissioner 8 Clahchischilliage. 9 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 10 SECRETARY BECK: Commissioner Brauer. 11 COMMISSIONER BRAUER: Yes. 12 SECRETARY BECK: Commissioner Manis. 13 COMMISSIONER MANIS: Yes. 14 SECRETARY BECK: Commissioner Burt. 15 COMMISSIONER BURT: (Inaudible.) 16 SECRETARY BECK: Commissioner Taylor. 17 COMMISSIONER TAYLOR: Yes. 18 SECRETARY BECK: Commissioner Armijo. 19 COMMISSIONER ARMIJO: Yes. 20 SECRETARY BECK: There are ten votes for, 21 zero against. The motion passes. 22 THE CHAIR: We're on to item "d.," 23 La Academia Dolores Huerta. 24 (Reporter cautions re inaudible 25 Commissioner votes.)</p>
71	<p>1 THE CHAIR: Right. 2 VICE CHAIR CARRILLO: I would -- 3 COMMISSIONER TAYLOR: At this point. 4 COMMISSIONER CARRILLO: -- implore -- 5 THE CHAIR: Right. Then we would amend 6 the motion. 7 COMMISSIONER TAYLOR: Right. 8 THE CHAIR: If you made the motion -- 9 COMMISSIONER CARRILLO: Oh, that's right. 10 It stands. 11 THE CHAIR: -- it kind of precludes us, if 12 we have a question, from asking. But that's okay. 13 I think we're okay. But, yeah, it does. 14 VICE CHAIR CARRILLO: If anyone does have 15 a question and wants to discuss it, I'll withdraw 16 the motion. 17 THE CHAIR: We're good. We'll amend the 18 motion if we have to. 19 VICE CHAIR CARRILLO: Okay. 20 THE CHAIR: So, Commissioners, does anyone 21 have any -- anything they wish to add to this 22 motion? Any discussion on the motion? 23 (No response.) 24 THE CHAIR: All right. Commissioner Beck. 25 SECRETARY BECK: Chair Gipson.</p>	73	<p>1 VICE CHAIR CARRILLO: I would just say 2 that relative to La Academia Dolores Huerta, that 3 even though there might be progress in certain 4 areas, I think that -- I recognize that there are so 5 many schools that sometimes will applaud for now 6 getting to the 35 percent mark or the 38 percent 7 mark, that that's not good enough. And I would just 8 say everyone needs to stretch and consider what's 9 possible, you know. 10 THE CHAIR: So that your -- 11 VICE CHAIR CARRILLO: I mean, the way the 12 motion is written and everything, that's fine. I 13 agree with it. But I just want -- it's just -- 14 yeah. 15 THE CHAIR: Okay. So if -- are 16 Commissioners ready for a motion? 17 COMMISSIONER BURT: The only thing I am 18 conflicted by with this school is -- and I think 19 it's going to be for a couple of others -- is when 20 they're in that category where -- they probably 21 would have been considered a traditional school 22 without one subgroup; right? 23 And so I am just -- I don't know about the 24 overall -- like, overall, if you look at the data 25 outside of the designation of them having ATSI --</p>

<p style="text-align: right;">74</p> <p>1 because -- sorry.</p> <p>2 So I'm -- I'm just -- I'm -- overall, they</p> <p>3 seem satisfactory if -- and then highlighting the --</p> <p>4 the negative growth in math, their ATSI designation</p> <p>5 being highlighted versus giving them an overall</p> <p>6 Unsatisfactory doesn't feel right.</p> <p>7 So I'm just conflicted in these -- like,</p> <p>8 when they have the TSI designations, especially, on</p> <p>9 that Overall Performance designation.</p> <p>10 THE CHAIR: So I have a question related</p> <p>11 to that. Because I remember a couple of years</p> <p>12 ago -- and, actually, it was in the discussion with</p> <p>13 the school -- that they had the designation. And</p> <p>14 they said it's a designation that carries for</p> <p>15 several years, so that their scores actually at that</p> <p>16 time looked decent, but they still had the</p> <p>17 designation. And they said, "We can't get rid of</p> <p>18 it. It's on us for at least two years," at that</p> <p>19 time.</p> <p>20 I don't know if that's still the case.</p> <p>21 So do the designations now go away every</p> <p>22 year with this new system?</p> <p>23 Because I know they used to receive the</p> <p>24 designation for at least two years, and there was no</p> <p>25 way you could move out of that until after the</p>	<p style="text-align: right;">76</p> <p>1 an overall Unsatisfactory?</p> <p>2 COMMISSIONER BURT: So can I do a</p> <p>3 follow-up real quick?</p> <p>4 THE CHAIR: Sure.</p> <p>5 COMMISSIONER BURT: So I would say what I</p> <p>6 would like to be changed in what the draft one is, I</p> <p>7 like that you added in the Vistas designation. So</p> <p>8 I'm looking at Satisfactory Performance Overall.</p> <p>9 But then the Vistas designation of the ATSI students</p> <p>10 with disabilities. And instead of just all academic</p> <p>11 performance, I think it should be math growth. And</p> <p>12 then the students with disabilities is already</p> <p>13 highlighted by their ATSI designation. That's the</p> <p>14 only student group in reading that is negative. And</p> <p>15 then, actually, they're not in math.</p> <p>16 So...</p> <p>17 MS. JULIA BARNES: Can you tell me the</p> <p>18 page numbers?</p> <p>19 COMMISSIONER BURT: So, actually -- yeah,</p> <p>20 it's actually just Pages 6 and 7 is the only places</p> <p>21 I see that should be pointed out for them, not the</p> <p>22 whole entirety of it, because I don't think that's</p> <p>23 appropriate for the rest of it.</p> <p>24 There's a negative growth in math. And</p> <p>25 then on the chart right below that, it shows the</p>
<p style="text-align: right;">75</p> <p>1 second year.</p> <p>2 (Discussion off-mic.)</p> <p>3 THE CHAIR: Right. Yeah. So I don't know</p> <p>4 if this is a carryover designation or a brand new --</p> <p>5 DIRECTOR CORINA CHAVEZ: Chair Gipson,</p> <p>6 schools got a designation. And then when the</p> <p>7 results came out, they got a new designation. I</p> <p>8 don't know what will happen next year.</p> <p>9 THE CHAIR: Okay. But I kind of agree.</p> <p>10 You know, it's almost, like, that we kept -- we kept</p> <p>11 one school in the Excellent/Spotlight, even though</p> <p>12 they had the -- they were 2 percent below something.</p> <p>13 And we still kept them there at the</p> <p>14 Spotlight/Excellent in that batch that we made the</p> <p>15 motion of the five.</p> <p>16 So -- you know. And it's that -- it's</p> <p>17 that perennial question, as a teacher, "Oh, I was</p> <p>18 one point away from the B." "I was one point away</p> <p>19 from the C."</p> <p>20 But this is -- this isn't just a singular</p> <p>21 test. This is a -- you know, it's a report that</p> <p>22 we're giving an overall designation to.</p> <p>23 So I kind of agree with that, that is it</p> <p>24 just because of that group and really not a -- and</p> <p>25 they're only a couple of points away, do we make it</p>	<p style="text-align: right;">77</p> <p>1 negative growth in students with disabilities in</p> <p>2 language arts. And then it shows several different</p> <p>3 student groups who have negative math percentage</p> <p>4 growth.</p> <p>5 Even though their overall math percentage</p> <p>6 growth is above. But the student groups, there are</p> <p>7 several student groups that are being underserved.</p> <p>8 On Page 7.</p> <p>9 MS. JULIA BARNES: So we keep the word</p> <p>10 "math growth," so...</p> <p>11 COMMISSIONER BURT: Math grow overall.</p> <p>12 And then student groups -- student subgroups --</p> <p>13 sorry. I say student "groups," and that's what I</p> <p>14 mean is "subgroup."</p> <p>15 THE CHAIR: Math is --</p> <p>16 COMMISSIONER BURT: On Pages 6 and 7.</p> <p>17 THE CHAIR: 6 and 7, yeah. Okay. Are we</p> <p>18 good with that?</p> <p>19 (Off-mic discussion.)</p> <p>20 I'm going to make -- huh?</p> <p>21 VICE CHAIR CARRILLO: You corrected the</p> <p>22 motion and everything. The only thing I have</p> <p>23 trouble with is I don't think performance in the mid</p> <p>24 to upper 30s is satisfactory. I don't think it is.</p> <p>25 And, you know, we're in New Mexico, and,</p>

<p style="text-align: right;">78</p> <p>1 you know, people show up to work -- they get up in 2 the morning and go to class, and we give them a 3 ribbon. 4 I accept the changes that you've made, and 5 I will accept the motion. 6 MS. JULIA BARNES: Do you want the word 7 "negative" -- 8 THE CHAIR: Ready? Are we good? 9 VICE CHAIR CARRILLO: Uh-huh. 10 THE CHAIR: Okay. 11 VICE CHAIR CARRILLO: Are you doing it? 12 THE CHAIR: Yeah, I'll do it. 13 I move that the PEC provide an annual 14 report notice of satisfactory performance to 15 La Academia Dolores Huerta and identify 16 Unsatisfactory Performance related to the Vistas 17 designation, ATSI and SwD, negative math growth in 18 student subgroup growth on Pages 6 to 7 of the 19 annual report, the "does not meet" assessment on the 20 first mission-specific goal, and organizational 21 concerns listed on Page 9 of the annual report, 22 Indicators 2.b. and 3.c., which should be corrected 23 by the next annual report. 24 COMMISSIONER TAYLOR: Second. 25 THE CHAIR: The motion by Commissioner</p>	<p style="text-align: right;">80</p> <p>1 and zero votes against. The motion passes. 2 MS. JULIA BARNES: McCurdy is one of two 3 schools that has a condition. And my thinking is 4 that the letter will discuss both. But I've got two 5 motions. So you can take a look at what you were 6 just doing on the annual designation and then go 7 back and look specifically at the condition and what 8 you want to do about that. 9 VICE CHAIR CARRILLO: So I'm looking at -- 10 I'm sorry. 11 THE CHAIR: Commissioner Carrillo. 12 VICE CHAIR CARRILLO: You know, I can't 13 help but when I look at this stuff, the schools -- 14 and I'm -- right now I'm on Page 4 of McCurdy. And, 15 you know, we look at -- so that's in the Española 16 school district for anybody that may not be sure -- 17 and we -- we look at the math score, I mean, based 18 on the discussion we had yesterday I think this just 19 underscores why I brought that up yesterday as 20 something that needs to be laser-focused. 21 And I know that we spent, like, an hour 22 and a half or so discussing everything and moving 23 everything around and introducing new ideas and 24 concepts. But it's this that just -- I can't help 25 but think anything that we can do to assist schools</p>
<p style="text-align: right;">79</p> <p>1 Gipson. The second by Commissioner Taylor. 2 Any discussion? 3 (No response.) 4 THE CHAIR: Commissioner Beck. 5 SECRETARY BECK: Commissioner Ingham. 6 COMMISSIONER INGHAM: Yes. 7 SECRETARY BECK: Commissioner 8 Clahchischilliaje. 9 COMMISSIONER CLAHCHISCHILLIAJE: Yes. 10 SECRETARY BECK: Commissioner Armijo. 11 COMMISSIONER ARMIJO: Yes. 12 SECRETARY BECK: Commissioner Manis. 13 COMMISSIONER MANIS: Yes. 14 SECRETARY BECK: Commissioner Brauer. 15 COMMISSIONER BRAUER: Yes. 16 SECRETARY BECK: Commissioner Taylor. 17 COMMISSIONER TAYLOR: Yes. 18 SECRETARY BECK: Commissioner Burt. 19 COMMISSIONER BURT: Yes. 20 SECRETARY BECK: Secretary Beck yes. 21 Vice Chair Carrillo. 22 VICE CHAIR CARRILLO: Yes. 23 SECRETARY BECK: Commissioner Gipson. 24 THE CHAIR: Yes. 25 SECRETARY BECK: There are ten votes for</p>	<p style="text-align: right;">81</p> <p>1 in being laser-focused right now on math. And 2 that's not to say that there's not deficiencies for 3 our schools in many other areas. But to me this is 4 an indicator, looking at McCurdy, of why that is so 5 important to me. 6 THE CHAIR: I'm reading. Sorry. 7 Commissioner Burt. 8 COMMISSIONER BURT: The only thing I 9 notice that isn't in the motion right now is that 10 the mission goals -- both the missions goals were 11 "working to meet" standard for this school. And I 12 think that should be listed in there. Oh, yeah, 13 there's -- 14 MS. JULIA BARNES: Let me -- that's one 15 thing I did want to highlight for you-all is the 16 scoring on various mission-specific goals are 17 different -- 18 COMMISSIONER BURT: That's fine. To me, 19 it doesn't matter if it's -- whatever was at grade 2 20 and it's in working to meet, they're only earning 21 25 points on each. So I think it should be listed. 22 MS. JULIA BARNES: We're going to need to 23 check that, because it was -- we just need to check 24 the motions exactly the way you want it. 25 COMMISSIONER BURT: I think it's just the</p>

<p style="text-align: right;">82</p> <p>1 same -- like, it's still generic, that the motion 2 goals need to be improved by next year. 3 I don't want to -- like, for me, I'm not 4 trying to belabor this and be so specific. It's 5 just that, "Hey, mission goals, we'd like to see 6 those bump up next year." 7 No. I'm not -- it's not about, like, a 8 lecture, nothing like that, just that we're 9 acknowledging the mission goals are in "working to 10 meet," and that should be there. 11 But I am -- I was very happy -- it was 12 really cool to see the improvement on the condition. 13 And just to see all those greens and yellows in this 14 annual report is really, really cool. So kudos on 15 that. That's a really great -- that's the kind of 16 movement we want to see year over year. 17 So I think that that's a -- that's why, 18 for me, the Satisfactory is a no-brainer. Like, 19 you're meeting, like, almost everything. And 20 receiving the Traditional designation, you're, 21 like -- you're killing it. 22 But, like, I mean -- that's why I think 23 it's easy. Let's look at the math for next year and 24 then mission goals and be able to move on. 25 DIRECTOR CORINA CHAVEZ: So I know this</p>	<p style="text-align: right;">84</p> <p>1 way that's worded. It really targets where the 2 issues are. So it looks really good to me. Thanks. 3 VICE CHAIR CARRILLO: You can go first. I 4 don't care. 5 First, I want to thank Ms. Tario for being 6 here. Thanks very much. And even though I did 7 point out the math thing, it's not for your school; 8 it's the state as a whole, and we recognize that. 9 I just want to echo what Commissioner Burt 10 said. Just kudos on all of the other progress 11 you've made. I know a lot of times we point to 12 different things in different areas where there's 13 deficiencies and where we want improvement. But we 14 also have to praise where praise is due. 15 So thank you very much for the work you're 16 doing. And thanks for coming. We love it when 17 people come to the meetings. 18 COMMISSIONER BURT: Okay. Before -- oh, 19 no. 20 VICE CHAIR CARRILLO: I was going to -- 21 COMMISSIONER BURT: I should have done 22 this before, because I actually -- I would like to 23 stop putting -- when we talk about the growth, and 24 it says specifically as it relates to students who 25 are not proficient, I actually want to remove that</p>
<p style="text-align: right;">83</p> <p>1 isn't an interactive session with the schools. And 2 I didn't have a chance to speak with Ms. Tario 3 before when public comment was happening this 4 morning. 5 But I spoke to her a minute ago. And this 6 is slightly off-topic, but I wanted to raise it on 7 her behalf. And that is that she has a condition 8 related to financial performance that was given to 9 her at renewal. 10 And the simple question is is there ever 11 any contemplation of (inaudible) that for this 12 charter term, or does this follow her throughout -- 13 just because there's lots of improvement actions 14 that are there. And the school has really been 15 successful in making some financial improvements. 16 THE CHAIR: Commissioner Beck. 17 (Off-mic discussion.) 18 (Reporter requests microphone usage.) 19 SECRETARY BECK: Just real quick, I want 20 to echo Vice Chair Carrillo's comment on the math 21 growth there, both the proficiency and growth, from 22 what we talked about yesterday. 23 I like the way the motion is listed, 24 specifically when it talks about -- as it relates to 25 students who are not proficient. So I do like the</p>	<p style="text-align: right;">85</p> <p>1 from all of them. 2 Because even when students are proficient, 3 I do expect growth. So I don't -- I do understand 4 the reasoning why that was there. But I'm not of 5 the opinion that just because a student is 6 proficient, they should not grow or shouldn't be 7 accountable for growth. 8 So I want to have that removed from all of 9 them, that it's just the growth -- student groups' 10 growth overall. 11 No, I think it's -- it's not a big deal. 12 But I did think about it, and I forgot. Just trying 13 to submit it now. 14 COMMISSIONER TAYLOR: I agree with that, 15 except that the -- the conditions that we're meeting 16 here are directed specifically to those that are 17 below proficiency. 18 We expect growth everywhere; right? We 19 do. But we need to pay special attention to those 20 that aren't meeting proficiency. So I think that's 21 what that says; right? Or does it limit it to -- 22 COMMISSIONER BURT: I feel like it limits 23 it, that if we're saying that they're proficient, 24 that it's not a part of this. That we're looking at 25 the growth, but if you take out the students who are</p>

<p style="text-align: right;">86</p> <p>1 proficient, then -- I don't -- I don't -- I don't 2 think this is a condition. 3 It's just -- it's, like, all your students 4 should grow. And I think adding in, like, 5 specifically as it relates to students who are not 6 proficient, I don't think that -- I think students 7 who are proficient are in the same exact -- 8 COMMISSIONER TAYLOR: Let me respond to 9 that by the fact that we approved five schools 10 initially that are Excellent that many of their -- 11 most of their students are proficient. We didn't 12 include anything about growth in those. 13 COMMISSIONER INGHAM: (Off-mic. 14 Inaudible.) 15 COMMISSIONER TAYLOR: So I just really 16 feel like the expectation, like, in the annual 17 report is that we're going to expect your -- we're 18 going to expect growth; all right? 19 But in this case, our concern is that 20 these -- these specific students are not proficient. 21 But we want to see growth in that area for sure. 22 That's my argument. 23 COMMISSIONER BURT: And I know that's what 24 Julia's argument was. But I don't agree with it. 25 MS. JULIA BARNES: I'm not trying to make</p>	<p style="text-align: right;">88</p> <p>1 they're on the old one. 2 If there's tenets to the new one that 3 we're trying to superimpose, I'm not super excited 4 about that. It's too in the weeds. That's what I 5 think. I don't understand why you would say -- I 6 don't know why we would need to pull out the kids 7 who are proficient and say that their growth is not 8 included in that. 9 I think everyone's growth is included in 10 this. So that's -- I don't know -- I don't know how 11 many kids are proficient that grew or not based off 12 these charts. That's why I don't think it's 13 appropriate to have it in there right now. 14 COMMISSIONER TAYLOR: You know, again, I 15 get that, and I'm going to disagree as well. 16 Because all of the bullet points that we're pointing 17 out are areas of concern that we have. Students who 18 are proficient are not currently a concern of where 19 they're at at this point. 20 COMMISSIONER BURT: They are to me. 21 COMMISSIONER TAYLOR: They are in the 22 future when we evaluate their growth. 23 COMMISSIONER BURT: Students who are 24 listed as gifted or highly -- or in the top level 25 are the highest dropout students in high school. So</p>
<p style="text-align: right;">87</p> <p>1 an argument. So maybe that -- but, yeah. 2 The -- the point that I was looking at, 3 though, is that you have adopted a new performance 4 framework. And my understanding, under the new 5 performance framework, particularly if you choose 6 that second option, is you can check the box one of 7 two ways: One is proficient, check the box, you're 8 done. The other is growth. 9 So I was trying -- at least in the 10 language, I was trying to move your annual reports 11 consistent with your performance framework; so... 12 COMMISSIONER BURT: We are not on the new 13 performance framework for this. So I am not 14 comfortable -- this school might not even choose 15 Option 2 in the future. They may never be on that 16 wavelength, to be able to pull out something 17 different. 18 So this is -- for me, I want to keep it -- 19 this is the old performance framework. I want to 20 keep clear lines; like, we're going to have to for 21 like the next five years. Like, there's going to be 22 different performance frameworks for different 23 schools. And I don't want to hold schools to the 24 new performance framework or anything to do with it. 25 Like, I want to hold them to the old one while</p>	<p style="text-align: right;">89</p> <p>1 for me, not taking care of students who are -- not 2 growing students who are proficient, they drop out 3 in high school because they're not growing. 4 So then growing in middle school and 5 elementary and high school, to me, is actually -- 6 they're in the same risk level as students who are 7 high-risk for other reengagements. 8 Gifted and exceptionally talented students 9 drop out at incredible rates because they're not 10 challenged in school. So I'm pretty passionate 11 about proficient kids or exceptional kids still 12 getting their needs met as well. 13 COMMISSIONER TAYLOR: I am as well. But I 14 don't feel that that's the point of this -- you 15 know, this particular annual report. 16 THE CHAIR: Commissioner Carrillo. 17 Commissioner -- oh. 18 COMMISSIONER TAYLOR: I just have a quick 19 point on -- 20 THE CHAIR: But Commissioner Brauer had 21 his hand up first. I thought you wanted to go -- 22 COMMISSIONER BRAUER: Thank you. Thank 23 you, Chair. 24 I'm ambivalent on the language here. I 25 think that shorter is better, whenever we can do</p>

<p style="text-align: right;">90</p> <p>1 that. But I do -- I do feel like -- Commissioner 2 Burt, Commissioner Taylor, I agree with both of 3 your -- I can see both of your points. 4 For me, personally, proficiency does not 5 mean we take the -- our foot off the pedal for those 6 students. I think you both are agreeing on that. 7 And also the students who are furthest 8 away from opportunity right now are the ones who are 9 not growing and not proficient. 10 And I think that's a truth. They're 11 furthest away from the opportunities that we want 12 them to have. 13 So I think specifically not indicating, 14 Commissioner Burt, that they don't matter anymore, I 15 just think it amplifies -- like the ones we want to 16 especially see growth, the students who are not 17 proficient, because they're further away from those 18 opportunities. 19 So I think spiritually we're in the same 20 area. I think shorter is better, as long as we all 21 know and the school knows that we want to see 22 continued improvement for all students, especially 23 noting students who are furthest away, I think is 24 important. 25 At the same time, I can hold in my head</p>	<p style="text-align: right;">92</p> <p>1 COMMISSIONER MANIS: Thank you. I 2 think -- and I agree with Commissioner Burt on this, 3 the reason being is because we do not have the data 4 broken out to where we see growth by proficiency. 5 So it could be that those who are actually 6 not proficient are growing the most; right? 7 Whereas, those who are proficient may be 8 experiencing negative growth; right? 9 And so since the data actually isn't 10 broken out for us, we can't even determine who's 11 growing according to their proficiency level; right? 12 And so that's why, just to leave it as 13 growth, in general, I think is more appropriate, 14 unless we were able to see who's growing by certain 15 categories of proficiency levels; right? 16 That's where I think the data isn't there 17 for us to determine who's growing, who's not 18 growing, who's negatively growing; right? 19 And that may be something we look at in 20 the future, that we look at being able to 21 distinguish the data, growth by proficiency level. 22 And that may help us at determining -- getting 23 pinpointed at this particular thing. 24 THE CHAIR: Commissioner Carrillo. 25 VICE CHAIR CARRILLO: Appreciate both</p>
<p style="text-align: right;">91</p> <p>1 that Johnny, who is at 85 percent proficient right 2 now in first grade, does not mean he's going to be 3 there in fifth grade. 4 So we've still got to continue to grow 5 him. But not moving the needle in terms of an 6 agreement. I think shorter is better. If we all 7 know what it means -- 8 MS. JULIA BARNES: Do you want to change 9 the word to "especially as it relate to students who 10 are not proficient"? 11 COMMISSIONER BRAUER: I'm not the 12 wordsmith in this Commission. If that would feel 13 any different, that would be fine. For, me if I 14 look at this -- if the last phrase is taken out 15 completely from "specifically" on, I still think 16 that -- I feel like we're still saying to the 17 schools that we need to make sure that we're seeing 18 growth and -- you know, for all students. 19 But I do think there is an emphasis for me 20 in terms of like, you know, I want to see, like, 21 growth from students who are furthest away. I think 22 that's, like, an important value. 23 THE CHAIR: Thank you. 24 Commissioner Manis and then Commissioner 25 Carrillo.</p>	<p style="text-align: right;">93</p> <p>1 points of view there. I really appreciate what 2 Commissioner Brauer said, those furthest away from 3 opportunity. I just -- that phrase really just 4 resonated. So thank you. 5 And for Ms. Barnes, did you -- so I'm 6 looking -- I thought -- the word "specifically," it 7 was highlighted a second ago; right? 8 MS. JULIA BARNES: I've highlighted it on 9 the one below, because it looks like you're talking 10 about satisfactory performance. So I can change it 11 on both. 12 VICE CHAIR CARRILLO: No. When I was 13 reading it, it was fine. One minute it was 14 highlighted; the next minute it wasn't. I was, 15 like -- 16 MS. JULIA BARNES: I just am asking you to 17 look further down. 18 VICE CHAIR CARRILLO: Okay. 19 MS. JULIA BARNES: There's two possible 20 motions: One, a report of Unsatisfactory 21 Performance -- 22 VICE CHAIR CARRILLO: I see it now. 23 "Specifically as it relates to students that were 24 not proficient." 25 MS. JULIA BARNES: It's in both motions.</p>

<p style="text-align: right;">94</p> <p>1 COMMISSIONER CARRILLO: So we've added the 2 word "specifically" there. Or we just did. 3 MS. JULIA BARNES: It's always been there. 4 But I was wondering if Commissioner Brauer wanted it 5 changed to "especially." If you put "especially," 6 it's broader, like Commissioner Burt was just 7 talking about having it, and targeted as well. 8 COMMISSIONER MANIS: We're targeted 9 already by the subgroups. 10 VICE CHAIR CARRILLO: It's fine the way it 11 is to me. 12 THE CHAIR: Yeah. So I share the concern 13 with the proficiency statement being there, mainly 14 for a couple of reasons. 15 I absolutely agree that we don't know who 16 grew and who didn't grow, because we don't have 17 it -- we don't have that. Hopefully, next year, we 18 might have that. That might be something that we 19 can look to see how we could get it. If the State 20 isn't going to be able to provide that, maybe 21 somehow we can get it, because I think that is 22 important. 23 I also -- I don't think we've added this 24 with other schools whose students weren't proficient 25 and made a statement of specifically those who -- so</p>	<p style="text-align: right;">96</p> <p>1 So that -- to me, that's the underlying 2 statement there is that there's growth, regardless 3 of -- and leave it at that. 4 Commissioner Taylor. 5 COMMISSIONER TAYLOR: I would say a couple 6 of things. This conversation has been in good -- 7 has been good, in that, you know, what Commissioner 8 Manis said makes an incredible amount of sense, you 9 know. We've -- it could very well be that those 10 kids that are not proficient are the biggest 11 growers. 12 And so I get where taking -- you know, 13 leaving that out would -- would -- would be okay. I 14 also think that -- that first statement, the 15 negative growth for all students in math and for the 16 specific student subgroups kind of deals with that 17 already; it sort of encompasses that. 18 I -- I just wish that there was a way that 19 we could -- could just reiterate the -- the fact 20 that we want those kids that aren't proficient to 21 really be part of the target audience that we're 22 trying to help, you know. 23 THE CHAIR: Any other -- are we ready for 24 a motion? 25 MS. JULIA BARNES: Sure. Somebody would</p>
<p style="text-align: right;">95</p> <p>1 why this school and not all the schools whose 2 students weren't proficient? Why are we just saying 3 this school, and we haven't included it in all the 4 other schools? 5 We did? And I read the motion. 6 Hold on. I want to go back to that 7 motion, because I don't -- no. La Academia doesn't 8 have it. So where did we -- I thought we took it 9 out of Amy Biehl, because I know we talked about it. 10 So I'm sorry. I'm missing the statement 11 about -- oh. Not proficient. I see it, as it 12 relates -- oh, yeah. Yeah. I mean -- 'cause I -- 13 and I apologize for not paying enough attention, 14 because we talked about it. I thought it was out, 15 and I didn't pay enough attention in Amy Biehl that 16 it was out -- that it was still in. 17 We could go back and take it out of 18 Amy Biehl. But I'm not comfortable with it being 19 in. 20 So I would -- I would support a motion 21 that did not have the proficient statements in, 22 because I think we're all acknowledging that the 23 growth is a growth towards proficiency, but, that, 24 yes, every student has to grow whether they are 25 proficient or not.</p>	<p style="text-align: right;">97</p> <p>1 need to read it the way they want it. 2 THE CHAIR: Okay. Commissioner Manis. 3 COMMISSIONER MANIS: I think to address 4 Commissioner Taylor's issue would necessarily -- it 5 would need to focus on the proficiency; right? 6 Those who are not proficient; right? 7 If we just had a point related to those 8 who are not proficient, a totally separate point in 9 growth, but looking at those who are not proficient, 10 something specific to that, because that's what 11 the -- where you're coming from is those who are not 12 proficient, hoping to improve them to get to a level 13 of proficiency. 14 And I think that would probably address 15 your concern with them. But it's hard to -- hard to 16 focus on proficiency. 17 THE CHAIR: Commissioner Burt. 18 COMMISSIONER BURT: I move that the PEC 19 provide an annual report to McCurdy Charter School, 20 indicating a notice of satisfactory performance and 21 identify the unsatisfactory performance related to 22 negative growth for students in math and for -- and 23 for student subgroups as listed on Pages 6 to 7 of 24 the annual report, "working to meet" -- and "working 25 to meet" performance on the -- on all</p>

98	<p>1 mission-specific goals. 2 The items listed as unsatisfactory 3 performance should be corrected by the next annual 4 report. 5 THE CHAIR: Second. 6 There's a motion by Commissioner Burt and 7 a second by Commissioner Gipson. 8 Any further discussion? 9 (No response.) 10 THE CHAIR: Commissioner Beck. 11 SECRETARY BECK: Commissioner Armijo. 12 COMMISSIONER ARMIJO: Yes. 13 SECRETARY BECK: Commissioner Taylor. 14 COMMISSIONER TAYLOR: Yes. 15 SECRETARY BECK: Commissioner Brauer. 16 COMMISSIONER BRAUER: Yes. 17 SECRETARY BECK: Commissioner Manis. 18 COMMISSIONER MANIS: Yes. 19 SECRETARY BECK: Commissioner Burt. 20 COMMISSIONER BURT: Yes. 21 SECRETARY BECK: Commissioner 22 Clahchischilliage. 23 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 24 SECRETARY BECK: Commissioner Ingham. 25 COMMISSIONER INGHAM: Yes.</p>	100	<p>1 Commissioner Taylor and a second by Commissioner 2 Carrillo. 3 Commissioner Burt. 4 COMMISSIONER BURT: So I would support 5 this. And I think just maybe one more year -- like, 6 the same progress. That's it. Just, it's the 7 first -- just want to see that it's not a fluke. 8 I don't believe it is, but I would say 9 just one more time, just to see that, like, it's 10 consistent, and then I would happily say nothing 11 further after that. 12 THE CHAIR: So I have a question, 'cause 13 I -- this is the second year of the condition. This 14 is not the first year. 15 I'll be honest. I'm more of the mind that 16 they're done. That they're done. Because they've 17 shown a second year, so that it's not a fluke. 18 And what they've been asked to do -- you 19 know, kind of a -- are things that I think are going 20 to fall back. So I'm more of saying that they -- 21 with this particular -- these particular conditions, 22 that they're done. 23 COMMISSIONER TAYLOR: So have they 24 reached, I mean, a complete correction? 25 THE CHAIR: It says on this report they</p>
99	<p>1 SECRETARY BECK: Secretary Beck, yes. 2 Vice Chair Carrillo. 3 VICE CHAIR CARRILLO: Yes. 4 SECRETARY BECK: Chair Gipson. 5 THE CHAIR: Yes. 6 SECRETARY BECK: There are ten votes for 7 and zero votes against. The motion passes. 8 THE CHAIR: Thank you. 9 COMMISSIONER TAYLOR: I'm going to go 10 ahead and make the next motion. 11 THE CHAIR: Well, the next -- 12 COMMISSIONER TAYLOR: It's below; right? 13 THE CHAIR: This is the condition 14 document. So I don't know if everyone looked at it 15 when you were looking at the annual report. But 16 this was the concern that was raised. So if we're 17 ready, sure, make the motion. 18 COMMISSIONER TAYLOR: I move that the PEC 19 accept the Condition Report from McCurdy Charter 20 School and indicate to the school that the PEC finds 21 that the school is making progress toward the 22 condition and should continue to report annual 23 (verbatim) on the condition. 24 VICE CHAIR CARRILLO: Second. 25 THE CHAIR: I -- there's a motion by</p>	101	<p>1 have completed everything, except for the last one 2 is always an ongoing. Because twice annual review 3 of the budget, we kind of expect all schools to do 4 that, anyway. 5 So they're never going to say -- well, 6 they can say they completed it this year or -- 7 actually, they didn't, because they're doing this in 8 December, because they have haven't had their 9 second. But they're doing it. So that'll never 10 completely close out, because they're doing it -- 11 they have to do it twice a year. 12 So -- but everything else is completed. 13 COMMISSIONER TAYLOR: Do you want to make 14 a friendly amendment to drop that? 15 COMMISSIONER BURT: I'm open to it, too. 16 I would just ask that in the future, when we're 17 getting updates, that it's -- like, I didn't see 18 any -- I don't have that great of a memory to 19 remember this was second year. So when I read it, 20 it felt like the first-year report. So if we could 21 get clarification on those moving forward, when 22 there's a condition report, of, like, what happened 23 the first year and then the second year. Because 24 I'm not going to remember that kind of stuff, just 25 off the top of my head.</p>

102	<p>1 If it's two years in a row, and it's,</p> <p>2 like, everything -- then I would support it closing</p> <p>3 out. But I didn't realize that when I read through</p> <p>4 this.</p> <p>5 THE CHAIR: Commissioner Carrillo.</p> <p>6 VICE CHAIR CARRILLO: So we've determined</p> <p>7 that it's two years in a row; right?</p> <p>8 THE CHAIR: Right.</p> <p>9 VICE CHAIR CARRILLO: Then I would ask</p> <p>10 that the motion be restated, not necessarily</p> <p>11 amended. Because you can't -- you have that one</p> <p>12 statement -- you can't -- I would ask that the</p> <p>13 motion be withdrawn and restated with No. 2 saying</p> <p>14 that the condition is complete and no further</p> <p>15 reports are required. That would be my suggestion.</p> <p>16 MS. JULIA BARNES: This is the first --</p> <p>17 this is a late report. So this report, she might</p> <p>18 have turned in her condition document twice. But</p> <p>19 this is the first time that you are seeing it.</p> <p>20 There is no annual report -- this is the first</p> <p>21 annual report that will be posted. There's only</p> <p>22 one. There's not a report there; is that right?</p> <p>23 VICE CHAIR CARRILLO: Okay. So we leave</p> <p>24 it the same, just what you said. Okay.</p> <p>25 MS. JULIA BARNES: It will come up to you</p>	104	<p>1 COMMISSIONER TAYLOR: Yes.</p> <p>2 SECRETARY BECK: Commissioner Armijo.</p> <p>3 COMMISSIONER ARMIJO: Yes.</p> <p>4 SECRETARY BECK: Chair Gipson.</p> <p>5 THE CHAIR: Yes.</p> <p>6 SECRETARY BECK: Vice Chair Carrillo.</p> <p>7 VICE CHAIR CARRILLO: Yes.</p> <p>8 SECRETARY BECK: Secretary Beck, yes.</p> <p>9 Commissioner Ingham.</p> <p>10 COMMISSIONER INGHAM: Yes.</p> <p>11 SECRETARY BECK: Commissioner</p> <p>12 Clahchischilliage.</p> <p>13 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>14 SECRETARY BECK: And Commissioner Burt.</p> <p>15 COMMISSIONER BURT: Yes.</p> <p>16 SECRETARY BECK: Okay. There's ten votes</p> <p>17 for, zero votes against. The motion passes.</p> <p>18 THE CHAIR: Thank you.</p> <p>19 We are on to Monte del Sol. So this is</p> <p>20 e., Monte del Sol.</p> <p>21 MS. JULIA BARNES: Just to clarify that</p> <p>22 the highlight in orange is because they met their</p> <p>23 four-year graduation rate, and five and six were not</p> <p>24 there. I just wanted to flag it for you, that I</p> <p>25 didn't -- I left it in, but I had a question as to</p>
103	<p>1 pretty soon, in August or September, if we -- if we</p> <p>2 leave this up. But it's not there. This is old,</p> <p>3 though, which is why --</p> <p>4 DIRECTOR CORINA CHAVEZ: So that is</p> <p>5 correct. This is the first year that -- because in</p> <p>6 the renewal year, the school did not have the</p> <p>7 condition; right? So the -- the -- the contract</p> <p>8 started in '22-'23, and this is the '22-'23 annual</p> <p>9 report. So there isn't a previous one.</p> <p>10 However, there was probably a set of audit</p> <p>11 findings that occurred. And there's now the Fiscal</p> <p>12 Year '23 audit just got published, like -- I'm</p> <p>13 looking at it for the first time today. And I don't</p> <p>14 know that you want to take that into consideration;</p> <p>15 but...</p> <p>16 THE CHAIR: We can't.</p> <p>17 DIRECTOR CORINA CHAVEZ: Yeah. Okay.</p> <p>18 VICE CHAIR CARRILLO: Then I would say we</p> <p>19 continue with the motion as it was stated. Okay.</p> <p>20 THE CHAIR: Commissioner Beck.</p> <p>21 VICE CHAIR CARRILLO: Commissioner Manis.</p> <p>22 COMMISSIONER MANIS: Yes.</p> <p>23 SECRETARY BECK: Commissioner Brauer.</p> <p>24 COMMISSIONER BRAUER: Yes.</p> <p>25 SECRETARY BECK: Commissioner Taylor.</p>	105	<p>1 whether you wanted it in.</p> <p>2 (Pause in proceedings.)</p> <p>3 THE CHAIR: So for me, I'll support a</p> <p>4 Satisfactory with the Vistas score. But, yes, we do</p> <p>5 have to note the math scores.</p> <p>6 So I'm comfortable with a Satisfactory and</p> <p>7 language on the math scores. And I know that's</p> <p>8 (inaudible).</p> <p>9 It did have significantly more reds. But</p> <p>10 I think we're fine with the organizational concerns</p> <p>11 that are identified.</p> <p>12 Are we good? We almost were there.</p> <p>13 VICE CHAIR CARRILLO: Well, I just --</p> <p>14 we're there. That's fine.</p> <p>15 Okay. Here's another school where math is</p> <p>16 really problematic. I'm going to keep doing that, I</p> <p>17 think, for the next year -- or five years -- if I'm</p> <p>18 fortunate.</p> <p>19 THE CHAIR: So -- I'm sorry.</p> <p>20 So I move that the PEC provide an annual</p> <p>21 report Notice to Monte del Sol Charter School</p> <p>22 indicating a notice of satisfactory performance and</p> <p>23 identify the unsatisfactory performance related to</p> <p>24 negative growth for all students in math and for the</p> <p>25 student subgroups as listed on Page 6 and 7 of the</p>

106	<p>1 annual report; five- and six-year graduation rates 2 are lower than the district and the state; and 3 organizational concerns listed on Page 10 of the 4 annual report, Indicators 2.a., 2.c., 2.d., and 5.c. 5 All items listed as unsatisfactory 6 performance should be corrected by the next annual 7 report. 8 COMMISSIONER TAYLOR: Second. 9 THE CHAIR: Motion by Commissioner Gipson, 10 a second by Commissioner Taylor. 11 Any additional discussion? 12 (No response.) 13 THE CHAIR: Commissioner Beck. 14 SECRETARY BECK: Commissioner Brauer. 15 COMMISSIONER BRAUER: Yes. 16 SECRETARY BECK: Commissioner Taylor. 17 COMMISSIONER TAYLOR: Yes. 18 SECRETARY BECK: Commissioner Burt. 19 COMMISSIONER BURT: Yes. 20 SECRETARY BECK: Commissioner Manis. 21 COMMISSIONER MANIS: Yes. 22 SECRETARY BECK: Commissioner Armijo. 23 COMMISSIONER ARMIJO: Yes. 24 SECRETARY BECK: Commissioner 25 Clahchischilliage.</p>	108	<p>1 to determine if a reengagement school is graduating 2 students at an appropriate rate or at a great rate 3 is I'm wondering if there's any way we can get an 4 idea of -- if you could ask PED to give us a report 5 of reengagement school graduation rates. And that 6 way, we can find, like, where the average is in 7 there, and if they're underperforming for a 8 reengagement school. 9 So I don't like comparing them to district 10 and state. But I'm not of the mind that just 11 because they're a reengagement school means that 12 they're doing a great job or not a great job 13 graduating, based off of the rate that we see. 14 But maybe this is actually -- maybe 15 they're not graduating their students very well 16 compared to other reengagement schools. 17 So I'm wondering if that's something we 18 could look into in the future so that we can get a 19 better idea of comparing more apples to apples, 20 because I think there are some reengagement schools 21 that do a great job of taking students who would not 22 have graduated otherwise and graduating them. 23 But I also think there's opportunities for 24 reengagement schools to take students. And if they 25 had gone to a different reengagement school, maybe</p>
107	<p>1 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 2 SECRETARY BECK: Commissioner Ingham. 3 COMMISSIONER INGHAM: Yes. 4 SECRETARY BECK: Secretary Beck, yes. 5 Vice Chair Carrillo. 6 VICE CHAIR CARRILLO: Yes. 7 SECRETARY BECK: Commissioner Gipson. 8 THE CHAIR: Yes. 9 SECRETARY BECK: It's ten votes for, zero 10 votes against. The motion passes. 11 THE CHAIR: We are now on to 10.g, 12 New America School-Las Cruces. 13 (Pause in proceedings.) 14 THE CHAIR: Commissioner Burt. 15 COMMISSIONER BURT: The only one I'm -- 16 don't know. I'm just conflicted by, like, putting 17 out there -- or not -- maybe it is just -- so their 18 graduation rates. Am I wrong? 19 This is a reengagement school. I don't 20 know if graduation rates are ever going to be above 21 the district and state level for this school. This 22 is one in which, if we're going to respect and know 23 our schools, it feels like it's not -- it doesn't 24 feel good to put that in there, in the list. 25 I -- one thing that might be interesting</p>	109	<p>1 they would have graduated; because they chose this 2 one, they're not graduating. 3 And so that's my concern is I don't want 4 to not put it in there because it is low. But I 5 don't want to -- like, it's tone-deaf a little bit 6 to say, "Oh, your graduation rate is a concern," 7 obviously. But I'm scared to do that without more 8 apples-to-apples comparison. 9 DIRECTOR CORINA CHAVEZ: Noted, Chair -- 10 excuse me -- Commissioner Burt. And we will soon 11 have a data analyst who can do all kinds of 12 crunching if we don't get that directly from the 13 PED. I think that's a really great point. 14 COMMISSIONER BURT: I would say for right 15 now, today, based on the information I have, I would 16 say remove graduation rates from this. 17 THE CHAIR: Commissioner Carrillo. 18 COMMISSIONER BURT: Acknowledging the CSI 19 grad, maybe, instead of the -- and that's it? 20 Instead of the second bullet, just the first one? 21 VICE CHAIR CARRILLO: So I would disagree. 22 I want to leave graduation rate in there. They're 23 going to a reengagement school to graduate, are they 24 not? I mean, that's the point. 25 But I'm saying -- but I want to take</p>

<p style="text-align: right;">110</p> <p>1 graduation rates into account. And -- as part of 2 the -- as part of the motion, I don't think it 3 should be removed. 4 And as I look -- I mean, I would support a 5 motion in terms of unsatisfactory performance with 6 those things that are listed, because when I look 7 at -- let me get away from motions -- because when I 8 look at -- not just grad rates. Because to me, grad 9 rates are never the be-all and end-all, because you 10 can graduate with a D average. 11 So what does that mean? Getting to work 12 in an Allsup's or something, which isn't to knock 13 Allsup's, but I think a lot of kids aspire to more. 14 But I'm very concerned about the across-the-board 15 20 percent proficiencies in all the core subjects. 16 I don't know. Even though they're 17 reengagement schools, I have high expectations. So, 18 fair. 19 THE CHAIR: So, you know, for me, these 20 are cohorts that they get rated with, with the 21 graduation rates. So it throws them completely off, 22 because they are a reengagement school. So they're 23 already off the cycle with their cohort. 24 They'll never get the rating they need. 25 I've been to their graduations. They graduate their</p>	<p style="text-align: right;">112</p> <p>1 with saying they have to do -- we all -- all of our 2 schools have to do better with proficiency. 3 Commissioner Burt. 4 COMMISSIONER BURT: I'll definitely not 5 support an unsatisfactory overall, because this is 6 one of the only schools that I've seen where their 7 growth -- I mean, their growth overall -- 17 percent 8 in reading; in math, outperforming the State growth. 9 Like, I don't -- this is a -- I, like -- 10 this is definitely a Satisfactory school, almost to 11 the point where, like -- I mean, I wish -- this is 12 why SAMs -- this is why designations are very 13 difficult for reengagement schools. 14 I believe if they had -- I don't know when 15 they come back up for renewal. But I can't wait for 16 them to get on the new performance framework. 17 Because of the way in which they're being -- the 18 calculations are done are -- it's -- they're not 19 going to -- other than growth, they're never going 20 to look great. They're not going to look on paper 21 like a great school statistically except for their 22 growth, which that's the only thing that we can, 23 like, point to be, like, how is this school growing 24 its kids. 25 This school is growing its kids. Their</p>
<p style="text-align: right;">111</p> <p>1 students. But because they're coming in two and 2 three years behind -- so the cohort that those 3 students were with, they're going to be graduating 4 in a year or two. So they will always be marked 5 down because those kids came in. They have no 6 chance of ever graduating with that cohort that the 7 school is being held accountable for. 8 So their graduation -- they're not 9 saying -- this looks like they're not graduating 10 students. 11 They are graduating students. That's what 12 we need to -- that's the information we need. But 13 they'll never -- they're never going to be able to 14 graduate their students in the cohorts that the 15 State is tracking them with. 16 And I thought we were looking at growth 17 more than proficiency. So we're acknowledging that 18 very few of our schools have proficiency. We're 19 acknowledging that there's low proficiency. 20 But I think the school does, for the -- 21 for the students that they have, they're not showing 22 serious negative growth. They're not. 23 But the challenging students that they 24 have, they're doing a really good job with what they 25 have. They're not -- you know, I'm uncomfortable</p>	<p style="text-align: right;">113</p> <p>1 student groups are growing in ELA and in math. 2 Like, all their student groups are growing. 3 So I would definitely not -- I -- I think 4 it's important to acknowledge that they did get the 5 CSI in graduation rate. I think that's the limit to 6 where I'll put that that's unsatisfactory, only 7 because, once again, if there was a SAM's model, I 8 don't even think they would have that for them. 9 But it is what it is. 10 The "working to meet" performance on one 11 mission-specific goal is valid; that should be 12 listed. And then the organizational concern -- 13 those two organizational concerns. 14 But this is actually a really good school. 15 This is a really great school for this community and 16 for these students. So I will not support 17 Unsatisfactory Overall. 18 COMMISSIONER INGHAM: Just a quick 19 question. And that is that this designation is 20 completely because of the graduation rate? 21 Boy, I guess I -- I don't get it, how they 22 can be judged -- I would support not even mentioning 23 it on this deal. 24 THE CHAIR: Well, I -- I see what you're 25 saying. I think it has to be acknowledged. It's</p>

<p style="text-align: right;">114</p> <p>1 unfortunate. I mean, that's the unfortunate part, 2 that it's -- because, you know, Albuquerque Sign 3 Language received a similar designation because 4 their kids -- they don't have a graduation rate, 5 because their kids stay until 22. So they don't 6 have a graduation rate. But they got the 7 designation. 8 That's where there's a fault in the 9 system. And that's really profoundly unfortunate. 10 And as Commissioner Burt said, at least we will be 11 able to fix it on our part with how we're making 12 decisions when a school can get onto -- and I would 13 certainly presume they're going to do Option 2 for 14 sure, or 3 -- but at least 2 -- to show us their 15 data. 16 But this -- you know, this is a school 17 that really goes above and beyond to make sure that 18 their students are graduating. 19 But, yes, they're graduating out of cohort 20 because -- and this is a school that also pays -- 21 because the State is not funding any longer the 22 adults, they do everything they can to keep those 23 students. And they pay out of their own monies, not 24 out of SEG money, to keep those adults in to make 25 sure they're graduating, because they care about the</p>	<p style="text-align: right;">116</p> <p>1 contract. 2 VICE CHAIR CARRILLO: That's what I was 3 going to ask. They can do the new performance 4 framework anytime they feel. Good. 5 And knowing more about the school now and 6 with your compelling argument, Ms. Burt, no, I would 7 agree. Thank you for enlightening me more than I'm 8 already enlightened. 9 (Off-mic discussion.) 10 THE CHAIR: Any other questions? 11 (No response.) 12 THE CHAIR: Okay. So I am going to -- I 13 move that the PEC provide an annual report Notice to 14 New America School-Las Cruces indicating a notice of 15 satisfactory performance and identifying the 16 Unsatisfactory Performance related to the Vistas 17 designation of CSI graduation and the "working to 18 meet" performance on one specific -- on one 19 mission-specific goal, and organizational concerns 20 listed on Page 11 of the annual report, Indicators 21 1.b. and 3.c. All items listed should be corrected 22 by the next annual report. 23 COMMISSIONER BRAUER: Second. 24 THE CHAIR: There's a motion by 25 Commissioner Gipson and a second by Commissioner</p>
<p style="text-align: right;">115</p> <p>1 person, not the money. 2 COMMISSIONER INGHAM: So I've still got to 3 ask the question. 4 Why do we have to acknowledge it on our 5 annual report? 6 THE CHAIR: I think because -- because 7 part of the statutory requirement is incorporating 8 the State Accountability System. That's part of the 9 statutory requirement on us when we're -- but, you 10 know, I would like to take it out. 11 But I think -- I think we have to 12 acknowledge it. I do. But it's the will of the 13 Commission, you know. 14 Commissioner Carrillo. 15 VICE CHAIR CARRILLO: Curiously, when are 16 they up for renewal? New America. Seems like we 17 just -- 18 DIRECTOR CORINA CHAVEZ: They've been 19 renewed. 20 VICE CHAIR CARRILLO: We renewed them 21 right when we came on. 22 THE CHAIR: Down in Cruces. 23 DIRECTOR CORINA CHAVEZ: They're renewed 24 through 2027. 25 THE CHAIR: They could jump on the new</p>	<p style="text-align: right;">117</p> <p>1 Ingham? No? 2 Oh. Commissioner Brauer. Sorry. Sorry. 3 The finger was just pointing down the road; so -- 4 any further discussion? 5 (No response.) 6 THE CHAIR: If not, Commissioner Beck. 7 SECRETARY BECK: Commissioner Taylor. 8 COMMISSIONER TAYLOR: Yes. 9 SECRETARY BECK: Commissioner Brauer. 10 COMMISSIONER BRAUER: Yes. 11 SECRETARY BECK: Commissioner Manis. 12 COMMISSIONER MANIS: Yes. 13 SECRETARY BECK: Commissioner Armijo. 14 COMMISSIONER ARMIJO: Yes. 15 SECRETARY BECK: Commissioner 16 Clahchischilliage. 17 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 18 SECRETARY BECK: Commissioner Ingham. 19 COMMISSIONER INGHAM: Yes. 20 SECRETARY BECK: Secretary Beck, yes. 21 Vice Chair Carrillo. 22 VICE CHAIR CARRILLO: Yes. 23 SECRETARY BECK: Chair Gipson. 24 THE CHAIR: Yes. 25 SECRETARY BECK: And Commissioner Burt.</p>

118	<p>1 COMMISSIONER BURT: Yes.</p> <p>2 SECRETARY BECK: There's votes ten for,</p> <p>3 zero against. The motion passes.</p> <p>4 THE CHAIR: Thank you.</p> <p>5 We are now on to 10.h., North Valley</p> <p>6 Academy.</p> <p>7 (Pause in proceedings.)</p> <p>8 VICE CHAIR CARRILLO: So on North Valley,</p> <p>9 I would be inclined to, after there's time for</p> <p>10 discussion, just make a motion to accept the</p> <p>11 satisfactory performance. What do others think?</p> <p>12 COMMISSIONER TAYLOR: Second.</p> <p>13 VICE CHAIR CARRILLO: I didn't make the</p> <p>14 motion yet. But -- so we have two people that</p> <p>15 stepped away, I know. But it's just -- okay.</p> <p>16 All right. In that case -- well, Stewart,</p> <p>17 did you have any questions about North Valley at</p> <p>18 all?</p> <p>19 I move that the PEC provide an annual</p> <p>20 report Notice to North Valley Academy, indicating a</p> <p>21 notice of satisfactory performance and identify the</p> <p>22 unsatisfactory performance related to negative</p> <p>23 growth for all students in math, and for the student</p> <p>24 subgroups as listed on Page 6 and 7 of the annual</p> <p>25 report.</p>	120	<p>1 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>2 SECRETARY BECK: Commissioner Brauer.</p> <p>3 COMMISSIONER BRAUER: Yes.</p> <p>4 SECRETARY BECK: Commissioner Manis.</p> <p>5 COMMISSIONER MANIS: Yes.</p> <p>6 SECRETARY BECK: Commissioner Burt.</p> <p>7 COMMISSIONER BURT: Yes.</p> <p>8 SECRETARY BECK: Commissioner Taylor.</p> <p>9 COMMISSIONER TAYLOR: Yes.</p> <p>10 SECRETARY BECK: Commissioner Armijo.</p> <p>11 COMMISSIONER ARMIJO: Yes.</p> <p>12 SECRETARY BECK: There are ten votes for</p> <p>13 and zero votes against. The motion passes.</p> <p>14 THE CHAIR: So, Commissioners, I'm going</p> <p>15 to ask. I think the next one -- do you want to do</p> <p>16 one more? Do you want to do Red River and then</p> <p>17 we'll take a lunch break?</p> <p>18 COMMISSIONER BURT: If I could -- one</p> <p>19 second. If we could do SABE next, if we only do one</p> <p>20 more? And then I don't care when we take a break.</p> <p>21 THE CHAIR: You're right. Sorry. I</p> <p>22 forgot you're even on our list. I kept trying to</p> <p>23 think why you're here, and it just didn't connect.</p> <p>24 VICE CHAIR CARRILLO: Just to hang out;</p> <p>25 right?</p>
119	<p>1 Oh, yeah. Sorry.</p> <p>2 The items listed as unsatisfactory</p> <p>3 performance should be corrected by the next annual</p> <p>4 report.</p> <p>5 COMMISSIONER BURT: Second.</p> <p>6 THE CHAIR: There's a motion by</p> <p>7 Commissioner Carrillo and a second by Commissioner</p> <p>8 Burt.</p> <p>9 Any discussion?</p> <p>10 (No response.)</p> <p>11 THE CHAIR: Oh. He's gone.</p> <p>12 VICE CHAIR CARRILLO: Sure. I don't know</p> <p>13 how to do -- we have this little thing up there.</p> <p>14 Okay.</p> <p>15 THE CHAIR: He's coming in.</p> <p>16 VICE CHAIR CARRILLO: Here he is. I can</p> <p>17 use pen and paper.</p> <p>18 Okay. Now he's back. Okay. All right.</p> <p>19 SECRETARY BECK: Chair Burt -- or -- Chair</p> <p>20 Gipson.</p> <p>21 THE CHAIR: Yes.</p> <p>22 SECRETARY BECK: Vice Chair Carrillo.</p> <p>23 VICE CHAIR CARRILLO: Yes.</p> <p>24 SECRETARY BECK: Secretary Beck, yes.</p> <p>25 Commissioner Clahchischilliage.</p>	121	<p>1 THE CHAIR: Sure.</p> <p>2 So, Commissioners, if -- so find me the --</p> <p>3 l.?</p> <p>4 Right. No, it's k. on the motions. Oh,</p> <p>5 yeah. Those don't match up with the motions. Yeah.</p> <p>6 So, Commissioners, if we could quickly look at k.,</p> <p>7 Sandoval Academy of Bilingual Education, otherwise</p> <p>8 known --</p> <p>9 VICE CHAIR CARRILLO: It's listed as l.,</p> <p>10 okay.</p> <p>11 THE CHAIR: Correct. But on the motions,</p> <p>12 it's listed as k.</p> <p>13 VICE CHAIR CARRILLO: We're on Item l.</p> <p>14 THE CHAIR: We're on Item 10. We're on</p> <p>15 item 10; so...</p> <p>16 VICE CHAIR CARRILLO: Got it. Thanks for</p> <p>17 coming.</p> <p>18 THE CHAIR: But in your docket -- in your</p> <p>19 Google Drive, it's letter k. for the motions.</p> <p>20 Commissioner Burt.</p> <p>21 COMMISSIONER BURT: Yeah. So SABE is in</p> <p>22 my district. And they're an incredible community</p> <p>23 asset, some of the only opportunity for bilingual</p> <p>24 education in the area.</p> <p>25 And I'm very happy with all of the massive</p>

<p style="text-align: right;">122</p> <p>1 amount of green that's available, the growth that 2 the students are making, which is really exciting. 3 And I think just that 4.c., that staff 4 credentialing, just making sure we move forward from 5 that and never get a red on that again is really all 6 I'm looking for. 7 To me, it's a pretty straightforward -- 8 it's a pretty straightforward report, and it's 9 obvious the school is doing good things with their 10 kids and in the community. 11 THE CHAIR: If there's no further 12 questions? Comments? 13 (No response.) 14 THE CHAIR: Commissioner Burt? 15 COMMISSIONER BURT: I move that the PEC 16 provide an annual report Notice to Sandoval Academy 17 of Bilingual Education indicating a notice of 18 satisfactory performance and identify the 19 unsatisfactory performance related to an 20 organizational concern listed on Page 9 of the 21 annual report, Indicator 4.c. And the item listed 22 as unsatisfactory performance should be corrected by 23 the next annual report. 24 COMMISSIONER TAYLOR: Second. 25 THE CHAIR: There's a motion by</p>	<p style="text-align: right;">124</p> <p>1 against. The motion passes. 2 THE CHAIR: Thank you so much. 3 SECRETARY BECK: Thanks for coming. 4 COMMISSIONER BURT: If you haven't met 5 Jackie Rodriguez, make sure you meet her really 6 quick before you go. 7 THE CHAIR: So do you want to do -- sure, 8 I'm fine with that, and then we'll break. It should 9 be noon then. 10 So we're back to Red River. So in your 11 motions, it's Item 10.i., Red River Valley Charter 12 School. 13 (Pause in proceedings.) 14 (Off-the-mic and off-the-record 15 discussion.) 16 COMMISSIONER BURT: This one is pretty 17 simple for me, too. Overall, it's a satisfactory 18 school. But that growth, we have to be specific 19 that the growth is an issue, massively. And then 20 they have a red in accounting principles. Then 21 they're almost all green on all the other 22 indicators. 23 Those are the two concerns. I think it's 24 listed. 25 I don't think this is an unsatisfactory</p>
<p style="text-align: right;">123</p> <p>1 Commissioner Burt and a second by Commissioner 2 Taylor. 3 Any discussion? 4 (No response.) 5 SECRETARY BECK: Commissioner Ingham. 6 COMMISSIONER INGHAM: Yes. 7 SECRETARY BECK: Commissioner 8 Clahchischilliage. 9 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 10 SECRETARY BECK: Commissioner Brauer. 11 COMMISSIONER BRAUER: Yes. 12 SECRETARY BECK: Commissioner Manis. 13 COMMISSIONER MANIS: Yes. 14 SECRETARY BECK: Commissioner Burt. 15 COMMISSIONER BURT: Yes. 16 SECRETARY BECK: Commissioner Taylor. 17 COMMISSIONER TAYLOR: Yes. 18 SECRETARY BECK: Commissioner Armijo. 19 COMMISSIONER ARMIJO: Yes. 20 SECRETARY BECK: Vice Chair Carrillo. 21 VICE CHAIR CARRILLO: Yes. 22 SECRETARY BECK: Commissioner Gipson. 23 THE CHAIR: Yes. 24 SECRETARY BECK: Secretary Beck, yes. 25 There are ten votes for, zero votes</p>	<p style="text-align: right;">125</p> <p>1 school, overall. But, yeah, that growth is 2 concerning. 3 So I can make a motion if no one else has. 4 VICE CHAIR CARRILLO: I just want to -- 5 before the motion is made, when I went to visit the 6 school, Ms. Rittenhouse and the others that showed 7 me around -- I spent time there -- it's -- it is 8 like you would imagine maybe in times of yore, the 9 old -- the old schoolhouse, the old big red 10 schoolhouse, such a sense of community and 11 belonging. 12 And it was great to be at the school. And 13 I would support you in making your motion. 14 COMMISSIONER BURT: I move that the PEC 15 provide an annual report Notice to Red River Valley 16 Charter School indicating a notice of satisfactory 17 performance and identify the unsatisfactory 18 performance related to negative growth for students 19 in reading and math and the student subgroups as 20 listed on Pages 6 to 7 of the annual report, and the 21 organizational concern listed on Page 9 of the 22 annual report, Indicator 2.b. 23 Both items listed as Unsatisfactory 24 Performance should be corrected by the next annual 25 report.</p>

126	<p>1 THE CHAIR: Second. 2 There's a motion by Commissioner Burt and 3 a second by Commissioner Gipson. 4 SECRETARY BECK: Chair Gipson. 5 THE CHAIR: Yes. 6 SECRETARY BECK: Vice Chair Carrillo. 7 VICE CHAIR CARRILLO: Yes. 8 SECRETARY BECK: Commissioner Ingham. 9 COMMISSIONER INGHAM: Yes. 10 SECRETARY BECK: Commissioner 11 Clahchischilliage. 12 COMMISSIONER CLAHCHISCHILLIAGE: 13 (Inaudible.) 14 SECRETARY BECK: Commissioner Armijo. 15 COMMISSIONER ARMIJO: Yes. 16 SECRETARY BECK: Commissioner Manis. 17 COMMISSIONER MANIS: Yes. 18 SECRETARY BECK: Commissioner Burt. 19 COMMISSIONER BURT: Yes. 20 SECRETARY BECK: Commissioner Taylor. 21 COMMISSIONER TAYLOR: Yes. 22 SECRETARY BECK: Commissioner Brauer. 23 COMMISSIONER BRAUER: Yes. 24 SECRETARY BECK: Secretary Beck, yes. 25 There are ten votes for, zero votes</p>	128	<p>1 One just has to take -- I'm just 2 disappointed in districts. 3 But it's -- one just has to look at the 4 town of Taos and how small they are and how many 5 charters they have; I mean, the demand for 6 alternatives rather than the district school. So 7 that's just something alone. But it's another 8 little school that I'm proud of. 9 COMMISSIONER TAYLOR: I move that the PEC 10 provide an annual report Notice to Roots & Wings 11 Community School indicating a notice of satisfactory 12 performance and identify the unsatisfactory 13 performance related to negative growth for all 14 students in math, and for the student subgroups as 15 listed on Pages 6 through 7 of the annual report. 16 The item listed as unsatisfactory performance should 17 be corrected by the next annual report. 18 VICE CHAIR CARRILLO: I'll second. 19 THE CHAIR: There's a motion by 20 Commissioner Taylor and a second by Commissioner 21 Carrillo. Seeing no hands up, okay. 22 SECRETARY BECK: Commissioner Burt. 23 COMMISSIONER BURT: Yes. 24 SECRETARY BECK: Commissioner Manis. 25 COMMISSIONER MANIS: Yes.</p>
127	<p>1 against. The motion passes. 2 THE CHAIR: So we are now on to Roots & 3 Wings Community School, which is "k." on your 4 agenda, and "l." in your motions. Exactly. 5 VICE CHAIR CARRILLO: Well, not really. 6 It's Questa. It's, like, 25 miles away, for 7 Northern New Mexico. 8 THE CHAIR: The students that travel 9 probably -- with both of these schools, they have 10 people that really travel quite a distance to the 11 school. 12 VICE CHAIR CARRILLO: They want to be 13 there. So on this school also, I just want to say 14 that when I visited, it's -- has anybody here ever 15 been to Topanga Canyon in California? Southern 16 California. Topanga Canyon. It's a very storied 17 area for a variety of reasons. 18 This school reminds me of a school that 19 would be in Topanga, a little school with an 20 alternative way of being in the world. 21 Again, it's a sweet school. And kids 22 obviously want to be there. It offers a great 23 option for the -- instead of going to the district. 24 And one just has to look -- lately, I love 25 to rag on districts, don't I?</p>	129	<p>1 SECRETARY BECK: Commissioner Armijo. 2 COMMISSIONER ARMIJO: Yes. 3 SECRETARY BECK: Commissioner 4 Clahchischilliage. 5 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 6 SECRETARY BECK: Commissioner Ingham. 7 COMMISSIONER INGHAM: Yes. 8 SECRETARY BECK: Vice Chair Carrillo. 9 VICE CHAIR CARRILLO: Yes. 10 SECRETARY BECK: Commissioner Gipson. 11 THE CHAIR: Yes. 12 SECRETARY BECK: Commissioner Brauer. 13 COMMISSIONER BRAUER: Yes. 14 SECRETARY BECK: Commissioner Taylor. 15 COMMISSIONER TAYLOR: Yes. 16 SECRETARY BECK: Secretary Beck, yes. 17 There are ten votes for and zero votes 18 against. The motion passes. 19 THE CHAIR: So we'll take a lunch break 20 till 1:00, yeah. 21 (A recess was taken at 11:53 a.m., and 22 reconvened at 1:13 p.m., as follows:) 23 THE CHAIR: Okay. So, thanks, everyone, 24 for coming back. 25 Commissioner Beck, thank you for being</p>

<p style="text-align: right;">130</p> <p>1 here -- being the only one here at 1:00.</p> <p>2 SECRETARY BECK: There was one vote for,</p> <p>3 and zero votes against.</p> <p>4 THE CHAIR: Maybe Commissioner Armijo was</p> <p>5 here at 1:00.</p> <p>6 So we are back. We are back on the sample</p> <p>7 motion in "m." And on the agenda, it is -- oh, I'm</p> <p>8 sorry. Yeah, I apologize.</p> <p>9 We are on South Valley Preparatory School,</p> <p>10 which, on your sample motions is "l.," and on the</p> <p>11 agenda, it is "m."</p> <p>12 So once again, if you'll take a look at</p> <p>13 the motion, the sample motions, and see if there's</p> <p>14 anything additional you would like to add to it.</p> <p>15 (Pause in proceedings.)</p> <p>16 VICE CHAIR CARRILLO: I would ask</p> <p>17 Ms. Chavez, what was the reason for their failure to</p> <p>18 provide data? And what are they going to do to</p> <p>19 provide data?</p> <p>20 DIRECTOR CORINA CHAVEZ: I could go into</p> <p>21 the monitoring tool and see if it has that</p> <p>22 information. I do know that the school</p> <p>23 experienced -- last year, they experienced a couple</p> <p>24 of transitions in leadership with their head</p> <p>25 administrator being sick.</p>	<p style="text-align: right;">132</p> <p>1 support what's in the motion.</p> <p>2 THE CHAIR: Yeah. Commissioner Brauer.</p> <p>3 COMMISSIONER BRAUER: Thank you, Chair. I</p> <p>4 agree. I think that even though they are</p> <p>5 traditional in the Vistas, I mean, the thing that</p> <p>6 makes our -- the secret sauce of charter schools are</p> <p>7 many things. But they definitely include -- having</p> <p>8 the ability to track your mission-driven goals and</p> <p>9 to be able to provide that to us is one thing. But</p> <p>10 to the families, to the community, to show how you</p> <p>11 are innovating and providing a unique opportunity</p> <p>12 for young people without those goals in a way that</p> <p>13 can be shared, I agree.</p> <p>14 I think it also is an opportunity for the</p> <p>15 current administration to correct that. So it</p> <p>16 shouldn't be a big lift on that to get the right</p> <p>17 systems in place to make that happen, too.</p> <p>18 THE CHAIR: And I agree. I -- you know, I</p> <p>19 sympathize -- or empathize -- with the situation</p> <p>20 that did exist. But they had a relatively stable</p> <p>21 interim that was there.</p> <p>22 And the governance council should be on</p> <p>23 top of this and say, "What about," that it's not all</p> <p>24 on the head administrator's shoulders, that it's</p> <p>25 supposed to be -- the governance council should</p>
<p style="text-align: right;">131</p> <p>1 So, typically, when we get unable to</p> <p>2 provide, it means that somebody wasn't tracking and</p> <p>3 collecting that data. But let me verify.</p> <p>4 VICE CHAIR CARRILLO: I was just curious.</p> <p>5 You can verify that. I was just curious about that.</p> <p>6 THE CHAIR: And they do still have a lot</p> <p>7 of greens with their -- with the ratings, with</p> <p>8 the -- and is the finance reporting, is that the</p> <p>9 failure to report? Is it the finance reporting that</p> <p>10 we're talking about?</p> <p>11 Oh, mission statement. Sorry. Yeah.</p> <p>12 VICE CHAIR CARRILLO: With regards to the</p> <p>13 motion, I mean, I would accept the way it's written.</p> <p>14 I don't know how others feel.</p> <p>15 Bekka? I'm sorry. Commissioner Burt?</p> <p>16 COMMISSIONER BURT: Yeah, I would say so,</p> <p>17 too, just because, like, not having the mission goal</p> <p>18 data at all to me is significant enough to drop them</p> <p>19 to the unsatisfactory overall. Even though they</p> <p>20 scored traditional on the Vistas, I mean, it's --</p> <p>21 they're kind of like on the border anyway.</p> <p>22 And just nothing at all for mission goals</p> <p>23 is too concerning to put anything otherwise. And,</p> <p>24 hopefully, they fix that by next year. Like, that's</p> <p>25 ideal. But I think that that's -- I agree. I would</p>	<p style="text-align: right;">133</p> <p>1 know -- they should have a cycle of when we talk</p> <p>2 about what, and where are our mission goals.</p> <p>3 So it is concerning. And, once again,</p> <p>4 this is just -- you know, a notice. And next year,</p> <p>5 if, you know, it turns around -- and, hopefully, it</p> <p>6 will -- then it's a clear slate again.</p> <p>7 Commissioner Carrillo, did you have your</p> <p>8 hand up?</p> <p>9 VICE CHAIR CARRILLO: I did. You had</p> <p>10 mentioned, like, board oversight and stuff relative</p> <p>11 to the school. And so I would just have to mention</p> <p>12 to analyze why we discussed yesterday in terms of</p> <p>13 the responsibility of a board not just to check the</p> <p>14 boxes.</p> <p>15 And I know that -- I mean, like, Missy</p> <p>16 does an excellent job with board training in terms</p> <p>17 of those kinds of nuts-and-bolts things. But the</p> <p>18 training and stuff that we were talking about</p> <p>19 yesterday, that goes way beyond -- and a school</p> <p>20 probably wouldn't be in this position if it had the</p> <p>21 board oversight that I think we all believe boards</p> <p>22 are required to do.</p> <p>23 But I would accept the -- even though</p> <p>24 there's a lot of green, that doesn't negate all of</p> <p>25 the other stuff going on.</p>

<p style="text-align: right;">134</p> <p>1 THE CHAIR: Any other? We're ready for a 2 motion? 3 Okay. You can do it. 4 VICE CHAIR CARRILLO: This is for 5 South Valley Preparatory School. 6 I move that the PEC accept the annual 7 report for South Valley Preparatory School and 8 provide an annual report notice of unsatisfactory 9 performance related to academic performance on 10 Pages 2 through 6 of the annual report, failure to 11 provide data on the school-specific goal, and an 12 organizational concern listed on Page 9 of the 13 annual report, indicator 2.a., which should be 14 corrected by the next annual report. 15 COMMISSIONER TAYLOR: Second. 16 THE CHAIR: There's a motion by 17 Commissioner Carrillo and a second by Commissioner 18 Taylor. If there's no further discussion, 19 Commissioner Beck. 20 SECRETARY BECK: Commissioner Brauer. 21 COMMISSIONER BRAUER: Yes. 22 SECRETARY BECK: Commissioner Manis. 23 COMMISSIONER MANIS: Yes. 24 SECRETARY BECK: Commissioner Burt. 25 COMMISSIONER BURT: Yes.</p>	<p style="text-align: right;">136</p> <p>1 THE CHAIR: It's in that group of five. 2 VICE CHAIR CARRILLO: Quick question for 3 Ms. Chavez. 4 Are they -- are they fully -- are they 5 serving grades K through 8 right now? Or are they 6 building? Like, they've got K-4 -- the reason I 7 asked that question -- it's probably buried 8 somewhere in there -- is they have an enrollment cap 9 of 418, but only 160 kids. So that makes me wonder 10 if there are really nine grades there now. 11 DIRECTOR CORINA CHAVEZ: So they are 12 authorized for K through 8, and they are serving K 13 through 8. 14 VICE CHAIR CARRILLO: Great. Thank you. 15 THE CHAIR: For me, the only thing that I 16 see that's even -- is just the one growth for ELA. 17 That's the only item that I might want to see -- I 18 don't have a problem with the satisfactory. But I 19 think I might want the notation for the students 20 with disabilities and English Language Learners. 21 COMMISSIONER BURT: I agree. Overall 22 satisfactory. Add the negative growth in 23 disabilities for ELA and keep the 2.b. red. 24 THE CHAIR: Yeah. Because the audit 25 finding is noted on Page 9 with the concern.</p>
<p style="text-align: right;">135</p> <p>1 SECRETARY BECK: Commissioner Taylor. 2 COMMISSIONER TAYLOR: Yes. 3 SECRETARY BECK: Commissioner Armijo. 4 COMMISSIONER ARMIJO: Yes. 5 SECRETARY BECK: Commissioner 6 Clahchischilliage. 7 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 8 SECRETARY BECK: Commissioner Ingham. 9 COMMISSIONER INGHAM: Yes. 10 SECRETARY BECK: Chair Gipson. 11 THE CHAIR: Yes. 12 SECRETARY BECK: Vice Chair Carrillo. 13 VICE CHAIR CARRILLO: Yes. 14 SECRETARY BECK: Secretary Beck, yes. 15 There are ten votes for and zero votes 16 against. The motion passes. 17 THE CHAIR: We are on to 10.o., which, in 18 your suggested motions, is 10.m. And that's Taos 19 International School. 20 (Pause in proceedings.) 21 VICE CHAIR CARRILLO: Shouldn't Taos 22 Integrated be first? 23 COMMISSIONER BECK: We already checked 24 that off. 25 VICE CHAIR CARRILLO: Oh, that's right.</p>	<p style="text-align: right;">137</p> <p>1 That is Page 6. 2 Okay. Are we ready now? 3 Okay. So -- yeah. Are we ready for the 4 motion? 5 I move that the PEC provide an annual 6 report notice of -- to Taos International School 7 indicating a notice of satisfactory performance and 8 identify the unsatisfactory performances related 9 to -- it's not there. Oh. Because the -- oh, I see 10 it. It's second. Usually, the academic is first -- 11 an organizational concern listed on Page 9 of the 12 annual report, Indicator 2.b., and negative growth 13 in ELA for students with disabilities, as listed on 14 Page 6 of the annual report. 15 The items listed should be corrected by 16 the next annual report. 17 COMMISSIONER TAYLOR: Second. 18 THE CHAIR: A motion by Commissioner 19 Gipson; a second by Commissioner Taylor. 20 If there's no further discussion, 21 Commissioner Burt? Sorry. 22 SECRETARY BECK: Chair Gipson. 23 THE CHAIR: Yes. 24 SECRETARY BECK: Vice Chair Carrillo. 25 VICE CHAIR CARRILLO: Yes.</p>

138

1 SECRETARY BECK: Commissioner Ingham.
 2 COMMISSIONER INGHAM: Yes.
 3 SECRETARY BECK: Commissioner
 4 Clahchischilliage.
 5 COMMISSIONER CLAHCHISCHILLIAGE: Yes.
 6 SECRETARY BECK: Commissioner Armijo.
 7 COMMISSIONER ARMIJO: Yes.
 8 SECRETARY BECK: Commissioner Manis.
 9 COMMISSIONER MANIS: Yes.
 10 SECRETARY BECK: Commissioner Brauer.
 11 COMMISSIONER BRAUER: Yes.
 12 SECRETARY BECK: Commissioner Taylor.
 13 COMMISSIONER TAYLOR: Yes.
 14 SECRETARY BECK: Commissioner Burt.
 15 COMMISSIONER BURT: Yes.
 16 SECRETARY BECK: Secretary Beck, yes.
 17 There are ten votes for and zero votes
 18 against. The motion passes.
 19 THE CHAIR: Thank you. We are now on to
 20 Agenda Item 9.p. And in your motion suggestions,
 21 it's letter "n," The GREAT Academy.
 22 And Ms. Barnes has an update for that.
 23 MS. JULIA BARNES: So this also has a
 24 condition. So there's two motions for this one.
 25 They have provided a response in their

139

1 condition document.
 2 And then, as we were mentioning, they also
 3 responded to several of the scores provided by CSD
 4 that I don't think relate to any of the reds. But I
 5 did want to flag that for you-all, because there's
 6 two choices and just to see kind of the
 7 back-and-forth that happened.
 8 THE CHAIR: So, once again, take a look at
 9 the motions and see if there's anything else you
 10 would like to add to it.
 11 VICE CHAIR CARRILLO: So even before
 12 looking at the motion, one has to be alarmed at --
 13 when you -- when you look at proficiency rates,
 14 like, in math, I think it was what? 8 or something?
 15 Hold on. I have to go back. It was around there,
 16 or 10.
 17 And you look at reading proficiency, what
 18 it is.
 19 Oh, no. Math is, yeah, around 6, and
 20 reading around, looking at that, maybe 16.
 21 And then you just have to wonder how the
 22 math works relative to you're graduating 40 percent
 23 of the kids. And what do they actually know when
 24 they're leaving school?
 25 What do they know? What have we prepared

140

1 them for?
 2 And I would posit that they have not been
 3 adequately prepared for anything in terms of what's
 4 next based on looking at all of this information.
 5 So now, relative to the motion, I would
 6 say -- I mean, I'll -- when you have those kinds of
 7 numbers, you've got to have some growth, show us
 8 some growth, show us something. So for me, it's
 9 definitely going to be an unsatisfactory
 10 performance. And we really need a reason -- I
 11 really need a reason to support this school even
 12 remaining open.
 13 THE CHAIR: Commissioner Beck.
 14 SECRETARY BECK: Yeah. I'm just curious
 15 why we didn't put in the negative -- or the problem
 16 with the proficiency in both reading and math into
 17 the motion. Is there a reason why we didn't do
 18 that?
 19 MS. JULIA BARNES: As I was saying, I had
 20 taken it all out based on what you-all said earlier.
 21 You hadn't put proficiency in any other --
 22 THE CHAIR: We're focusing on growth more
 23 than the proficiency.
 24 SECRETARY BECK: Okay. I figure they can
 25 read it for themselves. Because they've got a lot

141

1 of teachers for 111 students, you know. So they
 2 probably have pretty small class sizes.
 3 So I'm sure they're going to be able to
 4 really focus on their growth -- their proficiency
 5 issues. And with the small class sizes, we should
 6 see some marked improvement, I would think.
 7 Thank you.
 8 VICE CHAIR CARRILLO: I would also go
 9 further. Because we want to start really -- or we
 10 have, in the last day or so -- discussing to what
 11 extent boards are responsible for all of this, you
 12 know, looking at, again, accounting principles of
 13 the school.
 14 And I know that we don't have all the
 15 audit findings in front of you in this report. But
 16 I remember there being multiple audit findings for
 17 the school.
 18 And then the attendance and retention.
 19 Just all of it is just kind of -- it's just
 20 challenging. I'm sorry on this school that we're
 21 not putting proficiency rates in there. But I
 22 understand why we are not doing that.
 23 Do we know also -- because looking at the
 24 green, I don't see anything in the motion relative
 25 to budget. This doesn't come up with us very much,

<p style="text-align: right;">142</p> <p>1 actually. What percentage of someone's overall 2 budget is used on admin versus in the classroom? 3 And you're shaking your head no. Do we analyze that 4 at all? Because there's norms. 5 DIRECTOR CORINA CHAVEZ: Commissioner 6 Carrillo, we look at that for renewal. But it's not 7 part of the annual report. There's not an indicator 8 in the annual report that is linked to that. 9 VICE CHAIR CARRILLO: For this school, 10 that's probably only in another two years -- 11 right? -- is when they're renewed again? 12 DIRECTOR CORINA CHAVEZ: At this point, 13 that's correct. 14 VICE CHAIR CARRILLO: Okay. Thank you. 15 Does anyone else have any comments on the 16 motion? Or do you want -- 17 THE CHAIR: Take a moment to -- 18 VICE CHAIR CARRILLO: Yeah. 19 DIRECTOR CORINA CHAVEZ: Commissioner -- 20 Chair Gipson, do you want any comment about why we 21 accepted some of the questions they had? 22 No? Okay. 23 THE CHAIR: So when we spoke -- when we 24 did all the work on the performance framework and 25 the discussions about the annual report, there is a</p>	<p style="text-align: right;">144</p> <p>1 that gets part of the record so that when renewal 2 comes up and anything comes up, Commissioners have 3 access to this material, but that we're not going to 4 change the annual report. 5 And that is why, in my motion, I'm going 6 to keep 3.b. and 5.b. in there. Those are the items 7 that the school did provide that comment with. 8 But we're not changing the annual report. 9 I acknowledge that the school provided that comment, 10 and it is part of the record for that school. 11 DIRECTOR CORINA CHAVEZ: And we analyzed 12 it and made any changes. 13 THE CHAIR: And that's fine. It is what 14 it is. We've accepted the report, and we're 15 acknowledging that that information has been read by 16 the Commissioners, and it's part of the school's 17 record at this point in time; okay? 18 All right. 19 So I am going to move that the PEC provide 20 an annual report notice to The GREAT Academy 21 indicating a notice -- we're doing 22 unsatisfactory? -- I'm sorry. I was reading the 23 second one by mistake. 24 A notice (verbatim) to provide an annual 25 report notice of unsatisfactory performance to The</p>
<p style="text-align: right;">143</p> <p>1 cycle that takes place with the annual reports that 2 the preliminaries go out, the schools have an 3 opportunity to provide comment. CSD very often 4 makes modifications to that, because the school has 5 provided the necessary information to say, "Here it 6 is." 7 So very often, during those exchanges, 8 there are changes. And very -- up to the day of, 9 you know, that -- because we want it to be as 10 accurate as possible. It's not trying to get 11 "gotcha" moments. We're looking to be fair with 12 this. 13 And in your documents, there are comments 14 that were part of the record for the school, that 15 they disagreed with how the -- how the graduation 16 rate is calculated and a comment about the GAP, the 17 audit finding. 18 When we were discussing this as the 19 performance framework group and what this was going 20 to look like, there was a decision that was made -- 21 and it is in the rules -- that a school has the 22 opportunity to say in here, "I still disagree." And 23 it becomes part of the record for that school. 24 But it is not that we are going to then 25 change the annual report of the school. It is just</p>	<p style="text-align: right;">145</p> <p>1 GREAT Academy related to the Vistas designation of 2 CSI graduation, negative growth for all students and 3 for the student subgroups as listed on Pages 7 4 through 8 of the annual report, and organizational 5 concerns listed on Page 9 of the annual report, 6 Indicators 3.b. and 5.b. 7 All items listed should be corrected by 8 the next annual report. 9 COMMISSIONER TAYLOR: Second. 10 THE CHAIR: There's a motion by 11 Commissioner Gipson, a second by Commissioner 12 Carrillo (verbatim). 13 If there's no further discussion, 14 Commissioner Beck. 15 SECRETARY BECK: Commissioner Manis. 16 COMMISSIONER MANIS: Yes. 17 SECRETARY BECK: Commissioner Brauer. 18 COMMISSIONER BRAUER: Yes. 19 SECRETARY BECK: Commissioner 20 Clahchischilliage. 21 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 22 SECRETARY BECK: Commissioner Ingham. 23 COMMISSIONER INGHAM: Yes. 24 SECRETARY BECK: Chair Gipson. 25 THE CHAIR: Yes.</p>

<p style="text-align: right;">146</p> <p>1 SECRETARY BECK: Vice Chair Carrillo. 2 VICE CHAIR CARRILLO: Yes. 3 SECRETARY BECK: Commissioner Armijo. 4 COMMISSIONER ARMIJO: Yes. 5 SECRETARY BECK: Commissioner Taylor. 6 COMMISSIONER TAYLOR: Yes. 7 SECRETARY BECK: Commissioner Burt. 8 Commissioner Burt is not present. 9 And Secretary Beck, yes. 10 There are nine votes for, zero votes 11 again. The motion passes. 12 THE CHAIR: Thank you very much. And now 13 we have the second piece of this, which is the 14 condition document for the -- for The GREAT Academy. 15 So if Commissioners would take a quick 16 second look at this, and then we'll take a vote on 17 whether the -- we feel -- how we feel the school is 18 sitting with their condition. 19 (Pause in proceedings.) 20 THE CHAIR: Commissioner Ingham. 21 COMMISSIONER INGHAM: Yes. So it's -- 22 they're stating that they don't have to include 23 items that -- for the foundation -- provided by the 24 foundation. I was just asking, do we agree? Is 25 that by statute and that they don't have to provide</p>	<p style="text-align: right;">148</p> <p>1 foundation board hasn't had a meeting where they 2 discussed the funding of the foundation or how the 3 foundation spends its money. They've indicated to 4 us that they do it other ways. I guess there's some 5 staff. 6 This is -- I mean, I can't remember how 7 many of you-all were on here when we did all of the 8 letters. Maybe most of you. 9 We are limited in what we can do for 10 foundations, with foundations. I think we have to 11 accept what they have said. 12 And there is a memorandum of understanding 13 between the school and its foundation. If you found 14 it unsatisfactory, we can go down the path again. 15 So we have -- we have the condition. We 16 have what they have told us. I -- I'm pretty amazed 17 of when you go to the nonprofit, you know, laws, 18 there's not a lot. 19 So, you know, if you wanted to look at it 20 again, we could look at it again. But this is 21 essentially what they've sent -- you know, I'm not 22 giving you a great answer; so -- 23 COMMISSIONER INGHAM: I guess you did say 24 that in the nonprofit sector, they can do what they 25 want, basically, and that it is not required for a</p>
<p style="text-align: right;">147</p> <p>1 that information? 2 THE CHAIR: Would you give us the page 3 you're looking at? 4 COMMISSIONER INGHAM: It's the first page 5 of their -- it doesn't have a -- I guess it's -- 6 THE CHAIR: It's, like, the cover letter? 7 COMMISSIONER INGHAM: Yeah, their return. 8 So, basically, what I'm seeing is they're saying 9 that they don't -- they don't have information about 10 the funds that the board is -- or the -- or the 11 foundation is supplying, and that they aren't 12 required to disclose where that money goes. 13 And I'm just asking, is that -- is that a 14 legitimate response? 15 MS. JULIA BARNES: I'm going to back up on 16 this one. 17 This was a contract that was appealed to 18 the Secretary. And then we were able to put some 19 conditions on it. 20 My understanding of what they're saying, 21 they actually did provide a letter attachment from 22 the foundation that is here that says that they have 23 not spent the money in a way that they're not 24 supposed to. 25 They have also indicated that the</p>	<p style="text-align: right;">149</p> <p>1 board of a nonprofit to have meeting minutes and 2 a -- how they distribute those funds does not have 3 to be a public matter. And I find that to be 4 unusual. 5 I thought that -- but I'm not familiar 6 with nonprofit boards. But -- 7 MS. JULIA BARNES: I haven't found it. 8 They do have an obligation -- well, the 9 auditor found that it is still -- the money that 10 comes from the SEG funding at the school and is paid 11 for the rent payment found that still is State 12 money. 13 There certainly is a much stronger kind of 14 statement in kind of a press release than there is 15 in the audit. I don't know that we are in that 16 different a position than the legal research we did 17 on this topic before. That doesn't mean that if you 18 found this to be insufficient, that we couldn't go 19 back and talk to them again. 20 It was -- we actually asked them to have 21 the nonprofit do a letter again that met all of 22 the -- that answered all of the questions in the 23 condition document, which they did. And we have no 24 reason to think that that letter is not correct. 25 But we're back to that -- we're back to</p>

150	<p>1 the conversation that we've had a bunch of times on 2 foundation and how far we can go.</p> <p>3 THE CHAIR: So let me ask. In the -- 4 because the audit of the foundation is part -- is a 5 component unit of the audit of the school. And the 6 schools actually have to pay for the audit -- for 7 the audit of the foundation.</p> <p>8 So could we not get that information, 9 then, from that -- would we be able to glean that 10 information out of the audit, what was -- what came 11 in from the SEG funding and what was privately 12 raised? Wouldn't we -- could we get that 13 information from the audit?</p> <p>14 I don't -- I'm not 100 percent sure. 15 It's -- you know, I'm not that financial person. 16 And I do read the audits. But as soon as I read 17 them, I forget them immediately, because I don't 18 want to remember them.</p> <p>19 Yeah. So -- well, we've got a business 20 administrator sitting here.</p> <p>21 UNIDENTIFIED SPEAKER: Arm chair. Arm 22 chair.</p> <p>23 THE CHAIR: But -- so do you know? Does 24 the -- would an audit segregate out what came in as 25 SEG money and what came in as privately raised other</p>	152	<p>1 uniform codes, so on and so forth. So it would make 2 sense, without saying for certain.</p> <p>3 But there should be a way to see where is 4 SEG coming into a foundation or where other funding 5 is, because on the boards I'm part of, you kind of 6 see this is philanthropic funding, that sort of 7 thing.</p> <p>8 So -- yeah. So I would say you would be 9 able to do that. I just don't know the mechanisms 10 on how to (inaudible) that out without the audit.</p> <p>11 DIRECTOR CORINA CHAVEZ: I can add that we 12 rely on schools to report any assets that they have. 13 Whether they would report foundation assets to the 14 PED is questionable.</p> <p>15 THE CHAIR: No, I don't think I'm asking 16 that.</p> <p>17 DIRECTOR CORINA CHAVEZ: You're asking if 18 the audit would indicate assets to the foundation 19 from other sources.</p> <p>20 THE CHAIR: And I think -- I'm almost 21 positive they do, because that's the only way there 22 would have been the -- because that was part of the 23 audit finding, that we were able to see that, that 24 the foundation had raised no monies on their own, 25 that the only monies that came in were directly from</p>
151	<p>1 monies?</p> <p>2 I don't know.</p> <p>3 COMMISSIONER BRAUER: Madam Chair, I'm not 4 completely certain. It would make sense that that 5 would be the case, but I don't know for certain. 6 That's something that we would have to probably 7 explore a little bit more.</p> <p>8 THE CHAIR: I was just hoping that could 9 kind of satisfy Commissioner Ingham's -- and it is. 10 It's a concern.</p> <p>11 MS. JULIA BARNES: They say that they have 12 segregated funds. And I will tell you previously, 13 they had no private sector funds. So I don't know 14 if they have any private sector funds now or not.</p> <p>15 THE CHAIR: I think we found out what the 16 private sector funds were from the audit; correct?</p> <p>17 COMMISSIONER BRAUER: I think some -- and 18 a lot of times, like -- like, many New Mexico 19 charter schools have a foundation, but they only 20 rely, as Ms. Barnes has shared, on SEG pretty much 21 alone, public funds.</p> <p>22 Some foundations, the ones that I'm more 23 familiar with, they are able to segregate. You do 24 know if you receive funding from, like, the Kellogg 25 Foundation. It's a separate code within your</p>	153	<p>1 the school.</p> <p>2 So -- so I -- you know, I think we'll be 3 able to find that in the next audit. Don't hold me 4 to it.</p> <p>5 Yes, Commissioner Carrillo.</p> <p>6 VICE CHAIR CARRILLO: So in looking at the 7 possibilities for motions, what was the specific 8 condition? Because -- related to this school?</p> <p>9 THE CHAIR: It is -- you can see it.</p> <p>10 VICE CHAIR CARRILLO: I see what the 11 motion is. But what was the actual condition?</p> <p>12 THE CHAIR: I'm looking at the condition 13 document, and I think it says it right at the top.</p> <p>14 VICE CHAIR CARRILLO: Oh, thanks. Sorry.</p> <p>15 MS. JULIA BARNES: Page 16 out of 26. I 16 can read it if you want me to.</p> <p>17 This comes from the Cabinet Secretary's 18 order.</p> <p>19 "It is further ordered that, in entering 20 into the contract, the New Mexico Public Education 21 Commission and The GREAT Academy include, but not be 22 limited to, conditions pertaining to The GREAT 23 Academy's foundation operations, The GREAT Academy 24 foundation financial condition, The GREAT Academy's 25 instructional spending, The GREAT Academy's</p>

<p style="text-align: right;">154</p> <p>1 personnel and payroll, and conditions involving The 2 GREAT Academy governing board training and board 3 operations consistent with the training." 4 And then what -- there's a header in each 5 section that was what they needed to comply with. 6 So it's a little bit hard to tell you. 7 VICE CHAIR CARRILLO: Okay. So my 8 recollection -- those are all relative, more than 9 anything, to finance, everything you just read; 10 right? That's what I heard. 11 MS. JULIA BARNES: Yeah. There's a 12 graduation -- 13 VICE CHAIR CARRILLO: Oh. Graduation 14 (inaudible.) So -- because when we look at the 15 motion, under the rating on conditions, there's, you 16 know, is making progress toward, is -- or the 17 progress is insufficient, or that the condition is 18 complete and no further. 19 To me, it's definitely not No. 3. But 20 it's, like, why -- I -- my concern is that this 21 doesn't pay enough attention to their academic lack 22 of success when we look at -- there's -- you know, 23 one would expect things to turn around and things to 24 grow; there would be growth. And there just isn't. 25 So, I mean, I know this may not be an</p>	<p style="text-align: right;">156</p> <p>1 the options for the overall notice -- so possibly 2 you want to go back to that and move to -- before we 3 get into that motion -- would be to indicate that 4 you wanted to put them on the Intervention Ladder. 5 So it's just up above, not on this 6 condition itself. 7 THE CHAIR: We would have to change the 8 motion relative to the annual report, because that's 9 where it would be -- the appropriate mechanism to 10 send a Letter of Concern that we're going on the 11 Intervention Ladder. That's the mechanism. Because 12 the annual report -- this condition motion is 13 narrowly defined by the conditions that are set 14 forth there, yeah. 15 So the growth and things like that is up 16 above in the earlier motion. 17 COMMISSIONER TAYLOR: So my question with 18 that is we have the ability to send a letter and 19 indicate that we intend to place a school -- right? 20 So I don't think we have to amend. I think we 21 just -- we just do a new motion saying that we're 22 going to -- yeah -- that we're going to do that, 23 okay. Right. 24 THE CHAIR: Yeah. Yeah. It wasn't an 25 amendment. It was a new motion to do that.</p>
<p style="text-align: right;">155</p> <p>1 option in the motion. But when I look at No. 2, 2 that the progress towards the -- because it says 3 "the condition," but you just named off like seven 4 or eight. I think that would need to be more 5 specific. 6 And so, like, this says that "The progress 7 toward the condition is insufficient and..." -- and 8 then, for me, the "and" is -- well, I won't say what 9 I'm really thinking. But the "and" is the 10 Commission is giving you notice that you're going to 11 be on a Letter of Concern or a breach or something. 12 I mean, this is severe, this -- I mean, 13 it's just, like, things going on and on and on with 14 this school. I don't know that that's -- we're 15 allowed to do that right now. 16 THE CHAIR: (Off-mic.) 17 MS. JULIA BARNES: Let me back up, though. 18 One of your options -- you just did a motion for the 19 school. But one of the options in the rule is an 20 intent to put the school on the Intervention Ladder. 21 So this is on this condition. And it was 22 a form negotiated and agreed by the PEC. That is in 23 addition to the contract and in addition to all of 24 the things that a school needs to do to satisfy you. 25 So they can -- you know, one of -- one of</p>	<p style="text-align: right;">157</p> <p>1 VICE CHAIR CARRILLO: Then I would suggest 2 having that new motion to do that. 3 THE CHAIR: Okay. Can we close out the 4 condition first? And then if Commissioners want to 5 go back to the earlier motion and vote, we can do 6 that. But let's close out the condition first. 7 COMMISSIONER TAYLOR: I feel like they 8 have answered all of the conditions. Whether we -- 9 you know, they're aware they're addressing them, you 10 know, I don't know. I mean, to me it sounds like 11 they're making some progress towards trying to 12 answer those conditions. 13 So, I mean, I think that -- that I would 14 be okay with making -- they continue to report on an 15 annual -- on an annual basis, but they're making 16 progress towards a condition; in this -- in that 17 respect, the condition as spelled out. 18 THE CHAIR: I agree. And I think the 19 audit will be -- I think our eyes on the next audit 20 will be important. 21 Commissioner Carrillo. 22 VICE CHAIR CARRILLO: I don't see making 23 progress the same as answering. They say, "This is 24 why, this is why, this is why." Yeah, responding is 25 lovely, but that doesn't mean they're making</p>

<p style="text-align: right;">158</p> <p>1 progress toward anything.</p> <p>2 THE CHAIR: Remember, it's just the</p> <p>3 condition. It's not the progress in growth or</p> <p>4 proficiency or --</p> <p>5 VICE CHAIR CARRILLO: I know that. This</p> <p>6 is all that financial stuff that was read off to us.</p> <p>7 All right. I'm -- you know -- well, then,</p> <p>8 you're suggesting, on the condition, option 1 is</p> <p>9 what I'm hearing, definitely not 3. And, then, too,</p> <p>10 we would have to craft the language for the "and."</p> <p>11 THE CHAIR: Where are the insufficiencies?</p> <p>12 VICE CHAIR CARRILLO: Oh. You just added</p> <p>13 something up there?</p> <p>14 COMMISSIONER TAYLOR: I'm going to go</p> <p>15 ahead and -- I move that the PEC accept the</p> <p>16 condition report from The GREAT Academy and indicate</p> <p>17 to the school that the PEC finds that the school is</p> <p>18 making progress toward the condition and should</p> <p>19 continue to report annually on that condition.</p> <p>20 THE CHAIR: Second. (Off-mic.)</p> <p>21 There's a motion by Commissioner Taylor, a</p> <p>22 second by Commissioner Gipson.</p> <p>23 Is there any further discussion on this</p> <p>24 motion?</p> <p>25 (No response.)</p>	<p style="text-align: right;">160</p> <p>1 that you just --</p> <p>2 THE CHAIR: Because we would have to make</p> <p>3 a whole new motion on that. Oh, okay.</p> <p>4 VICE CHAIR CARRILLO: The motion that was</p> <p>5 just made -- not just made -- but the one before it</p> <p>6 would stand.</p> <p>7 THE CHAIR: Would stand. And this is a</p> <p>8 second motion related to that annual report.</p> <p>9 VICE CHAIR CARRILLO: More of it is being</p> <p>10 typed out, so I'm trying to keep up here.</p> <p>11 THE CHAIR: I'm sorry.</p> <p>12 COMMISSIONER BRAUER: See? It's not</p> <p>13 always so easy to turn to the left, is it?</p> <p>14 I am, too. That's the weird thing.</p> <p>15 I would not vote to change what we already</p> <p>16 did with this school right now. I think that</p> <p>17 there's going to be more information that we are</p> <p>18 receiving through the audit findings that are just</p> <p>19 being released, I believe.</p> <p>20 I know I haven't looked at anything yet,</p> <p>21 but they've just been released.</p> <p>22 I think moving into placing -- starting</p> <p>23 the Intervention Ladder without us actually looking</p> <p>24 at the information that is literally being released</p> <p>25 to us soon would not be the best form for us to</p>
<p style="text-align: right;">159</p> <p>1 THE CHAIR: If not, Commissioner Beck.</p> <p>2 SECRETARY BECK: Commissioner Armijo.</p> <p>3 COMMISSIONER ARMIJO: Yes.</p> <p>4 SECRETARY BECK: Commissioner Taylor.</p> <p>5 COMMISSIONER TAYLOR: Yes.</p> <p>6 SECRETARY BECK: Commissioner Manis.</p> <p>7 COMMISSIONER MANIS: Yes.</p> <p>8 SECRETARY BECK: Commissioner Brauer.</p> <p>9 COMMISSIONER BRAUER: Yes.</p> <p>10 SECRETARY BECK: Commissioner</p> <p>11 Clahchischilliage.</p> <p>12 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>13 SECRETARY BECK: Commissioner Ingham.</p> <p>14 COMMISSIONER INGHAM: Yes.</p> <p>15 SECRETARY BECK: Chair Gipson.</p> <p>16 THE CHAIR: Yes.</p> <p>17 SECRETARY BECK: Vice Chair Carrillo.</p> <p>18 VICE CHAIR CARRILLO: No.</p> <p>19 SECRETARY BECK: Secretary Beck, yes. We</p> <p>20 have eight votes for, one vote against.</p> <p>21 The motion passes.</p> <p>22 THE CHAIR: I'm going to ask Commissioners</p> <p>23 if they now want to relook at the motion on the</p> <p>24 annual report.</p> <p>25 VICE CHAIR CARRILLO: You mean the one</p>	<p style="text-align: right;">161</p> <p>1 follow.</p> <p>2 I don't think that we need to rush to</p> <p>3 putting this school on an Intervention Ladder. They</p> <p>4 have been on the radar of the PEC for years now.</p> <p>5 And so I -- I'm a proponent of us doing what we did</p> <p>6 already, not muddying the waters right now until we</p> <p>7 know if next month we're going to be able to have</p> <p>8 much more information at our fingertips to take any</p> <p>9 other action.</p> <p>10 So I don't see this warranting us having a</p> <p>11 conversation about starting the Intervention Ladder</p> <p>12 at this stage.</p> <p>13 THE CHAIR: Commissioner Carrillo?</p> <p>14 VICE CHAIR CARRILLO: I would tend to</p> <p>15 disagree. And that's because that's the information</p> <p>16 we're getting next month, if it actually is going to</p> <p>17 be next month. And what we're doing today is making</p> <p>18 our decision from the information we have at</p> <p>19 present. The information is not good. So, yeah.</p> <p>20 THE CHAIR: So I'm going to say, for me, I</p> <p>21 hesitate to put them on the Intervention Ladder at</p> <p>22 this moment in time, only because I think there's</p> <p>23 other schools that have had fairly similar growth</p> <p>24 data, and we have not had this discussion.</p> <p>25 I don't want this to be somewhat guided by</p>

<p style="text-align: right;">162</p> <p>1 past history and saying, "Oh, you know, we've 2 had..." -- yes, I -- I acknowledge the past history. 3 But I don't want to say, "Well, because of all that 4 past history, and not just because of this, we're 5 going to put you on the Intervention Ladder," when 6 there's other schools that -- that have had similar 7 charts that we didn't say we want them on the 8 Intervention Ladder. 9 So I'd rather wait and see what happens, 10 because I'm thinking about what that letter would 11 look like and how we would differentiate them from 12 other schools. 13 And I know we don't have to do that in the 14 letter. But yesterday, we spent a lot of time 15 talking about being consistent. And I -- I'm 16 concerned that we want to do something that we don't 17 necessarily have -- I need more information than 18 just relying on this to do that. 19 Commissioner Ingham. 20 COMMISSIONER INGHAM: So we can -- as long 21 as we have them on the agenda, we can, at any time, 22 bring this -- this motion back up -- right? -- as 23 far as if they need to be put on the Intervention 24 Ladder. But they do have to remain on the agenda 25 for that to happen; am I correct with that?</p>	<p style="text-align: right;">164</p> <p>1 determination of whether we're going to put them on 2 the agenda the following month for the -- and in 3 that letter, the concerns that we want the school to 4 address are in that letter. 5 It is at that second meeting that the 6 school would be here to answer. Because it's not 7 fair for a school to be blindsided by stuff that 8 they aren't prepared to speak to if they came just 9 that first month. 10 COMMISSIONER INGHAM: Because I would feel 11 better putting them on the -- and we could 12 immediately put them on the Intervention Ladder in 13 that second month. But they would have an 14 opportunity to come and defend themselves. And then 15 we would make a determination at that time. 16 I -- I think that that -- my feeling is 17 that that's -- would be a more appropriate response, 18 because I think if we're going to put somebody on 19 the Intervention Ladder, they probably ought to have 20 an opportunity to respond. 21 THE CHAIR: Oh, absolutely. And that's 22 why the Intervention Ladder is -- but my -- so 23 here's -- because this is the first time we're doing 24 this through this annual report process. 25 So in case the motion passes, this is</p>
<p style="text-align: right;">163</p> <p>1 THE CHAIR: They do. It's not -- it's not 2 really our habit just to keep someone on the agenda 3 just in case we want to send a letter, you know; 4 so... 5 COMMISSIONER INGHAM: It would take two 6 months to do the -- 7 THE CHAIR: We would have to put them on 8 the agenda for the notice of a possible Letter of 9 Intent. And then the following month, they would 10 come up to respond to us. 11 So, yes, that is a two-month cycle. And 12 then the Commission, at that second month, would 13 actually vote on whether they get -- they could get 14 a Letter of Concern. They could go -- you could 15 move them up immediately on the Intervention Ladder 16 and say, "You're in breach of your contract." 17 COMMISSIONER INGHAM: So I guess what's 18 attractive to me is if we move it in that direction, 19 where it takes two months, but at least before we 20 put them on the Intervention Ladder, they would be 21 required to come and speak to us. Is that the 22 way -- 23 THE CHAIR: The first month, they don't 24 come and speak that month. It's a discussion with 25 the Commission and information from CSD to make the</p>	<p style="text-align: right;">165</p> <p>1 saying, "We're sending you the notice of intent to 2 put you on the Intervention Ladder." 3 So at this moment in time, that letter 4 would go out saying, "Our intention is, for next 5 month, for that discussion to happen." 6 That's the way this is worded, which is a 7 little differently than how we do -- yeah. 8 So it is a little different. It's not the 9 two-month cycle; it would be next month. So we have 10 to, at this moment in time, list out what those 11 concerns are for that school to be -- to be 12 responding to next month. 13 COMMISSIONER INGHAM: So I guess my last 14 comment would be could we -- since there's 15 information that's imminent -- could we go ahead at 16 this time and put them on the agenda for next month? 17 And that might not take three months to get this 18 done, but put them on the agenda for next month and 19 say -- or do we have to -- issue a -- 20 THE CHAIR: We have to have here, "This 21 language is we're sending you a notice of intent to 22 put you on the Intervention Ladder." So it has to 23 be listed out. 24 That letter would say, "You will be on the 25 March agenda for -- for this." And these are the</p>

<p style="text-align: right;">166</p> <p>1 concerns we want the school to be able to answer to, 2 because that's the way this -- the rule is written, 3 which is slightly different than the stages we 4 usually take on the Intervention Ladder. 5 VICE CHAIR CARRILLO: This way, it takes 6 two months; the other way, it takes three months; 7 right? This way, it would be they come, we give 8 them the reasons why we give them the notice of 9 intent. We give them 30 days. They have a chance 10 to respond in another 30. 11 THE CHAIR: No, no, no, no, no. 12 VICE CHAIR CARRILLO: Hold on a sec. They 13 would come answering what we're considering. They 14 could certainly appeal that, and we have the option 15 to put them on a -- what's it called? -- a 16 performance -- a CAP. Lord knows we've done that 17 with a particular school before. 18 And then, you know, the CAP comes, and 19 then they say, "Oh, but we're doing this." 20 And we say, "Okay." And we do -- they 21 come back and answer to us again, and there's 22 another CAP. 23 I think we've been down this road with 24 other schools. And I'm not interested in having 25 this draw into March, April, May. Then school is</p>	<p style="text-align: right;">168</p> <p>1 needed to, especially the academic stuff? It's just 2 taking those three hyphenated -- 3 THE CHAIR: Wait a minute. The motion 4 hasn't passed yet. 5 VICE CHAIR CARRILLO: Wouldn't that -- 6 wouldn't that end up being part of the motion? I 7 heard you just say that we have to do it today if 8 we're going to do something. It would be those 9 items, plus the academic concerns, that we do today, 10 so that we get a 30-day jump. 11 THE CHAIR: Well, I'd rather have the 12 discussion afterwards, because -- I don't think 13 that's sufficient enough. So I'd rather -- see if 14 the motion passes. Because we're kind of talking 15 about what might go into something that may not be 16 sent out. 17 So let's see if the motion passes. And 18 then if the motion passes, then we look at what goes 19 into the letter. I think that's -- 20 VICE CHAIR CARRILLO: That makes sense. 21 Okay. 22 THE CHAIR: Okay? 23 VICE CHAIR CARRILLO: In that case -- 24 THE CHAIR: Julia has to work some magic. 25 COMMISSIONER TAYLOR: I want to ask Julia</p>
<p style="text-align: right;">167</p> <p>1 over. It's summer and they're off into another 2 school year, operating, to me. 3 And I don't have a vendetta against this 4 school, or any school at all. And I certainly hope, 5 if they're paying attention, they don't think that. 6 I have a vendetta against any school 7 that's taking tax dollars and not teaching kids. 8 And I'm tired of this going on and on and on and on. 9 So I would like to save 30 days and do this today. 10 THE CHAIR: Well, fine. But to expedite 11 things makes this a little more complicated, because 12 that letter has to specify those exact areas now for 13 that. It's not that they're coming up next month, 14 and we -- well, they really wouldn't have to come up 15 next month if it was just the regular cycle of a 16 notice, because they would get the notice of 17 possible letter, and then we would have the 18 discussion and actually flesh out and send the 19 letter. 20 So we would have to -- if the motion 21 passes -- if the motion passes -- then we would -- 22 VICE CHAIR CARRILLO: Wouldn't we just 23 basically take those things that are in this report 24 as being unsatisfactory performance and transfer 25 them over and maybe add a few things if we felt we</p>	<p style="text-align: right;">169</p> <p>1 a question. Do we want to include, in that motion, 2 financial concerns, since we just dealt with that, 3 and they're going to provide a yearly report on the 4 financial concerns? Or are we specifically 5 concerned most with the academics at this point for 6 the intervention? 7 VICE CHAIR CARRILLO: The motion can 8 include both. Because if we end up sending a letter 9 that's going to state, "This is why we're going to 10 place you on the ladder," it's going to be much more 11 specific about as to all the elements in the 12 contract where we see challenges, and there's going 13 to be a lot more specificity. So it would behoove 14 us to put financial in there now. 15 COMMISSIONER TAYLOR: Okay. I still -- I 16 don't know. What do you think? 17 THE CHAIR: Commissioner Brauer. 18 COMMISSIONER BRAUER: You know, I have two 19 things. First off, did we already vote on this? 20 And did we already -- we already did this on this; 21 right, Commissioner Beck? We already voted. So 22 we're going to go back and redo something. 23 THE CHAIR: We're going to have a second 24 motion for the Letter of Intent, which is in the 25 rule. So we can do that.</p>

<p style="text-align: right;">170</p> <p>1 COMMISSIONER BRAUER: We've already 2 accepted it, and we've already voted to send a 3 letter --</p> <p>4 THE CHAIR: The unsatisfactory.</p> <p>5 COMMISSIONER BRAUER: I feel like this is 6 super clunky. We're letting emotions determine what 7 we want to do with this school. I think that, 8 Commissioner Carrillo, to your point about the 9 financials, you're right. This is based on last 10 year's audit.</p> <p>11 I think, in the spirit of what we want to 12 have in terms of transparency and consistency, the 13 values that we really laid before us, each other, 14 yesterday, we have fresh audits that are released 15 right now that we -- I've never seen a single one of 16 them yet, but they're going to be released to us.</p> <p>17 It just behooves us as PEC -- and this 18 comes off of the backs of so many people saying, as 19 we were going through the Legislature, that, "The 20 PEC has their stuff together, and they're a really 21 good body."</p> <p>22 Why take that away from charter schools? 23 Why have them focus on every single school in the 24 state?</p> <p>25 We have a good reputation. These kinds of</p>	<p style="text-align: right;">172</p> <p>1 babies in that school deserve better, and we need to 2 make that school fast fixing.</p> <p>3 And I just feel like this does feel like 4 we're jumping into the next stage, when, in March, 5 we can talk about it with, like, fresh information. 6 And fresh information is so much better than a 7 year-old information.</p> <p>8 SECRETARY BECK: Very convincing. I now 9 agree with that situation. I don't think it's worth 10 it to rush it. If it's an extra month, it's an 11 extra month. We'll have fresh audit data coming at 12 us in 31 days.</p> <p>13 I don't think it's necessary for us to 14 jump quite that quickly. As you said, we've already 15 put them on unsatisfactory with a lot of issues. I 16 think that will suffice. Thanks.</p> <p>17 THE CHAIR: Same for me. And I said it 18 before. There are other schools that have had 19 similar looking charts, and we didn't say, "Oh, we 20 need to put them on the Intervention Ladder," and -- 21 oh, you know. Once again, it's that consistency and 22 that fairness to the schools that -- you know, why 23 them?</p> <p>24 And I think they'd have a really valid 25 reason to say, "Hey, how come me and how come..." --</p>
<p style="text-align: right;">171</p> <p>1 recommendations hurt our body, because we're making 2 some decisions we don't have to make right now. We 3 don't have to make it.</p> <p>4 It would make sense to me, in terms of 5 fairness, in terms of equity, just to wait for one 6 more month, 30 more days. We're going to be able to 7 look at the audits with a fine-tooth comb on every 8 single one of our schools. And, shoot. We might 9 see other schools we have deep concerns about 10 because of their financial findings that are now 11 fresh and not a year old.</p> <p>12 So I really do feel like -- I think we've 13 done what we needed to do today. Let's live to 14 fight another day.</p> <p>15 This school has been under -- under our 16 watchful eyes for a very long time. I think we are 17 starting to see progress, also, from some of the 18 conditions. At least when I was the chair in the 19 conversations, I felt that there was some good 20 progress.</p> <p>21 I don't think the Intervention Ladder is 22 set up to weaponize shutting schools down. It's to 23 improve -- it's my opinion, and definitely disagree 24 with me, but that's my view -- it's to improve. 25 It's a serious situation, because right now the</p>	<p style="text-align: right;">173</p> <p>1 and, you know, I don't think it's fair. I don't 2 think this is the moment in time to really do this. 3 I don't think the financial issues are significant 4 enough at this moment in time to say, "Oh, we're 5 going to put you on the Intervention Ladder for 6 that."</p> <p>7 I don't even see it -- I'm hoping that the 8 audit is going to look better. So I'm going to be 9 half-glass-full here that it's going to be okay.</p> <p>10 But we've also said, "You're going to 11 report again to us about that."</p> <p>12 So why can't we -- we're, in one letter, 13 saying, "Yes, you've got this unsatisfactory, and we 14 want you to continue answering about this." But 15 then in another letter, "Oh, by the way, because of 16 all that, this is..." -- you know, it's, like, it 17 doesn't make any sense to do this -- to me, at this 18 moment in time -- and I am not advocating to go back 19 and look at all the other schools and say, okay. If 20 you want to treat everyone equally, then we're going 21 to send -- that is not what I'm saying.</p> <p>22 I'm saying let's take a look at what we're 23 doing here and look through the lenses of the school 24 that may be listening, because I think schools are 25 hearing universally from us, we want them to</p>

<p style="text-align: right;">174</p> <p>1 improve. But to say we're going to single out one 2 school to almost use as an example and say, "This is 3 what we're going to do," I'm not comfortable with 4 that at all, at all.</p> <p>5 Commissioner Ingham.</p> <p>6 COMMISSIONER INGHAM: Just one last 7 comment. I think for myself, the bigger issue is 8 what the foundation is doing. And we have no 9 information and can't do anything about that anyway. 10 I think that that's my -- my concern is that -- that 11 our interface here is just going to find us back in 12 court again.</p> <p>13 And that's -- I think we probably should 14 take another month to get this great and right. And 15 if there's any ability to find out if there's -- if 16 what the foundation is doing is -- is inappropriate, 17 I would like to know that.</p> <p>18 THE CHAIR: Commissioner Taylor.</p> <p>19 COMMISSIONER TAYLOR: Okay. Yeah. There 20 are -- you know, there are really two issues. We're 21 dealing with two areas. We're dealing with a 22 financial issue. And we just passed a motion that 23 said that they were okay, and that we wanted them to 24 report -- not okay, but working towards, and we want 25 them to report in a year; right?</p>	<p style="text-align: right;">176</p> <p>1 conditions.</p> <p>2 COMMISSIONER BURT: Okay. And I'm going 3 to, because that, to me, is the part that matters 4 when we talk about Intervention Ladder.</p> <p>5 So when I'm looking at annual report, if 6 there's a condition that's unmet, then that's where 7 I would take exception to going to Ladder of 8 Intervention is if there's something -- to me a 9 condition is something they already have had the 10 conversation -- most of these schools haven't had 11 the annual report notice that they've had 12 unsatisfactory -- they haven't had that notice from 13 us yet. But a condition, they have had notice from 14 us. That's how I'm seeing it.</p> <p>15 So to me, that's where -- if I'm going to 16 go down the route of a Ladder of Intervention, it 17 would be something to do with the conditions. And 18 the conditions look primarily met.</p> <p>19 The only thing that I -- and I'm on the 20 same exact page. One of the conditions was about 21 the growth. Like, that -- about the growth of the 22 students. The graduation growth, I can kind of pull 23 away from a little bit. And I saw their rationale 24 behind it.</p> <p>25 I can -- I don't necessarily agree with</p>
<p style="text-align: right;">175</p> <p>1 The other thing that we did was we said, 2 "You're unsatisfactory on the other issues, 3 including the academics, and we want it corrected by 4 the next annual report."</p> <p>5 To me, these guys have had a ton of time. 6 And every indicator, every academic indicator, there 7 was no growth. In fact, it was negative growth in 8 every subgroup and in every -- every area of 9 academia.</p> <p>10 So I feel like that's the bigger issue in 11 my mind as far as what we need to send a letter for.</p> <p>12 But we've just passed a motion that said 13 that, "Let us know how you're doing in a year," 14 basically. I think this second motion sort of goes 15 against what we've already done; so...</p> <p>16 THE CHAIR: Commissioner Burt hasn't 17 spoken yet.</p> <p>18 COMMISSIONER BURT: I agree. I don't -- I 19 actually -- so -- when I read through this, it 20 actually, like -- the documentation is predominantly 21 the conditions are being met already, or being 22 certified that they're being met.</p> <p>23 Like, what they can -- like, I don't 24 see -- okay.</p> <p>25 THE CHAIR: Okay. So you're talking about</p>	<p style="text-align: right;">177</p> <p>1 the rationale, necessarily, and I do think the 2 graduation rate is, like -- once again, it was, 3 like -- the only thing that's fascinating to me is 4 their reporting to me of the graduation rates. 5 "The 15 kids we had, all 15 graduated." 6 That's 100 percent graduation.</p> <p>7 It's fascinating to consider that. That 8 is great. If they had 15 students last year and all 9 15 graduated, that's what we want.</p> <p>10 When we talked to them about graduating 11 their students, I remember telling them 12 specifically, "If you have four seniors, I want all 13 four to graduate. If you have ten seniors, get nine 14 of that," like; right? If that's what they did, 15 that's great.</p> <p>16 So that's why, for me, I can overlook the 17 graduation as part of the condition.</p> <p>18 But the growth is something that was a 19 condition. It's been discussed before with the 20 school that we wanted to see growth be at or -- at 21 or above similar schools. But beyond that data, to 22 see if they're -- even if it's negative growth. I 23 don't know if it's similar to what other schools are 24 experiencing as well.</p> <p>25 So I don't think I have all the data in</p>

<p style="text-align: right;">178</p> <p>1 order to actually make a decision on if we should 2 take a further look at growth as far as going down 3 the Intervention Ladder, because I don't have the 4 data to support anything, other than what their data 5 is from Vistas.</p> <p>6 So that's a concern of mine.</p> <p>7 VICE CHAIR CARRILLO: Three years ago -- 8 three score and -- no, three years ago, I remember I 9 had just come on. And they -- the Commission had 10 voted not to renew the school in that previous 11 December.</p> <p>12 And, of course, it went to court, and, of 13 course -- and what happened -- and I don't recall 14 who here actually went online to listen to the 15 hearing that they had. I listened to the entirety 16 of the hearing. And it was super clear to me that 17 this school was let off on a technicality. That's 18 all it was was a technicality, because they have 19 great counsel; okay?</p> <p>20 And if the renewal had anything to -- was 21 going to be based on anything relative to the 22 performance of the school and the students, there's 23 no way on earth this would have been overturned. 24 This was a technicality.</p> <p>25 And so now for three years, they've been</p>	<p style="text-align: right;">180</p> <p>1 COVID, I know what principals did, all over the 2 state what they have did to get kids over the finish 3 line. Because you can't graduate kids if they have 4 F's. They coached these kids through E2020 over the 5 finish line to get their drive-through diploma.</p> <p>6 That's deplorable.</p> <p>7 And that the PED even allowed that is 8 deplorable and allowed none of that data to be taken 9 into consideration.</p> <p>10 So, no, I'm just tired of kicking the can. 11 And I'm not going to introduce this motion, because 12 it's very clear there's no sense in doing it for the 13 sake of failure.</p> <p>14 This is on the record, not just for GREAT 15 Academy. Any school that's consistently not growing 16 their kids academically -- you know, all these -- 17 there could be so many other measures where kids are 18 happy, where they're baking bread in groups, and, 19 you know, singing their cultural songs, whether 20 they're doing all sorts of different things. That's 21 harsh to say.</p> <p>22 And I was on the record. On the school 23 that I'm speaking of, I'm on the record what I said 24 to their board and what I said to their elders.</p> <p>25 It's like we're failing kids. The thing I</p>
<p style="text-align: right;">179</p> <p>1 operating. And they haven't had growth -- it's 2 funny when we -- the term negative growth. Decline. 3 That's what I -- decline. Failure. That's how I 4 would couch this for this particular school.</p> <p>5 And it's, you know, just kicking that can. 6 And that's what -- and, fine. You know, I'm going 7 to say my piece and I'm not going to introduce the 8 other motion. But I feel like we're kicking the can 9 on this school down the road, because they're not 10 showing -- yeah, they could be showing progress 11 incrementally on the financial side.</p> <p>12 But are we here because we want people to 13 keep books really well? Or are we here because we 14 want kids to learn? Okay. Great. Fifteen 15 graduated. Fifteen were seniors. How many could 16 fill in a map of the United States? How many of 17 them could name the three branches of government and 18 do so in an essay with correct punctuation, 19 capitalization, and so forth. I would bet not all 20 15.</p> <p>21 How many could fill out a job application 22 with no grammatical errors? I would bet no way all 23 15.</p> <p>24 We know from experience, and I know from 25 having left Santa Fe Public Schools right after</p>	<p style="text-align: right;">181</p> <p>1 love about the PEC is I feel like we hold each other 2 and schools more accountable than the districts do 3 and way more accountable than the PED has ever done. 4 And I love that about us.</p> <p>5 I think it's consistency. And I think 6 it's fair for us -- I have no problem -- people say, 7 "The PEC works really well."</p> <p>8 I tell people all the time, "We can be 9 politically different in so many areas. We get 10 along well. We talk about things. We make a 11 decision, and we move on."</p> <p>12 Every vote doesn't have to be ten-zero. I 13 don't care. I just care that we speak our mind and 14 speak passionately about one thing: Make sure we're 15 educating kids.</p> <p>16 I feel like this way, another 30 days goes 17 by, three years goes by. And it's based on a 18 technicality. Corina, you remember, I'm sure. A 19 technicality. I can't believe when the decision 20 came back. It took about five months for this 21 district judge to come back with the decision. So 22 they were already into the next school year.</p> <p>23 Okay. Respectfully heard. And the -- now 24 you made me lose my train of thought. That was your 25 plan, wasn't it?</p>

<p style="text-align: right;">182</p> <p>1 But it's -- there's just another 30 days. 2 There's going to be another year, and then another 3 year. 4 COMMISSIONER BURT: I just want to make a 5 request. Like, it did -- the condition says that 6 we're going to look at their growth compared to 7 similar schools. And we do not have that data. I 8 did not -- I saw graduation -- lots of graduation 9 growth and graduation data, but no academic 10 performance -- it said growth, academic growth, 11 compared to similar schools. 12 THE CHAIR: It's in -- I think -- the only 13 place I saw it was in that little chart where 14 there's -- it has growth as the first piece, and 15 then it says graduation rates, and then there's a 16 number. It says three -- I don't know what that 17 actually means. I think it might be one of the last 18 pages. 19 COMMISSIONER BURT: So graduation, 20 graduation, graduation. It's graduation growth. 21 THE CHAIR: I thought it said growth on 22 the -- got you. 23 COMMISSIONER BURT: It's what the 24 condition says, but there's no academic growth in 25 here.</p>	<p style="text-align: right;">184</p> <p>1 annual report. The next page is the charter renewal 2 documentation showing Compliance with School 3 Condition. For the '22-'23 school year, there are 4 two. But we only have the information on one of 5 them. 6 And -- but that's what -- that's where I'm 7 actually on the page of I do think it's time -- I 8 think it's an appropriate place to take time to move 9 down the -- move down the pathway of -- you know, 10 this is something we might need to consider and look 11 at and take action on earlier than waiting till next 12 year. Because this isn't something that we've -- 13 that hasn't been talked about before. This has been 14 talked about. 15 So this year's data for growth does 16 matter; so... 17 DIRECTOR CORINA CHAVEZ: So I, again, 18 would ask, where in the condition document, that is 19 captured. Because I'm looking at the condition -- 20 I'm not looking at the annual report. I'm looking 21 at the contract and the conditions document on the 22 PEC's website. 23 THE CHAIR: If you look on Page 12 -- 24 yeah, exactly. It says, "meet or exceed the average 25 growth rates for similar schools serving similar</p>
<p style="text-align: right;">183</p> <p>1 THE CHAIR: Right. Right. And the -- 2 COMMISSIONER BURT: So I think that we 3 would need that information in order to consider 4 that. So maybe that could be something that we can 5 look at. 6 DIRECTOR CORINA CHAVEZ: In that case, 7 because the school reported the data as part of the 8 condition, there's a form -- right? -- that you-all 9 approved for the school to provide that information. 10 Then -- and we didn't catch it. I think we were 11 looking at this as graduation growth. 12 THE CHAIR: The condition does say growth 13 in comparison to state and -- state and district, 14 "meet or exceed the average growth of state and" -- 15 COMMISSIONER BURT: "Similar schools with 16 similar populations, as determined annually by PED." 17 THE CHAIR: Is Brigitte on? And you know 18 what? That is part of what the school is disputing. 19 The school is disputing the similar schools. 20 DIRECTOR CORINA CHAVEZ: I'm looking at 21 the contract itself on your website. And the 22 condition begins on Page 32. Do you want me to 23 screen-share? 24 COMMISSIONER BURT: I'm looking at -- so 25 I'm on Page -- so there's Page 15 of 15 of the</p>	<p style="text-align: right;">185</p> <p>1 populations for students who are English Language 2 Learners, economically disadvantaged, and students 3 with disabilities, as determined annually by PED." 4 DIRECTOR CORINA CHAVEZ: Graduation rate. 5 I think that our understanding of it was that it was 6 the graduation rate. And I -- 7 THE CHAIR: That language there of 8 "meeting or exceeding the average growth" is not 9 growth in terms of academic growth; it's purely -- 10 okay. So that the condition, then, didn't 11 include -- see? I read that statement as growth. 12 DIRECTOR CORINA CHAVEZ: Well, yes. It 13 does. But then when you look at -- 14 COMMISSIONER BURT: So you're saying it's 15 not -- it's not growth academically; it's growth in 16 their graduation rate. It's both is what they're 17 saying. 18 The first one is just the raw rate; the 19 second one is the growth in the rate. 20 THE CHAIR: Right. Of graduation. That's 21 the way we interpret it. And if you look at the -- 22 I'm going to share -- 23 COMMISSIONER BURT: If that's what it's 24 about, then that makes sense. That's why I was 25 confused, then. And it also then makes sense to</p>

<p style="text-align: right;">186</p> <p>1 not -- to acknowledge the -- the -- negative growth 2 in the letter and then expect it to improve next 3 year. 4 THE CHAIR: Because there was not -- 5 COMMISSIONER BURT: And I do want to say, 6 I was -- I was very happy when I read through -- 7 THE CHAIR: The second bullet is 8 graduation growth. Because if you said -- yeah, it 9 is. It is. Because it says, "have met or exceeded 10 the" -- but here's the problem. Sorry. Sorry. 11 COMMISSIONER BURT: I just wanted to say 12 really quickly. One of the things I was very 13 concerned by was the graduation, and them having 14 small class sizes, small senior sizes, and not 15 graduating all those seniors. 16 I just wanted to say I was very, very 17 happy when I read through their information about 18 how many seniors they had enrolled and how many they 19 were graduating for the last couple of years. I was 20 very happy to see that, including I was grateful -- 21 because I think that the -- their team is online -- 22 that they have -- you know, I think it said -- I 23 just want to give them credit for all of them. 24 There's, like, 15, 16 seniors this year, and they're 25 on track to graduate all 16 seniors again.</p>	<p style="text-align: right;">188</p> <p>1 doesn't say graduation growth, this is something 2 that we spent a lot of time working with Ms. Barnes, 3 who was instrumental in creating this tool and 4 talking about. 5 And then you see where it says the school 6 data provided. Talks about graduation, four-, 7 five-, six-year, and then average growth rate. 8 Because we talked about how you can't really do 9 average graduation growth rate. It's all about 10 graduation. It doesn't talk about Vistas or 11 academic performance on the statewide assessment. 12 So unless there's -- and that was the 13 discussion that we had with the school and their 14 attorney. 15 COMMISSIONER BURT: We're going to have to 16 be careful on language moving forward, just because, 17 like, if it's -- let's say, for example, Director 18 Chavez wasn't in this role anymore. Pattie is not 19 here, Julia is not here. We have to be careful with 20 language like that, what's in black and white, 21 because that was confusing. 22 THE CHAIR: What I see here, it says, "The 23 contract between The GREAT Academy and PEC included 24 blah in the areas of, 1, academic improvement." 25 So even though I acknowledge that</p>
<p style="text-align: right;">187</p> <p>1 I think that is wildly important and a 2 huge improvement from where I came in and had any 3 kind of oversight over this school and had a massive 4 improvement on that. So to me, it does show a 5 positive impact on if we're going to -- if we're 6 going to have a high expectation or put something on 7 a school, I do believe schools will rise to it. 8 That does make me feel good. 9 So now -- I would just say now if they 10 could get the academic growth -- keep up the 11 graduation rates, but get the academic growth up in 12 the future, I don't see problematic things with this 13 school or with this report at this time. 14 It looks like they took the information 15 that they were being given that they needed to 16 improve on, and it really does look like they took 17 the steps to improve a lot of the places. 18 So I hope that the academic growth in the 19 future, that's your next step is get that up. 20 DIRECTOR CORINA CHAVEZ: So I'm flashing 21 the charter school's contract and performance 22 framework that had this -- this condition. And 23 although it says "Academic Improvement," that's sort 24 of a header. And then it talks about meeting or 25 exceeding state graduation rate. And although it</p>	<p style="text-align: right;">189</p> <p>1 graduation rate goes into it, to me, when I read 2 academic improvement, I'm looking at growth and 3 proficiency. 4 And I think -- so the whole rest of that 5 document is only talking about graduation, because 6 that's all the school was aware that -- because 7 there were no growth targets that were set in there. 8 So that's why there's the confusion that 9 when they're talking growth, they're only talking 10 what they were asked to respond to, which was the 11 graduation. 12 And you're right. You know, hopefully we 13 get better every time we do these things, and we see 14 that -- you're right -- there's -- when I read that, 15 I think there has to -- and I kept scrolling through 16 looking for charts on academic growth, and there 17 wasn't any, because the school wasn't responsible to 18 have to do that. 19 DIRECTOR CORINA CHAVEZ: That was not the 20 understanding in the condition. 21 THE CHAIR: Yeah. We have to be -- we 22 have to do our due deliberation and be better at it 23 when we're looking at it and being clear as to what 24 everyone is expecting with this. 25 Sure.</p>

190	<p>1 COMMISSIONER INGHAM: What Commissioner 2 Burt was asking originally was can we look at growth 3 with similar schools? Can we still request of CSD 4 that we have some -- at least just for our own 5 edification -- how this school is doing with similar 6 schools and just ask for that from them? 7 COMMISSIONER BURT: I would just say I 8 don't think that's appropriate anymore, because 9 then, once again, we're singling out this school and 10 not every other school that has negative growth. 11 And I don't think that's appropriate. 12 Unless we're going to do that for every school that 13 has negative growth on their annual report, I don't 14 think it's fair to do that for this school, because 15 they have some other conditions we're looking at, 16 because we're looking at them more in depth because 17 of other things. 18 I think we have to keep it in the same 19 vein as everyone else. 20 I think if you want to ask that on the 21 side, if you're just interested. But I don't want 22 that requested, like, publicly anymore. 23 VICE CHAIR CARRILLO: I'm calling on 24 myself. 25 And on that, as well, if you're going to</p>	192	<p>1 THE CHAIR: Second. 2 There's a motion by Commissioner Taylor, a 3 second by Commissioner Gipson. 4 Any -- seeing no further discussion -- 5 SECRETARY BECK: Vice Chair Carrillo. 6 VICE CHAIR CARRILLO: Yes. 7 SECRETARY BECK: Chair Gipson. 8 THE CHAIR: Yes. 9 SECRETARY BECK: Commissioner -- 10 Ex-Chair -- Commissioner Brauer. 11 COMMISSIONER BRAUER: Yes. 12 SECRETARY BECK: Commissioner Taylor. 13 COMMISSIONER TAYLOR: Yes. 14 SECRETARY BECK: Commissioner Armijo. 15 COMMISSIONER ARMIJO: Yes. 16 SECRETARY BECK: Commissioner Manis. 17 COMMISSIONER MANIS: Yes. 18 SECRETARY BECK: Commissioner Burt. 19 COMMISSIONER BURT: Yes. 20 SECRETARY BECK: Commissioner 21 Clahchischilliage. 22 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 23 SECRETARY BECK: Commissioner Ingham. 24 COMMISSIONER INGHAM: Yes. 25 SECRETARY BECK: And Secretary Beck, yes.</p>
191	<p>1 do similar schools, look at Albuquerque, New Mexico. 2 Most of the schools do similar schools in percentage 3 of English Language Learners, in percentage of Free 4 and Reduced Lunch and all these things. You don't 5 have to go far, probably, just, like, within 6 one-half square mile, to find schools that are very 7 similar. 8 THE CHAIR: Sorry. I just -- I had my 9 microphone off. We're on Tierra Adentro of 10 New Mexico. Once again. 11 COMMISSIONER TAYLOR: I feel like I could 12 go ahead and make a motion. 13 THE CHAIR: Sure. 14 COMMISSIONER TAYLOR: I move that the PEC 15 provide an annual report notice to the 16 Tierra Adentro of New Mexico, The School of 17 Academics, Arts, and Artesanía, indicating a notice 18 of satisfactory performance, and identify the 19 unsatisfactory performance related to negative 20 performance for the student subgroups listed on 21 Page 7 of the annual report, and an organizational 22 concern listed on Page 11 of the annual report. 23 Both items listed as unsatisfactory 24 performance should be corrected by the next annual 25 report.</p>	193	<p>1 There are ten votes for and zero votes 2 against. The motion passes. 3 THE CHAIR: We are now on to our last 4 school, which is Tierra Encantada Charter School. 5 VICE CHAIR CARRILLO: I'll start. Just -- 6 so I was at Tierra -- what's today? Today is 7 Friday. So last week, I was there. 8 And it was great. It was just really 9 wonderful to be at that school. And -- because 10 historically -- so this is around 2013, I think -- 11 when I was on the Santa Fe Public Schools -- and it 12 was at a time when a number of schools left. 13 Charters left Santa Fe because Secretary Skandera 14 never saw a charter she didn't like. 15 And some of these schools should not have 16 been chartered by the State, and we weren't going to 17 reauthorize them. It was very clear to a number of 18 the schools that left that there is no chance that 19 we were going to reauthorize them. 20 And Tierra is one of them. And they were 21 really in the cellar on a lot of different levels. 22 And I'll just cop to the fact that I've 23 kind of held that against them for several years. 24 And, you know, that wasn't fair of me. 25 And so I really wanted to go to the</p>

194	<p>1 school. And Danny Peña and -- oh, gosh. It's not 2 Amanda -- the principal? Do you know offhand the 3 principal of the school? I want to say it's 4 Alicia -- oh, darn.</p> <p>5 But, anyway, I was there for almost a 6 couple of hours, just observing classrooms and just 7 everything at the school. And how far they've come. 8 And I was just so impressed by the kids. But when 9 it was time for them to travel between classes -- 10 they intentionally gave them a few more minutes, the 11 way they did their schedule, a few more minutes 12 between classes. High school kids need to check in 13 with other high school kids. They can't just be 14 rushed off in two minutes and denied all social 15 contact and expect that to fly.</p> <p>16 And so Danny, the principal, recognized a 17 lot of the challenges that were being faced, and 18 they addressed them. I was really honest with them 19 about how I felt years ago, ten years ago, about the 20 school.</p> <p>21 It was great. He told me what they're up 22 to, what they're doing, and why they're doing it. 23 And I just have very high hopes for Tierra 24 Encantada. And, just, the dual language there, it 25 just -- I was very impressed by the school.</p>	196	<p>1 SECRETARY BECK: Commissioner 2 Clahchischilliage.</p> <p>3 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 4 SECRETARY BECK: Commissioner Brauer. 5 COMMISSIONER BRAUER: Yes. 6 SECRETARY BECK: Commissioner Manis. 7 COMMISSIONER MANIS: Yes. 8 SECRETARY BECK: Commissioner Burt. 9 COMMISSIONER BURT: Yes. 10 SECRETARY BECK: Commissioner Taylor. 11 COMMISSIONER TAYLOR: Yes. 12 SECRETARY BECK: Commissioner Armijo. 13 COMMISSIONER ARMIJO: Yes. 14 SECRETARY BECK: Chair Gipson. 15 THE CHAIR: Yes. 16 SECRETARY BECK: Vice Chair Carrillo. 17 VICE CHAIR CARRILLO: Yes. 18 SECRETARY BECK: Secretary Beck, yes. 19 There is ten votes for, zero votes 20 against. The motion passes. 21 THE CHAIR: And I'm going to ask for a 22 ten-minute break. Thanks. 23 (Recess taken, 2:46 p.m. to 3:01 p.m.) 24 THE CHAIR: Discussion and Possible Action 25 on a Math Symposium. Yeah. Give me the almonds.</p>
195	<p>1 THE CHAIR: Commissioner Beck. 2 SECRETARY BECK: Quite quickly, again, in 3 the proficiency referenced yesterday, again, 4 challenges in math. Secondly, strong growth in both 5 ELA and math. That should be noted. That's great. 6 Thank you. 7 VICE CHAIR CARRILLO: I'll start my motion 8 saying super proud of your school, Danny. So let's 9 go to Tierra Encantada. 10 I move that the PEC provide an annual 11 report notice to Tierra Encantada Charter School 12 indicating a notice of satisfactory performance and 13 identify the unsatisfactory performance related to 14 the "working to meet" performance on one 15 mission-specific goal, and four- and five-year 16 graduation rates. 17 All items listed should be corrected by 18 the next annual report. 19 THE CHAIR: Second. 20 There's a motion by Commissioner Carrillo, 21 a second by Commissioner Gipson. Any discussion? 22 (No response.) 23 THE CHAIR: If not, Commissioner Beck? 24 SECRETARY BECK: Commissioner Ingham. 25 COMMISSIONER INGHAM: Yes.</p>	197	<p>1 VICE CHAIR CARRILLO: My sense is we 2 should just have a repeat word-for-word of our 3 conversation. 4 THE CHAIR: No. 5 VICE CHAIR CARRILLO: Yeah. I withdraw 6 that item. 7 THE CHAIR: Are we just skipping it, then? 8 COMMISSIONER CARRILLO: Yeah. Okay. 9 Thank you. 10 So Item No. 12, Discussion and Possible 11 Action on Budget Expenditures. 12 So I think what -- with Item No. 12, I 13 think I'm going to say that we have a list of 14 possibilities that I think the budget subcommittee 15 will look at and can make recommendations when we 16 come back, hopefully next month, and we'll have a 17 better idea of what those -- and Matt had said 18 yesterday that he's going to put that proposal for 19 what our share might be if we go with that HR 20 concept that he's got, but that he has to -- we need 21 to know what exactly it looks like in terms of what 22 he's looking -- what his anticipated expenses from 23 us would be. We don't have that now. 24 I would ask, in just the next week or so, 25 if a Commissioner thinks of something, just shoot me</p>

198	<p>1 an e-mail, and it's something that the budget 2 subcommittee can then take a look at. But it does 3 take a little bit of time to find out what that cost 4 might be.</p> <p>5 So that's why I'm saying, like, within the 6 next week, so that the budget -- someone can find 7 out the information and the budget subcommittee can 8 work.</p> <p>9 So I think we're good with 12, then, 10 because we're not doing 12.b., either.</p> <p>11 So 13, Discussion and Possible Action 12 Regarding Notice of Intent to Commence Action 13 Regarding Alma d'Arte Charter School Under the 14 Intervention Ladder.</p> <p>15 So, Commissioners, over a period of 16 time -- over a period of time, there's been some 17 concerns that have been raised to the Charter School 18 Division regarding -- and I understand there is some 19 parental concerns that have been raised.</p> <p>20 The Charter School Division has 21 appropriately told those parental entities that they 22 need to go back to the school. But there has been 23 a -- but I would say that parents have continued to 24 contact the Charter School Division.</p> <p>25 And the Charter School Division has -- and</p>	200
199	<p>1 I think the Director will corroborate -- that she 2 did communicate to the school -- Director, do you 3 want to say something?</p> <p>4 DIRECTOR CORINA CHAVEZ: Yeah. Do you 5 want me to walk through a timeline? Just because 6 some people like to be sequential, start at the top? 7 And I'm happy to.</p> <p>8 I've really been putting my head together 9 with the sequence of events that have led us to 10 where we're at right now.</p> <p>11 So -- so, basically, if that's okay, I 12 would like to remind Commissioners that this school 13 was renewed with conditions December of 2021, with a 14 contract from 2022-'23 through 2027. And so with 15 those conditions, we have continued to work with the 16 school.</p> <p>17 We did a site visit February 2023. And 18 when we did, we provided some preliminary feedback 19 to the school, as we always do. And then we also 20 sent them a document, which is the very familiar 21 looking performance framework indicators, where we 22 thought they were at the time in April 2028 23 (verbatim).</p> <p>24 Of course, we can't finish the performance 25 framework. We had to wait. And this is something</p>	201

1 that you're going to look at next month for this
 2 school.

3 But the concerns that we noted were things
 4 that were related to progress towards completing
 5 mission-specific goals; issues with the
 6 administration of the short-cycle assessments --
 7 they were using Illuminate -- lack of reporting on
 8 the condition for the DASH Plan, because that was
 9 one of the conditions; special ed program and some
 10 complaints that we had received; EL identification
 11 and English Language Development instruction; lack
 12 of some timeliness in reporting to the PED;
 13 financial audit concerns; compliance with reporting
 14 governing board membership changes.

15 When we were at the visit in 2023, one of
 16 the members of the focus group was presented to us
 17 as the treasurer of the board. But CSD never
 18 received notification of that person joining the
 19 board, and we never received notification of that
 20 person leaving the board.

21 So there is no record that that person was
 22 on the board, except for he was at the focus group
 23 that we had when we visited the school.

24 We also talked about low attendance rate
 25 and a lack of teacher mentorship program.

1 So shortly thereafter, the school put the
 2 administrator, the head administrator, on leave.
 3 And they did timely submit a notification to us
 4 about an interim head administrator. And then they
 5 also timely submitted to us about the current head
 6 administrator, who is in place right now.

7 We asked the school for the
 8 end-of-the-year conditional report. It was due on
 9 June 30th; we got it July 10th. But there was -- it
 10 was somewhat incomplete, and there was no analysis
 11 on the growth of student performance using their
 12 short-cycle assessments.

13 We've since received many complaints, as
 14 Chair Gipson indicated, from parents and others,
 15 staff, et cetera. And so, as a courtesy call, I met
 16 with the head administrator to summarize what we had
 17 been hearing. And I think that was really just to
 18 share what had been received by our office.

19 And we, at that time, just expressed a
 20 lack of -- a grievance policy or a set of procedures
 21 so that the school could resolve it locally, because
 22 that's really what we want.

23 And that didn't change things much. We
 24 continued to get many complaints.

25 And so I sent a letter on January 5th to

<p style="text-align: right;">202</p> <p>1 the head administrator and the governing council 2 chair indicating some concerns. We were concerned 3 about the governing council following Open Meetings 4 Act and that the website had been under 5 construction. And so there was nothing on the 6 website that would provide notification of their 7 meetings, their agendas, or their minutes. 8 We also talked about the need to complete 9 notification of governing board member transition 10 for this year, 2023-2024, because although they had 11 submitted some information, the packet wasn't 12 complete. So that's why you haven't seen that on 13 your agenda that there has been some transition of 14 board members, and we only put that on your agenda 15 when the packets are complete. 16 So we asked for that. 17 We also expressed our concern about 18 whether the school was following its Attendance for 19 Success Act, because we had been hearing about 20 students being disenrolled prior to any sort of 21 progressive notification or the processes that are 22 contemplated in that act. 23 And special ed also came up. And, again, 24 the internal complaint policy and lack of 25 communication with families was something that we</p>	<p style="text-align: right;">204</p> <p>1 year one, which is the lowest level of need for 2 special ed concerns. 3 We also sent the annual report, the draft 4 annual report, to the school. And there were 5 multiple indicators where the school is either 6 "working to meet" or "does not meet." 7 And our understanding is that we will have 8 a final report for your March meeting. 9 One of the things that we have also been 10 concerned about is the arts integration. It seems 11 that their mission goal around arts integration, 12 they're also struggling to collect data or to 13 implement. We'll see if they provide evidence 14 contrary to that. But at this point, we sent them a 15 preliminary saying that we don't have data. 16 THE CHAIR: So thank you for that. 17 And, you know, for me, some of the 18 highlighting -- some of the highlighted concerns -- 19 and I acknowledge that some of these have been 20 partially addressed -- the website was down for a 21 significant amount of time. It was down probably 22 since the summer. So that meant it was very 23 challenging for anyone to find anything out about 24 the school. 25 And some of those parent complaints, I</p>
<p style="text-align: right;">203</p> <p>1 raised. 2 There's been a series of e-mails back and 3 forth. The school really hasn't said, "Here's how 4 we're addressing your concerns." 5 So we really haven't had an opportunity to 6 get a one-to-one, "This is your concern; this is how 7 we've addressed it." 8 And I understand a new head administrator 9 is, you know, adjusting to a new environment, and 10 there's lots of things going on. 11 But when we conducted the site visit -- 12 and here's where Chair Gipson also can add some 13 contextual information. 14 February 7th we conducted the site visit 15 to the school, and there were many concerns that 16 were -- that were present during that visit. 17 We received the renewal conditions that 18 were due December 31st, the same day that we 19 conducted the site visit, February 7th. 20 And then that same day, Chair Gipson let 21 the school know that they would be on the February 22 agenda. And two days later, we received from the 23 Office of Special Ed at the PED a letter that 24 Alma -- the determination letter that says that they 25 are on Corrective Action Plan technical assistance,</p>	<p style="text-align: right;">205</p> <p>1 think were directed at the Charter School Division, 2 mainly because there was no place to find where -- 3 "How do I -- how do I find the governance counsel 4 members?" 5 There was nothing. You found -- I had to 6 go to Facebook to find the information about the 7 school. 8 So if I'm a parent, I don't know how to 9 contact the governance council president. There's 10 no process for if I have a concern, "What -- do I 11 fill out a form? What do I have to do to have this 12 concern addressed in an appropriate manner at this 13 school?" 14 But the -- for me, the fact that the 15 students -- Attendance for Success Act may not be 16 properly being followed, and that students may be 17 being disenrolled without that act being followed, 18 and the fact that some of those students are 19 potentially special ed 504 plans, and there's -- and 20 I'm forgetting the term -- a manifest -- 21 DIRECTOR CORINA CHAVEZ: When a student 22 has an IEP, there has to be a special type of 23 hearing before a student is expelled to determine if 24 the student has a disability, a manifestation 25 determination.</p>

206

1 THE CHAIR: Hearing. So that has to take
 2 place. And there's no -- I just need clarity as to
 3 whether all of that has taken place, because the
 4 school, unfortunately -- and I think Alan shares a
 5 lot of that angst with special ed concerns that had
 6 been at the school, and the hope was it was being --
 7 and I think it has been substantially cleared up.
 8 But if they are on the first year of a
 9 Corrective Action Plan, it's very concerning to me
 10 that that's taken place.
 11 We have had conversations with Public
 12 Charter Schools of New Mexico. And they are in the
 13 process of developing a board training that will
 14 take place in March with this board. And there is a
 15 mentorship that has been arranged.
 16 So I would also appreciate, when the
 17 school comes up, an update as to, you know, how many
 18 board members attended that board training to see,
 19 and just an update as to how that mentorship is
 20 going.
 21 I don't need to know the particulars about
 22 what they talk about and things like that, but what
 23 that communication has been like and the interaction
 24 has been like. So I would like a reflection on that
 25 for that March meeting as well.

207

1 I think we're trying to be proactive here
 2 and giving the school the opportunity to hopefully
 3 clear up a lot of these things and then take a look
 4 at those areas that may still need further review
 5 and feedback from the school.
 6 And if there's any additional -- we'll
 7 have the audit by then. We'll have the annual
 8 report at our March meeting. So that will also be
 9 informative. And there will be the -- so correct me
 10 about the timing, the site visit report.
 11 DIRECTOR CORINA CHAVEZ: So 30 days after
 12 the site visit, which was January -- or
 13 February 7th, I should say -- then a preliminary --
 14 did I get the date wrong?
 15 MS. LUCY VALENZUELA: No, you're correct.
 16 So the visit was February 7th. So 30 days would be
 17 about March 6th, March 7th.
 18 DIRECTOR CORINA CHAVEZ: So that is prior
 19 to your --
 20 MS. LUCY VALENZUELA: For the preliminary
 21 report.
 22 DIRECTOR CORINA CHAVEZ: We usually just
 23 send that to the school.
 24 THE CHAIR: We usually don't make that
 25 part of our public document, the preliminary.

208

1 DIRECTOR CORINA CHAVEZ: Right, yeah.
 2 Because it's information to the school that lets
 3 them know, what are the initial concerns identified,
 4 and they get an opportunity to make corrections
 5 before the end of the year. And it shows up in
 6 their annual reports.
 7 We really do provide a lot of feedback to
 8 schools and opportunities for them to -- to make --
 9 THE CHAIR: The only thing that I would
 10 ask is out of that preliminary report, if there was
 11 anything that was concerning enough that would put
 12 the school on the Intervention Ladder, that that
 13 would come to us.
 14 It wouldn't have to be the entire report
 15 would be shown to us. But those items would be
 16 presented to us, and that the school would have a
 17 timely notice that those will be discussed. Or if
 18 we could just tell the school -- how would we word
 19 that, that it would be in there?
 20 MS. JULIA BARNES: I think you have two
 21 things going on. One is CSD is continuing its
 22 process to finalize the annual report and get the
 23 back-and-forth notice.
 24 The second is that some of that
 25 information from the preliminary assessment shows

209

1 red concerns.
 2 So that, as well, can be identified by you
 3 at the next meeting. That's what this does is it
 4 launches that conversation to say do you want to
 5 consider it? You do not need to wait for an annual
 6 report to take action under the Intervention Ladder.
 7 So that will not stop the back-and-forth
 8 or the school saying to CSD, "We don't agree with
 9 this because of the following, and please consider
 10 this information."
 11 This period of time is kind of
 12 overlapping.
 13 CSD is going to continue what it's doing
 14 for the next 30 days, and you, if you take this
 15 action, are telling the school that you'd like to
 16 hear about this and their responses to it from an
 17 intervention standpoint. So two things are kind of
 18 going on at the same time.
 19 THE CHAIR: Right.
 20 SECRETARY BECK: Director Chavez, just for
 21 my content, what grades -- I'm on their website, and
 22 it doesn't say it anywhere that I can see. What
 23 grades do they serve and how large is their
 24 enrollment?
 25 DIRECTOR CORINA CHAVEZ: So the school is

<p style="text-align: right;">210</p> <p>1 a nine-through-twelve school. It's a high school. 2 And I can give you last year's enrollment if you'd 3 give me just a sec. 4 THE CHAIR: I think they're at about 130, 5 135, somewhere around there. Yeah. 6 And also, even though the website is up, 7 there's still not enrollment information on there. 8 They do have governance council members listed, and, 9 you know, how to contact them. But there is not 10 a -- a process there for what if a parent has a 11 complaint/concern, how that's -- how that's handled. 12 So that although I appreciate the fact 13 that the school did get a website up and running 14 that is better than what they had -- and it's 15 actually statutory that the Students for Success 16 Act -- have to rename that -- that that -- that act 17 and the process of disenrolling, that has to be on a 18 school's website. And there's -- it's not there. 19 So there are also some concerns raised 20 regarding the use of grant monies. So that -- there 21 were grant monies that were not -- that were not 22 used that reverted back. 23 And I'm just asking the school -- we don't 24 have to get into the particulars. I'm just asking 25 the school to respond to their use or lack of use of</p>	<p style="text-align: right;">212</p> <p>1 identified. 2 Ms. Barnes? 3 MS. JULIA BARNES: I just wanted clarity 4 as to whether you would just like the concerns 5 listed, and then your letter can show where they -- 6 where he can find -- where the school can find more 7 information on the concern? Or do you want both in 8 the motion? 9 COMMISSIONER BURT: I don't think you need 10 both in the motion. 11 THE CHAIR: I think, by and large, the 12 school should know where you can find that 13 information. 14 COMMISSIONER BURT: And I wonder if you 15 can even just say it in the motion, the concerns on 16 academic progress, organizational, and financial 17 concerns, and then you, yeah, in the letter, expand 18 all those. Just -- I don't know why we would have 19 to list every single thing in the motion. 20 THE CHAIR: Yeah. I'm -- you know. And 21 the only reason I would say that we would, if there 22 was any concern that it had to have been on the 23 public record. But I don't -- I can't answer that. 24 But I'm fine with making this simple and 25 expanding in the letter, because my concern is only</p>
<p style="text-align: right;">211</p> <p>1 grant monies as submitted by the -- through the 2 applications of the schools, plain and simple. And 3 then we'll see whether things are appropriate or 4 not. 5 Do we have any questions? 6 (No response.) 7 THE CHAIR: So the next step would be 8 that, through the motion, we would identify that the 9 PEC may take possible action on the school going on 10 the Intervention Ladder. 11 The school would then receive -- that 12 motion would include the concerns that the PEC would 13 like the school to address at the March meeting. 14 And that gives the school the opportunity to -- 15 to -- to be ready to answer questions for us. 16 And I've communicated that to the director 17 of the school. He's looking forward to being able 18 to answer all of these. So -- and I haven't -- he 19 knows what many of the concerns are. So he's -- 20 he's well aware that he's -- he will be on the 21 agenda. 22 He knows he's -- the school is on the 23 agenda for this month for this discussion and that 24 the anticipation is that he would be at the March 25 meeting and -- to address the issues that have been</p>	<p style="text-align: right;">213</p> <p>1 that the school is made fully aware of the 2 expectation of what they're answering to. 3 Commissioner Carrillo. 4 VICE CHAIR CARRILLO: I agree with not 5 having the location information. I would read the 6 text under concern. And the reason I would is 7 that's what we did for the La Tierra Montessori 8 School. We listed everything. I think we should do 9 that now, if for no other reason, nobody can come 10 back to us and say we weren't transparent about what 11 we were doing. So I'm going to make a motion 12 unless -- that's what I figured. 13 THE CHAIR: Because I have a question. 14 Because the motion -- 15 (Off-mic discussion.) 16 THE CHAIR: All right. Any other 17 discussion before a motion is made? 18 Okay. 19 VICE CHAIR CARRILLO: This is regarding 20 Item 13, Alma d'Arte. 21 THE CHAIR: Correct. 22 VICE CHAIR CARRILLO: I'm doing the 23 concern part of the chart. 24 THE CHAIR: Wait. Hold on. 25 VICE CHAIR CARRILLO: No. I just said</p>

214	<p>1 that we -- to be consistent -- yeah, we're not going</p> <p>2 to do the location of information piece, but we are</p> <p>3 going to do the concerns.</p> <p>4 COMMISSIONER BURT: Consistent with how</p> <p>5 we've handled previous Ladder of Intervention</p> <p>6 letters.</p> <p>7 VICE CHAIR CARRILLO: Is it not fixed?</p> <p>8 THE CHAIR: The only thing he doesn't have</p> <p>9 to read is the right-hand column.</p> <p>10 VICE CHAIR CARRILLO: I just won't read</p> <p>11 it. It's okay. It's all right. Yeah, I can do</p> <p>12 that.</p> <p>13 Okay. So regarding Alma d'Arte, I move</p> <p>14 that the Chair of the Public Education Commission</p> <p>15 send a letter to Alma d'Arte Charter School of the</p> <p>16 PEC's intent to hear from the school and the Charter</p> <p>17 School Division on the following issues related to</p> <p>18 the contract, Section -- okay -- to the Contract</p> <p>19 Section 4 and Section 5, subparagraph 2, on the</p> <p>20 academic progress and organizational and financial</p> <p>21 concerns.</p> <p>22 And the other two paragraphs -- I further</p> <p>23 move -- right?</p> <p>24 THE CHAIR: Yeah.</p> <p>25 VICE CHAIR CARRILLO: I further move that</p>	216	<p>1 academic condition placed on the school showing</p> <p>2 improvements in proficiency and growth.</p> <p>3 Show special education compliance.</p> <p>4 Show compliance with the Attendance for</p> <p>5 Success Act and enrollment and disenrollment</p> <p>6 processes, including lottery procedures.</p> <p>7 On the Organizational and Financial</p> <p>8 Concerns aside, concerns are:</p> <p>9 Establish finance and audit committees.</p> <p>10 Addressing audit findings.</p> <p>11 Show that the grants are being utilized</p> <p>12 and managed.</p> <p>13 Establish a complaint policy at the school</p> <p>14 and provide a plan for addressing student and parent</p> <p>15 complaints.</p> <p>16 Provide a plan for teacher mentoring and</p> <p>17 ensure that the rights of teachers are being</p> <p>18 enforced.</p> <p>19 Provide timely reporting and notification</p> <p>20 to CSD and PED.</p> <p>21 COMMISSIONER TAYLOR: Second.</p> <p>22 THE CHAIR: There's a motion by</p> <p>23 Commissioner Carrillo, a second by Commissioner</p> <p>24 Ingham (verbatim). And could the record please</p> <p>25 reflect that Commissioner Armijo is not with us?</p>
215	<p>1 Alma d'Arte Charter School be placed on the March</p> <p>2 agenda or at a special meeting for the purpose of</p> <p>3 hearing the response from the school on these</p> <p>4 issues, then considering action under the</p> <p>5 Intervention Ladder, and to hear a report on the</p> <p>6 progress of the governing board.</p> <p>7 And, finally, I further move that the</p> <p>8 Executive Committee and CSD --</p> <p>9 (Off-mic discussion.)</p> <p>10 VICE CHAIR CARRILLO: ...on governing</p> <p>11 board training --</p> <p>12 THE CHAIR: I asked for it.</p> <p>13 VICE CHAIR CARRILLO: What's the phrase?</p> <p>14 THE CHAIR: Just leave it off.</p> <p>15 VICE CHAIR CARRILLO: Okay. ...on</p> <p>16 governing board training.</p> <p>17 And, finally, I further move that the</p> <p>18 Executive Committee and CSD work to develop expected</p> <p>19 outcomes and deadlines that must be met by the</p> <p>20 school for the PEC to consider in March.</p> <p>21 Concerns listed. I see more text</p> <p>22 appearing.</p> <p>23 The concerns are: Show adequate academic</p> <p>24 proficiency and growth of the students.</p> <p>25 Provide a plan for implementing the</p>	217	<p>1 Is there further discussion?</p> <p>2 (No response.)</p> <p>3 THE CHAIR: If not...</p> <p>4 SECRETARY BECK: Commissioner Gipson.</p> <p>5 THE CHAIR: Yes.</p> <p>6 SECRETARY BECK: Chair Gipson. I'm sorry.</p> <p>7 THE CHAIR: Yes.</p> <p>8 SECRETARY BECK: Vice Chair Carrillo.</p> <p>9 VICE CHAIR CARRILLO: Yes.</p> <p>10 SECRETARY BECK: Commissioner Taylor.</p> <p>11 COMMISSIONER TAYLOR: Yes.</p> <p>12 SECRETARY BECK: Commissioner Burt.</p> <p>13 COMMISSIONER BURT: Yes.</p> <p>14 SECRETARY BECK: Commissioner Manis.</p> <p>15 COMMISSIONER MANIS: Yes.</p> <p>16 SECRETARY BECK: Commissioner Brauer.</p> <p>17 COMMISSIONER BRAUER: Yes.</p> <p>18 SECRETARY BECK: Commissioner</p> <p>19 Clahchischilliage.</p> <p>20 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>21 SECRETARY BECK: Commissioner Ingham.</p> <p>22 COMMISSIONER INGHAM: Yes.</p> <p>23 SECRETARY BECK: Secretary Beck, yes.</p> <p>24 There are nine votes for. There are zero</p> <p>25 votes against, and the motion passes.</p>

218	<p>1 THE CHAIR: Thank you. So we are now onto 2 Item No. 14.</p> <p>3 I know. No. I kept thinking I was on the 4 wrong page, and I was actually on the right page. 5 That's the scary part. Yeah.</p> <p>6 Discussion and Possible Action on 7 Documentation and Performance Framework Compliance, 8 Organization Indicator 3.b.</p> <p>9 And we talked about this yesterday. There 10 were just the two changes that --</p> <p>11 MS. JULIA BARNES: 3.b. is the 12 organization indicator. That's what those documents 13 go to. They are the compliance document in the 14 performance framework, all 3.b.</p> <p>15 THE CHAIR: Yeah.</p> <p>16 MS. JULIA BARNES: Commissioner Burt, you 17 had asked for them to be in one document. But I 18 couldn't get Excel and Word to, like, talk to each 19 other; so there's --</p> <p>20 VICE CHAIR CARRILLO: Is there one in 21 particular we should be looking at rather than the 22 other one?</p> <p>23 MS. JULIA BARNES: No, they are -- they 24 are both needed. So there's two pages to the Excel 25 spreadsheet and one Word document that create the</p>	220	<p>1 PEC adopt the documentation for Organization 2 Indicator 3.b. of the Performance Framework, 3 identified as Documents 14.a. and b. in the 4 documents materials, and direct the Charter Schools 5 Division to finalize and combine the documents and 6 post the final documents to the website.</p> <p>7 VICE CHAIR CARRILLO: Second.</p> <p>8 THE CHAIR: The motion by Commissioner 9 Gipson, a second by Commissioner Carrillo. If 10 there's no further discussion, Commissioner Beck.</p> <p>11 SECRETARY BECK: Commissioner Brauer. 12 COMMISSIONER BRAUER: Yes. 13 SECRETARY BECK: Commissioner Taylor. 14 COMMISSIONER TAYLOR: Yes. 15 SECRETARY BECK: Commissioner Burt. 16 COMMISSIONER BURT: Yes. 17 SECRETARY BECK: Commissioner Manis. 18 COMMISSIONER MANIS: Yes. 19 SECRETARY BECK: Commissioner 20 Clahchischilliage.</p> <p>21 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 22 SECRETARY BECK: Commissioner Ingham. 23 COMMISSIONER INGHAM: Yes. 24 SECRETARY BECK: Vice Chair Carrillo. 25 VICE CHAIR CARRILLO: Yes.</p>
219	<p>1 documentation for the compliance organization 2 indicator.</p> <p>3 And the draft motion references -- let me 4 see -- Documents 4.a. (verbatim) and b. in the 5 document materials.</p> <p>6 COMMISSIONER BURT: Would you add in there 7 that they should be combined?</p> <p>8 THE CHAIR: In the motion?</p> <p>9 MS. JULIA BARNES: I said that the CSD can 10 finalize the documents.</p> <p>11 COMMISSIONER BURT: Like, can it be 12 clarified that they should be combined into one 13 document? We don't want it to stay separate.</p> <p>14 MS. JULIA BARNES: We can combine them 15 into a PDF.</p> <p>16 COMMISSIONER BURT: You can even take -- 17 we're talking about just formatting. It doesn't 18 have to be -- the instructions don't have to be on 19 an Excel sheet. They can be rewritten.</p> <p>20 I just want to make sure that that's -- 21 like, we're -- like, that's -- they need to be 22 combined. I don't care how the technology of it 23 happens.</p> <p>24 MS. JULIA BARNES: It's there. 25 THE CHAIR: So I am going to move that the</p>	221	<p>1 SECRETARY BECK: Chair Gipson. 2 THE CHAIR: Yes. 3 SECRETARY BECK: Secretary Beck, yes. 4 There are nine votes for and zero votes against. 5 The motion passes.</p> <p>6 THE CHAIR: Item No. 15 are the two 7 changes that we made to footnotes on the performance 8 framework. So, once again, they weren't substantial 9 changes. It was the two changes, really. The one 10 about the mission-specific goal.</p> <p>11 But if there's no further discussion, I 12 move that the PEC adopt the documentation clarifying 13 the Academic Performance Framework, identified as 14 Document 15 in the documents materials, and direct 15 the Charter School Division to finalize the document 16 and post the updated document to the website.</p> <p>17 COMMISSIONER TAYLOR: Second. 18 THE CHAIR: There's a motion by 19 Commissioner Gipson, a second by Commissioner 20 Taylor. 21 Commissioner Beck? 22 SECRETARY BECK: Commissioner Ingham. 23 COMMISSIONER INGHAM: Yes. 24 SECRETARY BECK: Chair Gipson. 25 THE CHAIR: Yes.</p>

<p style="text-align: right;">222</p> <p>1 SECRETARY BECK: Vice Chair Carrillo. 2 VICE CHAIR CARRILLO: Yes. 3 SECRETARY BECK: Commissioner Brauer. 4 COMMISSIONER BRAUER: Yes. 5 SECRETARY BECK: Commissioner 6 Clahchischilliage. 7 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 8 SECRETARY BECK: Commissioner Manis. 9 COMMISSIONER MANIS: Yes. 10 SECRETARY BECK: Commissioner Taylor. 11 COMMISSIONER TAYLOR: Yes. 12 SECRETARY BECK: Commissioner Burt. 13 COMMISSIONER BURT: Yes. 14 SECRETARY BECK: Secretary Beck, yes. 15 There are nine votes for and zero votes 16 against. The motion passes. 17 THE CHAIR: And we are now on to Item 18 No. 16, which is Discussion and Possible Action on 19 the Notice of Intent Feedback Form and the FAQ 20 Document. 21 And this is what we discussed, and this is 22 our third reading of it for us to vote on. Julia. 23 MS. JULIA BARNES: I just had a question 24 about the drafting of the second part of the motion, 25 if that's the way you want it to read, about the</p>	<p style="text-align: right;">224</p> <p>1 document. That's for the reviewers. It's not 2 for -- 3 THE CHAIR: So let me just -- because I'm 4 just going to ask. I'm just trying to think if it 5 would be helpful if an applicant saw that feedback 6 form, because -- I don't know. I'm just asking. I 7 don't mind if it is or isn't. It doesn't matter to 8 me. 9 I don't know if it would be in any way 10 helpful for -- because the applicants see the 11 rubrics for the application ahead of time. So 12 that's kind of consistent. But, honestly -- 13 COMMISSIONER BURT: The only reason I'm 14 thinking maybe it shouldn't is I wouldn't want to 15 have anyone think of the NOI having any barrier to 16 entry. And so that's the only thing, is, like, if 17 they're, like, "Oh, I'm -- maybe I'm not good enough 18 to do that" -- I don't know. Like, it feels like 19 maybe it's, like -- like, we're doing this as a 20 friendly thing afterwards. 21 So I feel like giving it to them before 22 may put this weird pressure that we're not trying to 23 do. But I feel it's going to feel implied, like 24 that the NOI is a little bit more pressurized than 25 it is.</p>
<p style="text-align: right;">223</p> <p>1 person who would -- you could just, say, identify a 2 person who could complete the form. 3 THE CHAIR: I thought we had talked about 4 the fact that this would be the first piece of the 5 independent reviewers that would be hired. But I 6 don't know if that process is going to be done 7 quickly enough to get that done. So this is what 8 I'm asking. 9 Does it have to be a contractor? I don't 10 think it does. So I think as long as it's 11 identified who's going to be doing it -- but, I 12 mean, I'm fine if "or contractor," if CSD somehow 13 decided they needed someone to do it, if that 14 flexibility is in there. But I don't think it's 15 necessary to have "contractor" in there. I don't 16 know. 17 DIRECTOR CORINA CHAVEZ: I believe that 18 Ms. Brown and I can do that. 19 THE CHAIR: Or identify the person and 20 that's it. Yeah. Okay. 21 Are we good? 22 Commissioner Burt? 23 COMMISSIONER BURT: So the only thing that 24 I was -- the feedback form, I don't think, needs to 25 be posted online. But that's more of an internal</p>	<p style="text-align: right;">225</p> <p>1 Like, there is no rating. But if I see a 2 rubric of any kind, even if it doesn't say "rubric," 3 it says "feedback form," I'm going to kind of take 4 it as a rubric, because I don't know. I don't have 5 a relationship with the PEC yet. I'm brand new to 6 doing this, possibly. 7 So, to me, it may lead to people saying, 8 "Maybe I shouldn't even put in an NOI." I don't 9 know. It just doesn't seem necessary. 10 THE CHAIR: I'm just kind of wondering 11 if -- are applicants -- so I guess the question is 12 would an applicant, after the NOI was in, are we 13 going to even indicate that there's going to be 14 feedback back to them? Because are they going to be 15 surprised if, all of a sudden, then they get this 16 feedback form? 17 So could -- should it just be going 18 forward, some indication to the NO- -- applicants 19 that feedback will be provided? I don't -- you 20 know, I don't want someone to say, "Oh, I didn't 21 expect this." But I also get what you're saying. 22 COMMISSIONER BURT: I mean, all of them 23 this year will say that. "We weren't expecting 24 this." 25 So I don't know. Like, to me, it's just</p>

226	<p>1 like we kind to keep it, like, low-key and minimal.</p> <p>2 I feel like any kind of -- I think it's a bonus more</p> <p>3 than anything. So I don't mind if they didn't</p> <p>4 expect it and, like, "Oh, bonus."</p> <p>5 THE CHAIR: Unless it's not great.</p> <p>6 Missy, did you want to say something?</p> <p>7 MS. MISSY BROWN: So the question is do</p> <p>8 you put the blank form on the NOI Information page</p> <p>9 of the website? We could just put language saying,</p> <p>10 you know, "The NOI form, due on the second Tuesday</p> <p>11 of January. And applicants will receive feedback."</p> <p>12 THE CHAIR: That's the ideal, yeah. Okay.</p> <p>13 So we'll leave out that piece.</p> <p>14 Anything else? Okay.</p> <p>15 DIRECTOR CORINA CHAVEZ: I guess my</p> <p>16 question is do you all, then, need to see that</p> <p>17 completed form?</p> <p>18 No? Okay.</p> <p>19 THE CHAIR: As we said yesterday, no. So</p> <p>20 we're fine with that.</p> <p>21 Right. They're not part of us, so we</p> <p>22 don't need to see that. That also includes it</p> <p>23 doesn't anywhere get part of the application</p> <p>24 paperwork that comes in. It just stays on record</p> <p>25 with -- with you folks, and that's it, you know.</p>	228	<p>1 Taylor.</p> <p>2 VICE CHAIR CARRILLO: I have a question</p> <p>3 about --</p> <p>4 THE CHAIR: Sure.</p> <p>5 VICE CHAIR CARRILLO: Should we say</p> <p>6 January of 2024? Should we put "2024"? I mean,</p> <p>7 we're not going to change this next year, are we?</p> <p>8 Just eliminate 2024, and that way, we don't have</p> <p>9 to --</p> <p>10 THE CHAIR: I will accept that. Okay.</p> <p>11 SECRETARY BECK: Don't we have to vote?</p> <p>12 THE CHAIR: Assuming everyone's voting</p> <p>13 yes.</p> <p>14 SECRETARY BECK: We can do that, because</p> <p>15 she's gone.</p> <p>16 THE CHAIR: Completely logged off? Great.</p> <p>17 Sorry, Melissa, I didn't mean that.</p> <p>18 So, Commissioners, all in favor?</p> <p>19 (Commissioners so indicate.)</p> <p>20 THE CHAIR: Opposed?</p> <p>21 (No response.)</p> <p>22 THE CHAIR: Hearing no opposition, the</p> <p>23 motion passes.</p> <p>24 We are now on to Item No. 17, which is</p> <p>25 Discussion and Possible Action on Scheduling Renewal</p>
227	<p>1 But I think there would have to be some</p> <p>2 kind of -- I don't know. So what happens if an</p> <p>3 applicant then references it when we're having</p> <p>4 community input hearings or whatever?</p> <p>5 I guess that's on them, you know. They</p> <p>6 can say what they want to say about it. Okay. And</p> <p>7 there's CSD folks there, so they could say</p> <p>8 something.</p> <p>9 Okay. Thanks. All right.</p> <p>10 So I move that the PEC adopt the Notice of</p> <p>11 Intent feedback form and Frequently Asked Question</p> <p>12 document identified as Document 16.a. and b. in the</p> <p>13 document materials and direct the Charter Schools</p> <p>14 Division to finalize the document, post the</p> <p>15 Frequently Asked Question document to the website,</p> <p>16 and identify that feedback will be provided.</p> <p>17 Oh, yes. I'm sorry. I thought that was</p> <p>18 the piece about the -- I further move that the</p> <p>19 Charter School Division identify a person who can</p> <p>20 complete the feedback form as soon as practical for</p> <p>21 each group that provided a Notice of Intent to the</p> <p>22 PEC in January 2024.</p> <p>23 COMMISSIONER TAYLOR: Second.</p> <p>24 THE CHAIR: There's a motion by</p> <p>25 Commissioner Gipson, a second by Commissioner</p>	229	<p>1 Hearings and Document Submissions for Contract</p> <p>2 Amendments.</p> <p>3 Yeah.</p> <p>4 MS. JULIA BARNES: So on the renewal</p> <p>5 hearings, I just thought it made some sense, because</p> <p>6 if the schools are going to be agreeing to submit</p> <p>7 early in September for a November hearing, to go</p> <p>8 ahead and identify those clearly in the record and</p> <p>9 then those that are going to be submitting in</p> <p>10 October. And then you need to add the calendar</p> <p>11 date. So I thought it was probably worth a motion.</p> <p>12 VICE CHAIR CARRILLO: So what you have --</p> <p>13 it's not up there. What we have in our Google Drive</p> <p>14 is the -- is the updated calendar. It looks the</p> <p>15 same to me.</p> <p>16 (Off-mic discussion.)</p> <p>17 VICE CHAIR CARRILLO: What will update it?</p> <p>18 THE CHAIR: The motion updates it.</p> <p>19 VICE CHAIR CARRILLO: Got it. Okay.</p> <p>20 THE CHAIR: The motion language updates</p> <p>21 it.</p> <p>22 VICE CHAIR CARRILLO: Got it. Is there</p> <p>23 any -- do I have to list all the schools? I'm happy</p> <p>24 to -- yeah, I do, whatever -- make the motion.</p> <p>25 Is any other -- anybody want to chitchat</p>

230

1 about it? Great.

2 SECRETARY BECK: It's your world.

3 VICE CHAIR CARRILLO: Okay. So renewal

4 hearings and calendar changes.

5 I move that the PEC identify the following

6 renewal hearing schedule for schools reviewing in

7 2024.

8 On September -- on September 1st, 2024,

9 Renewal Submittal, November Hearings, we have: 21st

10 Century Public Academy, ACES Technical Charter

11 School, Albuquerque School of Excellence, Amy Biehl

12 High School, Las Montañas Charter High School, the

13 Albuquerque Sign Language Academy, the MASTERS

14 Program.

15 For October 1, 2024, Renewal Submittal,

16 December Hearings, we have: The Albuquerque

17 Bilingual Academy, Albuquerque Institute for Math

18 and Sciences, Aldo Leopold Charter School, the DEAP

19 School -- I wish I could pronounce that -- Monte del

20 Sol Charter School, Sandoval Academy of Bilingual

21 Education, South Valley Preparatory School, Taos

22 Integrated School of the Arts, the ASK Academy, the

23 Montessori Elementary and Middle School,

24 Tierra Adentro of New Mexico, The School of

25 Academics, Arts, and Artesanía, Tierra Encantada

231

1 Charter School, and Turquoise Trail Charter School,

2 and add the following dates to the PEC calendar.

3 On October 9, 2024, 1:30 p.m., a virtual

4 PEC meeting to collect questions from PEC members on

5 renewal applications to be heard in November. And

6 this would be on November 12, 13, and 14, 2024, PEC

7 renewal hearing dates.

8 SECRETARY BECK: I second.

9 THE CHAIR: There's a motion by

10 Commissioner Carrillo and a second by Commissioner

11 Beck.

12 Is there any discussion?

13 (No response.)

14 THE CHAIR: All in favor?

15 (Commissioners so indicate.)

16 THE CHAIR: Opposed?

17 (No response.)

18 THE CHAIR: Hearing no opposition, the

19 motion passes.

20 And, actually, Item No. 18, we determined

21 yesterday we don't need anything. So there's

22 nothing to do with Item No. 18.

23 So Item No. 19, report from the Charter

24 Schools Division.

25 DIRECTOR CORINA CHAVEZ: I'll make this

232

1 quick.

2 I think many of you have met Jorge, who is

3 the newest member of the CSD team. And the other

4 positions that are open, for the PEC Liaison, for

5 the data analyst position, for the ed admin

6 supervisor position, and for another Ed Admin A in

7 our -- on our authorizing team are all posted and

8 applications have been requested.

9 So in the next few weeks, we will be very

10 busy interviewing people, and hopefully by the March

11 meeting, you'll get to meet some other new staff

12 members.

13 I'm also talking to PED about the two

14 staff members that I currently supervise that are

15 ESSER-funded, to move them over to charter 2 percent

16 funding and have their work focus on charter

17 schools. They already are helping with a lot of

18 things that the Charter Schools Division does.

19 Ted has been helping with planning the

20 conference. We've had a couple of really great

21 meetings on conference planning. You-all have the

22 Save The Date. Take some with you before you leave.

23 Please pass them around, make sure that you're

24 coming. Let me know how you-all want to push into

25 the conference, if you want a session.

233

1 We're getting ready to send out calls for

2 presenters. We like to hear from other charter

3 leaders, and they enjoy hearing from each other.

4 The feedback that we got from last

5 conference was really positive. It had sessions to

6 address the interests of all entities, all

7 stakeholders, all people at the schools, from the

8 governing board members who can earn credit, to

9 teachers who are talking about how they do a math

10 lesson.

11 So we still intend to organize the

12 conference that way.

13 We also would be welcome to hearing other

14 suggested speakers. Please let us know.

15 So we're working carefully on that.

16 I just wanted to give a big shout-out to

17 the authorizing team -- I think somebody said it

18 earlier, but I don't think it was on the record --

19 the authorizing team, who has been working really

20 hard to get these annual reports to you, to hear

21 back from the schools and correct any inaccuracies,

22 at the same time a pretty heavy schedule of site

23 visits, pretty much Monday through Thursday in

24 schools, just doing a bang-up job. Really proud of

25 them. Really proud of all of the technical

<p style="text-align: right;">234</p> <p>1 assistance work that happens. 2 And, you know, we're reading -- no, not 3 me -- but members of the RFP committee are reading 4 offers. I understand that we received four, I don't 5 know from who. I don't know anything else about it. 6 I am really not involved, and neither is Deputy 7 Director Russell. 8 But there is an evaluation committee. 9 Jessica is heading up the work to make sure that we 10 are going to review and follow whatever process. 11 I'm sure Commissioner Beck would have more to say on 12 that. 13 SECRETARY BECK: Yeah. We're going to 14 have a four-hour meeting going over our individual 15 evaluations Tuesday morning at 8:00. And then the 16 actual oral presentations, once we decide on the 17 finalists, will be done a week later on the 27th. 18 THE CHAIR: Commissioner Carrillo. 19 VICE CHAIR CARRILLO: Where is the 20 conference? 21 DIRECTOR CORINA CHAVEZ: The conference 22 will be at the Clyde Hotel in Albuquerque, downtown 23 Albuquerque. People want it to be in Albuquerque. 24 It's convenient. We're hoping a lot of board 25 members get their hours. And so that's where it is.</p>	<p style="text-align: right;">236</p> <p>1 to publish the next iteration of the charter schools 2 newsletter. Chair Gipson, if you'd like to 3 contribute, I think the deadline I've been 4 communicated is Tuesday. 5 I know. I know that's really quick. But 6 things are fresh in your mind. And so let me know 7 how I can help facilitate that. 8 SECRETARY BECK: I just wanted to say a 9 quick thing on the RFP. A shout-out to Jessica 10 Juarez, who helped guide me through it, because it's 11 really -- can be quite confusing. So a shout-out to 12 her for her help. 13 DIRECTOR CORINA CHAVEZ: Thank you, 14 Commissioner Beck. I would be remiss to not thank 15 both Jessica and Samantha, who have really been 16 trying to get your travel in order. And I think you 17 see progress with the reports that you have in your 18 hands today. 19 So thanks to them. 20 And the final thing is before we leave, 21 can I find out who intends to go to Chicago? 22 THE CHAIR: So I don't have any additional 23 update on school issues beyond Alma. So we've had 24 that discussion. So nothing else has been brought 25 to my attention. So happy days.</p>
<p style="text-align: right;">235</p> <p>1 VICE CHAIR CARRILLO: Something about 2 Clydesdales? 3 DIRECTOR CORINA CHAVEZ: No, it's called 4 the Clyde Hotel. It recently changed its name. I 5 can't remember what it used to be called. Yeah, the 6 Hyatt. 7 COMMISSIONER BRAUER: It's the Doubletree, 8 I believe. 9 (Off-mic discussion.) 10 COMMISSIONER BRAUER: I stand corrected. 11 VICE CHAIR CARRILLO: Okay. I know where 12 you're talking about now. I thought it was that 13 other one. 14 DIRECTOR CORINA CHAVEZ: Final thing I 15 want to say about La Tierra is at this moment, I am 16 compiling information so I can tell you what it cost 17 to close the school. And so that information -- 18 we're still collecting information from the school's 19 former business manager and internal folks at the 20 PED. 21 But I know what our share has been for 22 scanning and for contractors to dispose of assets. 23 So I thought you'd want to wait for that to get 24 something in writing. 25 And one more thing. We are getting ready</p>	<p style="text-align: right;">237</p> <p>1 I did want to -- there's a number of us 2 that have been involved in the Indicators of 3 Distress work, which this cohort is just beginning. 4 And I know Commissioner Manis indicated that he was 5 interested in participating in that. So there's two 6 things related to that. 7 There is -- and asking -- did you receive 8 the e-mail from Aimee, which has the homework in it? 9 It's A-i-m-e-e. If you didn't, we have to. Because 10 we're going to have to schedule some time so that we 11 can do that; okay? 12 So that's -- I'm going to ask 13 Commissioners so that we can get together for that. 14 There is another meeting virtually of the 15 cohort for Indicators of Distress, and then the 16 third is the convening in Chicago for that. So 17 that's -- that sits outside what the A-GAME does. 18 So the A-GAME hosts the conference. They're 19 convening -- called a conference -- they're 20 convening in Chicago. 21 And I hadn't seen anything. So I honestly 22 have no idea what is going on in regards to that 23 conference, because I haven't seen an agenda. 24 Have you seen an agenda? 25 COMMISSIONER BURT: Not an agenda. But if</p>

238

1 you -- the A-GAME Convening we went to in Denver
2 last year, it's going to be like that. So it was --
3 day one is going to be A-GAME Convening. And I
4 think it's going to be similar to what we
5 experienced in Denver, just the next version of it.
6 But the Indicators of Distress meeting is that
7 Friday morning from, like, 9:00 to noon for
8 Indicators of Distress.

9 But I think they'll also have A-GAME
10 sessions during that time as well.

11 THE CHAIR: Right.

12 DIRECTOR CORINA CHAVEZ: This is May 2nd
13 and 3rd.

14 THE CHAIR: Correct. So if Commissioners
15 are familiar with -- because I have attended a
16 number of the virtual sessions of the A-GAME over
17 the past couple of years. I unfortunately had to
18 miss Wednesday because I was driving up and I was on
19 a phone call, so I missed Naomi's session on
20 Wednesday.

21 So if you're familiar with that -- and
22 most of the people that are there are people that
23 have actively worked with the A-GAME group, which we
24 have through the performance framework.

25 So we're asking Commissioners at this

240

1 But the A-GAME is covering that Thursday
2 night's hotel. Thursday night. Because it ends,
3 like, at noon on Friday. So the expectation is
4 you're leaving Friday.

5 But I'm going to -- I know, for me, I've
6 checked flights, and I can't get in. I have to come
7 in Wednesday afternoon to be able to be there for
8 the registration on Thursday.

9 No. The registration is -- does it start
10 early on Thursday? Honestly, I looked --

11 DIRECTOR CORINA CHAVEZ: I haven't seen an
12 agenda. But my wonder is if we could pick a date by
13 which people let us know so that we can pay for
14 everybody's registration with one voucher.

15 THE CHAIR: Isn't that the registration?
16 It doesn't start till, like, noon; right? It
17 doesn't actually start till, like, 11:00 or 12:00.
18 But I can't get a flight in that will get me in
19 until, like, 1:00 in the afternoon. So I have to
20 come in Wednesday.

21 I'm going to ask anyone else that wants to
22 go, you make the decision by the middle of next
23 week; okay? So let Corina or let me know that
24 you -- I'm sorry.

25 (Off-mic discussion.)

239

1 point in time. I think everyone that's in the
2 cohort for Indicators of Distress have already
3 registered. So we're set.

4 The only thing that we need to check is to
5 see if -- I know you registered early. I registered
6 early. And I think Corina registered early, because
7 NACSA is paying the registration fees -- oh, I
8 thought it was for anyone.

9 COMMISSIONER BURT: No. So there was --
10 they'll pay for 50-max members, but one from each
11 organization. It's one of those. But they said to
12 look out for an invoice. So I'm assuming whoever is
13 going to get zeroed out will get an invoice that
14 says zero. And the rest of us will get \$299 bills.

15 THE CHAIR: Let's go on the assumption
16 it's just easier to, obviously, arrange your own
17 travel. I know for me, I have to come in the night
18 before.

19 So what is covered by A-GAME is the one
20 night's hotel. But I think most of us have to go in
21 the night before, because I know I can't get a
22 flight in and be there in time for the start on
23 Thursday from where I am. I just can't. So I'm
24 going in the night before. So that will be
25 reimbursed through our -- our reimbursement.

241

1 THE CHAIR: Yeah. For me it doesn't make
2 any sense to drive. I can actually get a direct
3 flight in on Wednesday afternoon. No, actually,
4 from United. Yeah. Yeah. So that's what I'm going
5 to do, because anything on Thursday, even the direct
6 flights are late. So I can't get in.

7 Okay. So everyone will let us know by
8 Tuesday so that -- by Wednesday, so that for the EC
9 meeting, we'll know -- we'll have it clarified.

10 It's -- once again, it's all authorizers.
11 So it's really good conversation with people from
12 all around the country. You know, what are you
13 doing? It's often an affirmation of, wow, you know,
14 we're really doing -- you know, and people say, wow,
15 you do that?

16 So it's really -- but it's -- it is that
17 networking. And the conversation that goes on about
18 why do you do this? Not in the -- because a lot of
19 it is small group work. It's not -- at least last
20 year, they were in very small rooms, so you were
21 divided out. If you didn't get into the session
22 early enough, you were locked out, because that's
23 how small the rooms were.

24 But that makes it really, to me, helpful
25 because you're not just in a mass room listening to

<p style="text-align: right;">242</p> <p>1 someone up front. It's very hands-on, most of the 2 sessions. So it's -- I'm sorry. 3 VICE CHAIR CARRILLO: Where in Chicago? 4 THE CHAIR: It's right in the heart of 5 downtown, I believe -- I believe -- yeah, it's -- I 6 forget the name of the hotel. 7 Okay. So please let us know if you're 8 interested in going. 9 VICE CHAIR CARRILLO: And, Chair Gipson, 10 really quickly, I know that Jorge came down to -- to 11 meet us and so we could introduce him. So you're 12 down here, so I didn't want you just sitting back 13 there. 14 Come up here, if you would. Tell us all 15 about your life and what brought you to PED and -- 16 yeah -- and how do you keep your sneakers so white? 17 You just have to push the green button. 18 Sorry to do that to you, brother. 19 MR. JORGE GONZALES: All good. Nice to 20 meet you all. My name is Jorge Gonzales. I'm 21 from -- oh, man, what's up? I'm from California. 22 Just moved here a couple of years ago, and I'm 23 working for PED now. Yeah. 24 What do you guys want to know? 25 VICE CHAIR CARRILLO: First, I want to</p>	<p style="text-align: right;">244</p> <p>1 Jorge graduated from a charter school in California. 2 VICE CHAIR CARRILLO: Great. 3 THE CHAIR: Thanks for all the help. 4 Thank you for all the help today, and good luck with 5 us moving forward. That's all I'm going to say, you 6 know? If you're gone Monday, we fully understand. 7 Okay. And, Missy, Matt is on. So if you 8 could promote Matt, we have the report from Public 9 Charter Schools of New Mexico. 10 MS. MISSY BROWN: Matt has left the 11 building. 12 THE CHAIR: Oh, okay. 13 MS. MISSY BROWN: I don't see Wayne, 14 Valerie, or Matt anymore. Is he by phone? 15 Matt, you have speaking permission. 16 DIRECTOR CORINA CHAVEZ: Now to unmute. 17 MR. MATT PAHL: How about now? Can you 18 hear me? 19 MS. MISSY BROWN: Yes, we can. 20 MR. MATT PAHL: Oh, great. Okay. Hi, 21 everybody. 22 Thanks for -- thank you for promoting me. 23 I like that language. I haven't been promoted in a 24 while. Thank you. 25 A couple of notes just from us. We did</p>
<p style="text-align: right;">243</p> <p>1 know where in California. 2 MR. JORGE GONZALES: I was born in the 3 San Fernando Valley, lived in Sylmar all my life. 4 VICE CHAIR CARRILLO: Cool. I'm from 5 Southern California. I'm from the other side of the 6 mountain, from (inaudible) in LA Proper. I'm a snob 7 about that in terms of being LA Proper. That's 8 cool. What brought you to New Mexico? 9 MR. JORGE GONZALES: Job opportunities. 10 You guys have a lot more job opportunities for the 11 state. Everything pays better. 12 Over there, it's pretty hard to even get a 13 job at Target or something. A lot of competition 14 compared to over here. 15 VICE CHAIR CARRILLO: Holy smokes. We're 16 glad you came. 17 What are you going to be doing again? 18 MR. JORGE GONZALES: IT and user support 19 for half, and for the IT division downstairs. 20 VICE CHAIR CARRILLO: Okay. Welcome. I'm 21 Steve, by the way. Santa Fe, Rio Arriba, and Taos 22 counties to the Colorado border. 23 SECRETARY BECK: Tim, District 2. And you 24 saved my phone. Thank you. 25 DIRECTOR CORINA CHAVEZ: Real quickly,</p>	<p style="text-align: right;">245</p> <p>1 hire a new CSP grant manager. His name is Chris 2 Narkun. He's managed federal grants before. He 3 also works at the Public Ed Department both in the 4 policy division and the operations space. So really 5 excited to welcome Chris and really excited to have 6 some extra horsepower on this grant. There's a lot 7 to work on to get set up. 8 We did have our initial kind of 9 introductory webinar at the end of January. Then we 10 move into a pre-application webinar at the end of 11 the month. That is really just going to go one step 12 deeper. And then once we get into our application 13 actually being approved by the feds, we will have a 14 much more in-depth training on how to do that for 15 schools that are interested and have met their 16 eligibility criteria. So we're excited about that. 17 As you know, Session just ended. A couple 18 of thoughts: House Bill 207 did pass both chambers. 19 That changed lease assistance from a "may" to a 20 "shall." We are hopeful that the Governor signs 21 that. 22 It does a lot. One small word change does 23 a lot for our schools, especially on financing of 24 long-term homes for themselves. SJR 9 did not go 25 further than House Education. I know we were all</p>

<p style="text-align: right;">246</p> <p>1 tracking that. We're looking forward to some 2 conversations in the interim to help people 3 understand what our opposition was about, which 4 really only had to do with the authorizing space and 5 not the governance space at the SEA [ph] level. So 6 I think we'll be hearing more about that.</p> <p>7 We also successfully reduced the storage 8 requirement for the new governing board training law 9 that was passed, which that was really our schools' 10 biggest gripe was paying for that storage, those 11 meetings that you all could attest to if you knew 12 how many megabytes this meeting alone was, you know.</p> <p>13 That's -- our governance council meetings 14 aren't that long. But it's just something for us to 15 be mindful of. And Senator Stewart did oblige to 16 move it from storing recordings from five years to 17 three years. So excited about that.</p> <p>18 We are hosting a legislative recap session 19 for members on March 19th. Not a lot of bills this 20 session, which was great, because I think it'll give 21 our schools some time to do some workshopping 22 together, maybe on issues that were only adjacent to 23 what's been recently passed but are burning.</p> <p>24 As everybody knows, we are waiting on a 25 calendar rule. And I'd say out of this legislative</p>	<p style="text-align: right;">248</p> <p>1 Item No. c. was requested as a -- from Commissioners 2 last month, just for a reminder to Commissioners 3 that if you are visiting a school that's outside of 4 your district, that you give a notice to the 5 Commissioner whose district you're in that you're 6 going to be visiting, and if the Commissioner wants 7 to be there, he or she can be there. But just a 8 courtesy that, "I'm going to be at the school."</p> <p>9 SECRETARY BECK: And I think we talked 10 about make sure the school knows that you're coming.</p> <p>11 THE CHAIR: You're right. Thank you for 12 reminding me of that. Right, that we're -- you 13 know, schools always want us to be there. But we 14 all have bad days. And, you know, that surprise, 15 "Here I am at the door," and some schools, it may be 16 difficult.</p> <p>17 So Commissioners had asked that the call 18 even -- that the call be made to the school and say, 19 "You know, I'd like to come visit," unless there's 20 been the invite by the school, you know. Then 21 that's no problem.</p> <p>22 But if you -- if you'd like to go and see 23 a school and really have the opportunity to have the 24 conversation with the folks that you want to, the 25 school should have an opportunity to be -- to be</p>
<p style="text-align: right;">247</p> <p>1 session, that would probably be -- the biggest 2 concern right now is the calendar rule and the fact 3 that the budget didn't accommodate big changes in 4 calendar.</p> <p>5 So we're closely watching that and, 6 really, depending on the content of the rule, will 7 tell us how we did on the budget. But generally 8 speaking, education budget didn't move like it used 9 to.</p> <p>10 We had an LSC rec, an LESC rec, and a rec 11 from the executive. And the budget that ended up 12 passing was lower than all three of those recs, 13 which very rarely happens. So it's just -- I think 14 we'll all be watching this budget situation here, 15 and we'll keep you apprised of any real elements 16 that come up or those conditions that really make 17 this budget challenging.</p> <p>18 And then as I mentioned at the work 19 session, December 11th through the 13th will be our 20 annual conference at Tamaya. So excited to have 21 you-all there and host your meeting. We will get 22 that figured out and some information back to you in 23 the next month or two here. So that is it from 24 PCSNM.</p> <p>25 THE CHAIR: Thank you so much. I think</p>	<p style="text-align: right;">249</p> <p>1 ready for that in case it's not a great day, or, you 2 know, everyone has different calendars, too.</p> <p>3 SECRETARY BECK: Just really quickly. 4 Sandia High School was less than a mile from the APS 5 headquarters. And we were blessed all the time with 6 surprise visits from Scott Elder, and our 7 administration would freak out.</p> <p>8 Scott was a principal here, and he knew 9 the administration and all that stuff. So, again, 10 that sense of freak-out from Scott being there; so I 11 get it.</p> <p>12 THE CHAIR: Sometimes you're a school that 13 superintendents like to highlight. It's, like, "Oh, 14 let's just go see this school." And they think you 15 are -- yeah. People get into a routine for the day. 16 And sometimes that routine gets a little, you know, 17 broken up. And it just -- it's just courtesy, yeah. 18 So just please keep that in mind.</p> <p>19 COMMISSIONER BURT: Really quick. 20 VICE CHAIR CARRILLO: I like to give them 21 time to plan a parade.</p> <p>22 COMMISSIONER BURT: So if anybody goes to 23 my schools, you don't have to tell me. I don't 24 care. If they're in my district, I don't care. You 25 just do what you want.</p>

<p style="text-align: right;">250</p> <p>1 I don't know if I'm super -- they're 2 public schools. I can literally go talk to a 3 principal -- like, if -- I don't know. I don't know 4 if I'm of the same opinion, necessarily. 5 And so I think -- if I know that other of 6 you guys want to know if I ever go visit another 7 school, then I'll happily do that for you guys. But 8 I don't know if it's -- I don't think it's right to 9 have, like, an ownership thing when we have a couple 10 of Commissioners that have no schools in their 11 district. 12 But they're all of your schools, and 13 they're all our kids. And, I mean, I don't mind 14 giving a courtesy notice to any Commissioner who 15 wants it. But I also don't mind popping into 16 schools, either. 17 Sometimes that happens. Like, I'm in a 18 place in town I have an extra hour, I want to be 19 able to go to a school that's nearby. 20 And I think most charter leaders 21 appreciate that more than they would be, like -- I 22 mean, if you come in and you're critical of them, 23 then, yeah, you're going to leave them with a bad 24 impression. But if you go in and you're kind, 25 you're not going to leave with them saying, "I can't</p>	<p style="text-align: right;">252</p> <p>1 there as the grandfather. 2 COMMISSIONER INGHAM: Well, that's true at 3 that school. 4 THE CHAIR: That is not ever, ever 5 contemplated, that, you know, if you've -- you know. 6 COMMISSIONER INGHAM: I guess what I 7 appreciate is what Bekka said, that her schools, 8 she's not concerned with that. I have -- Melissa is 9 going to be the one that I'm going to have the most 10 interface with her schools. And I'm not really sure 11 I know how to get ahold of her at the right time. 12 So I will try to make sure I have 13 everybody's phone with me. Those are the schools 14 I'm driving by. What happens to me is I'm driving 15 by and go, "Okay, I want to be there." 16 VICE CHAIR CARRILLO: The challenge is 17 with, like, Tierra Encantada, I talked to Danny days 18 in advance. They were available to slot out time. 19 They're busy. Charter leaders are way more busy 20 than normal superintendents. 21 And I just -- and it was nice that way, 22 because they're always going to be in the middle of 23 something. That's all. Yeah. 24 COMMISSIONER BURT: I just always get 25 concerned when we're trying to impose value -- like</p>
<p style="text-align: right;">251</p> <p>1 believe they just came in without asking." 2 I'm not of the same exact opinion. Unless 3 there's a policy opinion, I don't know if -- I don't 4 know how I feel about this, in telling other 5 Commissioners how to do visits. 6 THE CHAIR: Commissioner Ingham. 7 COMMISSIONER INGHAM: Yeah. I have to 8 second that to some degree, because I'm pretty "go 9 with the flow." 10 And, like, one of Commissioner Beck's 11 schools is my grandson's school. And I'm thinking, 12 "Well, I'm there." I've taken many opportunities to 13 talk to the principal. 14 SECRETARY BECK: I'd like you to call me 15 every time you take your grandson to school, please. 16 COMMISSIONER INGHAM: You know that's a 17 problem, because there's -- I'm going to be at the 18 doorstep of the school calling, you know, the 19 Commissioner to see if it's okay if I go there. 20 THE CHAIR: That's a whole different 21 situation, you know. That's, like, saying if -- 22 Bekka's got a kid in the school, and it's not in her 23 district, it's, like, she's not calling every time. 24 That's a whole different scenario, because you're 25 not going there as the Commissioner. You're going</p>	<p style="text-align: right;">253</p> <p>1 a way of doing business onto another Commissioner. 2 We're independently elected in our district. And I 3 don't -- I think it's -- I don't really -- I -- any 4 time we've talked about, like, how another 5 Commissioner is supposed to behave, I always kind of 6 push back on no, if they want to only attend on 7 Zoom, like -- I think there's a line of how a 8 Commissioner wants to behave as an elected official, 9 unless it's illegal -- like, we're adults, and we 10 shouldn't be in each other's business like that. 11 And so that's the only reason why I push 12 back a little bit is it gets a little too -- unless 13 there's a written policy somewhere. 14 THE CHAIR: We're on to Item No. 21, which 15 is Update and Discussion and Possible Action on 16 Legislative Actions. 17 Well, Matt gave the update. Yes, SJR9 18 went away. But it didn't completely -- it didn't 19 die, you know. The sentiment is there. Excuse me? 20 (Off-mic discussion.) 21 THE CHAIR: Well, it's -- it's bipartisan. 22 It truly is. And there were a variety of reasons 23 why it didn't get -- it didn't -- so in case 24 Commissioners aren't aware, it was heard in House 25 Education. And in House Education, the two sponsors</p>

<p style="text-align: right;">254</p> <p>1 were unable to be there the day that it was being 2 heard.</p> <p>3 So they heard all of the "for." And there 4 was a lot, a lot of opposition. And, thank you, 5 Commissioner Ingham for going and offering the 6 comment in opposition.</p> <p>7 And there were -- it -- you know, on the 8 Senate side, there was -- in-person, there was very 9 little opposition. And I was -- they refused to 10 recognize me online.</p> <p>11 So there were a lot of very ugly text 12 messages that resulted out of that. And it was 13 only -- benefited me.</p> <p>14 So when I got to the House, I always 15 appreciate Representative Romero, because he always 16 recognizes anyone there and online, whether you're 17 for or against. So there was a lot of people in 18 person in opposition, and there were four or five of 19 us.</p> <p>20 COMMISSIONER INGHAM: But he wasn't there. 21 THE CHAIR: He was there by the time I 22 was -- online people were. Yeah, he was there. 23 Yeah, he came in. Yeah, he was there, because he 24 was the one who recognized me. 25 Yeah. He came in towards the end of the</p>	<p style="text-align: right;">256</p> <p>1 Ours was pretty much just to try and get our -- our 2 amendment through to them. But there was a lot of 3 opposition, just straight-up opposition to the whole 4 idea, because it's --</p> <p>5 THE CHAIR: Well, the opposition had 6 nothing to do with us, by and large. There were a 7 couple of entities that expressed concern over not 8 having a plan for charter schools. But the vast 9 majority of opposition was, "This is just not a good 10 idea, to restart the State Board of Education," you 11 know. It just wasn't well planned out.</p> <p>12 I think they got that message. And if the 13 plan is that they do want to go forward, they're 14 going to be better planned this time. So do we. So 15 we need to -- I'm sorry.</p> <p>16 COMMISSIONER INGHAM: (Off-mic.) 17 THE CHAIR: They've done both times. The 18 LESC did an analysis two years ago of this. They 19 used the exact same LESC analysis this time when 20 they submitted. But they did do -- LESC did do a 21 study. It wasn't -- I wouldn't say thorough. But 22 when it was -- when they -- when they proposed it 23 two years ago, there is an LESC study of it, yeah. 24 And whether they do or not is another 25 story, you know. But they understand that they have</p>
<p style="text-align: right;">255</p> <p>1 hearing. So he was the one who recognized all the 2 folks that were online for opposition.</p> <p>3 And then it was -- then it was decided 4 that there -- that the legislators would not have 5 any comment, because the sponsors weren't there.</p> <p>6 So they tabled it to Friday, and then it 7 was never put on the Friday agenda, and it never got 8 on House Ed, so it never got to the floor.</p> <p>9 But there is substantial sentiment for 10 that. So the Commission needs to be proactive with 11 this and not wait and see if another amendment gets 12 passed. So we will continue to update everyone, 13 yeah.</p> <p>14 And this is a 60-day. And I think people 15 heard the opposition. But whether they understood 16 the opposition is a different story.</p> <p>17 So I think there's some education that 18 needs to go on, and there's going to be a lot of 19 conversations that are going to have to be 20 coordinated. So we'll -- we'll keep everyone 21 updated.</p> <p>22 Commissioner Ingham. 23 COMMISSIONER INGHAM: I just wanted to say 24 there was opposition to the whole idea from quite a 25 few people at the education hearing, other than us.</p>	<p style="text-align: right;">257</p> <p>1 to have better homework than what they had this 2 time.</p> <p>3 So it's -- you know, it's important, and 4 it's something that -- you know, 60-day session, 5 legislation is being formed now for the 60-day 6 session. So it's not something that you can wait 7 on. So we'll keep you updated.</p> <p>8 Item No. 23, Discussion of New Topics for 9 the Next Agenda.</p> <p>10 Oh, I'm sorry. Discussion and Possible 11 Action -- I don't think we -- I don't think we have 12 anything for that, because no one in their reports 13 reported anything that they're going to have to take 14 a vote on or anything. So Item No. 22, we don't 15 have anything.</p> <p>16 So Item No. 23, Discussion of New Topics 17 for the Next Agenda. So Commissioner Brauer. 18 COMMISSIONER BRAUER: Thank you, Chair. I 19 think one thing -- I'll keep this super brief. 20 But it came up again today. I think the 21 biggest injustice, outside of low expectations for 22 our children, is the low expectations to get 23 reimbursements out to schools. That fills my heart 24 with such ire that I can't even tell you how 25 upsetting that is to hear. And it's across the</p>

258	<p>1 board.</p> <p>2 A lot of the small districts that I work</p> <p>3 with that are 100 students or less, they are in the</p> <p>4 same situation. And you can't carry a school that</p> <p>5 way. And there's no excuse.</p> <p>6 And so I do think that we need to have a</p> <p>7 conversation as an agenda item in upcoming meetings</p> <p>8 on how are we working with the Secretary of</p> <p>9 Education to really solidify a true plan to make</p> <p>10 sure that all schools across the state are receiving</p> <p>11 timely reimbursements for things, not just lunch.</p> <p>12 But special education services, the title funds, any</p> <p>13 of these types of funds. We have to figure that</p> <p>14 out.</p> <p>15 And I'll just share what makes me the most</p> <p>16 mad is that \$4.5 billion of our State budget goes to</p> <p>17 this building. And I work also with the New Mexico</p> <p>18 Department of Agriculture. And I can get RFRs in</p> <p>19 and get that back within a week. Why can't we do</p> <p>20 that here?</p> <p>21 There is no excuse. It's the same DFA;</p> <p>22 it's the same staff. It's a culture of low</p> <p>23 expectations, and we need to start to assert that</p> <p>24 more, because it's not just our schools. It's all</p> <p>25 schools. And we have a lot of people that would</p>	260	<p>1 nagged them severely about lease reimbursements.</p> <p>2 THE CHAIR: So I guess the only</p> <p>3 question -- and that's your role there is to</p> <p>4 advocate for the charter schools. So I don't think</p> <p>5 that's -- that's anything that needs to be taken</p> <p>6 action on.</p> <p>7 But I know as an example, when</p> <p>8 Commissioner Robbins, when the issue that would be</p> <p>9 coming up, would be taking a stand on increase --</p> <p>10 because at one time, there was a battle, what the</p> <p>11 MEM was actually going to be.</p> <p>12 He came back to us and asked us if we</p> <p>13 supported the higher or what was being recommended</p> <p>14 by PSCOC. So that would be the only time. If it's</p> <p>15 going to come up to a vote, and there's a division</p> <p>16 in the -- in your committee, and what direction</p> <p>17 would you like us for you to go. Most of the time,</p> <p>18 we support the higher number.</p> <p>19 COMMISSIONER INGHAM: The problem with</p> <p>20 that is knowing that it's coming up the month</p> <p>21 before, you know. Because sometimes these things</p> <p>22 come up, and I -- I only get the workbook for those</p> <p>23 meetings, like, two days before.</p> <p>24 And it's difficult to just assimilate</p> <p>25 what's on the workbook, let alone contact everybody</p>
259	<p>1 clap behind us to make this right.</p> <p>2 And I don't know what it's going to take</p> <p>3 to jar this through. It's unacceptable. It's</p> <p>4 unacceptable.</p> <p>5 So I would love for this to be an agenda</p> <p>6 item for ongoing months for us to kind of figure out</p> <p>7 a good plan on that.</p> <p>8 THE CHAIR: Yeah. Thank you. And thanks</p> <p>9 for that. Because it is. It's tragic. It really</p> <p>10 is.</p> <p>11 Yeah. Commissioner Ingham.</p> <p>12 COMMISSIONER INGHAM: Yeah. Because, you</p> <p>13 know, we were talking about the action to provide</p> <p>14 input on committees.</p> <p>15 And being on the PSCOC, they are who</p> <p>16 authorizes the lease reimbursements.</p> <p>17 And I'm not sure. They might also have</p> <p>18 something to do with transportation. If I remember</p> <p>19 right, they buy school buses. They buy them, but I</p> <p>20 don't know if they have anything to do with that.</p> <p>21 THE CHAIR: No.</p> <p>22 COMMISSIONER INGHAM: As far as the lease</p> <p>23 reimbursements, I have kind of advocated for that,</p> <p>24 anyway. So if I need the input -- or the</p> <p>25 authorization to talk about that to them, I have</p>	261	<p>1 and ask, "Is it okay?"</p> <p>2 So I may contact you, okay, if it comes</p> <p>3 up?</p> <p>4 THE CHAIR: Sure. Yeah, anytime, yeah.</p> <p>5 Okay. Sure.</p> <p>6 VICE CHAIR CARRILLO: Right. But you</p> <p>7 wanted something on? That sort of thing? Got it.</p> <p>8 (Conversation off-mic.)</p> <p>9 VICE CHAIR CARRILLO: So kind of in that</p> <p>10 vein. And in the vein of what Commissioner Brauer</p> <p>11 said, let's start working on our what we want on the</p> <p>12 legislative session now for the 60-day. Because I</p> <p>13 know that the -- the reimbursements, nothing should</p> <p>14 take longer than 30 days, you know, for the schools.</p> <p>15 And -- but on the transportation side, you</p> <p>16 know, finding a couple of reps, a couple of Senators</p> <p>17 to do something on the transportation piece, because</p> <p>18 this -- just as all public school kids are now</p> <p>19 getting a meal, they should also get a ride, you</p> <p>20 know, to get their meal.</p> <p>21 Yeah. Well, tell them. Meals don't do</p> <p>22 any good if you can't get there. A new slogan.</p> <p>23 Anyway, so legislative. I would like to</p> <p>24 really be proactive and getting people on board for</p> <p>25 that kind of thing.</p>

262	<p>1 THE CHAIR: Yeah. Will do. Sure.</p> <p>2 COMMISSIONER INGHAM: The -- never mind.</p> <p>3 THE CHAIR: You don't have it?</p> <p>4 COMMISSIONER INGHAM: Don't have it.</p> <p>5 COMMISSIONER BRAUER: You get other times</p> <p>6 to do this, too. So you don't have to get</p> <p>7 everything out.</p> <p>8 THE CHAIR: Well, when you remember it,</p> <p>9 just send an e-mail, yeah. Yeah.</p> <p>10 COMMISSIONER INGHAM: I said never mind,</p> <p>11 because I don't want --</p> <p>12 THE CHAIR: We are on to Item No. 24, PEC</p> <p>13 Comments.</p> <p>14 COMMISSIONER BRAUER: Madam Chair, I've</p> <p>15 just got one quick thing. You're going to like it.</p> <p>16 Madam Chair, Vice Chair, Secretary, you</p> <p>17 all did great today. And you did great yesterday.</p> <p>18 I appreciate all the work that you've done.</p> <p>19 I feel way over in the Northwest Territory</p> <p>20 right now. You guys are doing great.</p> <p>21 I also wanted to reiterate -- Southwest?</p> <p>22 You're right. You're right.</p> <p>23 Commissioner Beck, I wanted to reiterate</p> <p>24 what you shared about the RFP team, Jessica,</p> <p>25 Brigitte, and now Missy, have all just done a</p>	264	<p>1 committed to memory?</p> <p>2 DIRECTOR CORINA CHAVEZ: I don't have it</p> <p>3 off the top of my head.</p> <p>4 VICE CHAIR CARRILLO: You don't have it</p> <p>5 tattooed on your wrist? Text it to me or whatever.</p> <p>6 I will try to schedule a meeting for the three or</p> <p>7 four of us. I've been lollygagging.</p> <p>8 THE CHAIR: So do I have a motion to</p> <p>9 adjourn?</p> <p>10 VICE CHAIR CARRILLO: Move to adjourn.</p> <p>11 THE CHAIR: All in favor.</p> <p>12 (Commissioners so indicate.)</p> <p>13 THE CHAIR: We are adjourned. Thank you.</p> <p>14 Safe travels.</p> <p>15 (Proceedings concluded at 4:33 p.m.)</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p>
263	<p>1 stellar job, and super excited to jump into those</p> <p>2 this weekend.</p> <p>3 SECRETARY BECK: Real quick one?</p> <p>4 THE CHAIR: Commissioner Beck.</p> <p>5 SECRETARY BECK: Let's keep math issues on</p> <p>6 top of mind, what we did yesterday.</p> <p>7 THE CHAIR: I just want to thank everyone</p> <p>8 for making my first meeting back the longest that</p> <p>9 we've had in, like, forever. So thank you for that.</p> <p>10 So I -- oh, sorry. I'm sorry.</p> <p>11 COMMISSIONER INGHAM: We've never had a</p> <p>12 meeting for the lottery schedule.</p> <p>13 VICE CHAIR CARRILLO: My fault.</p> <p>14 COMMISSIONER INGHAM: Somebody from --</p> <p>15 VICE CHAIR CARRILLO: Well, being</p> <p>16 senile -- so it's me being senile. It's you, me,</p> <p>17 and KT. Who is our liaison for that, the lottery?</p> <p>18 The lottery committee?</p> <p>19 THE CHAIR: There's a lottery</p> <p>20 subcommittee.</p> <p>21 COMMISSIONER BRAUER: Was that Lucy?</p> <p>22 DIRECTOR CORINA CHAVEZ: Okay. We have a</p> <p>23 folder in your drive. It's Folder 10. And so it's</p> <p>24 listed in there, and let me check.</p> <p>25 VICE CHAIR CARRILLO: You don't have it</p>	265	<p>1 BEFORE THE PUBLIC EDUCATION COMMISSION</p> <p>2 STATE OF NEW MEXICO</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7 REPORTER'S CERTIFICATE</p> <p>8 I, Cynthia C. Chapman, RMR, CCR #219, Certified</p> <p>9 Court Reporter in the State of New Mexico, do hereby</p> <p>10 certify that the foregoing pages constitute a true</p> <p>11 transcript of proceedings had before the said</p> <p>12 NEW MEXICO PUBLIC EDUCATION COMMISSION, held in the</p> <p>13 State of New Mexico, in the matter therein stated.</p> <p>14 In testimony whereof, I have hereunto set my</p> <p>15 hand on February 27, 2024.</p> <p>16</p> <p>17</p> <p>18</p> <p>19 _____</p> <p>20 Cynthia C. Chapman, RMR-CRR</p> <p>21 New Mexico Certified Reporter #219</p> <p>22 BEAN & ASSOCIATES, INC.</p> <p>23 201 Third Street, NW, Suite 1630</p> <p>24 Albuquerque, New Mexico 87102</p> <p>25 License Expires: 12/31/2024</p> <p>Job No.: 9091N (CC)</p>

<p>1 RECEIPT</p> <p>2 JOB NUMBER: 9091N CC Date: 2/16/24</p> <p>3 PROCEEDINGS: OPEN PUBLIC MEETING</p> <p>4 CASE CAPTION: In re: Public Meeting of the Public</p> <p>5 Education Commission</p> <p>6 *****</p> <p>7 ATTORNEY: MS. CORINA CHAVEZ - Charter Schools</p> <p>8 Division/Options for Parents and Families</p> <p>9 DOCUMENT: Transcript / Exhibits / Disks / Other _____</p> <p>10 DATE DELIVERED: _____ DEL'D BY: _____</p> <p>11 REC'D BY: _____ TIME: _____</p> <p>12 *****</p> <p>13 ATTORNEY: MS. SAMANTHA RAMIREZ - EA-Options for</p> <p>14 Families</p> <p>15 DOCUMENT: Transcript / Exhibits / Disks / Other _____</p> <p>16 DATE DELIVERED: _____ DEL'D BY: _____</p> <p>17 REC'D BY: _____ TIME: _____</p> <p>18 *****</p> <p>19 ATTORNEY:</p> <p>20 DOCUMENT: Transcript / Exhibits / Disks / Other _____</p> <p>21 DATE DELIVERED: _____ DEL'D BY: _____</p> <p>22 REC'D BY: _____ TIME: _____</p> <p>23 *****</p> <p>24</p> <p>25</p>	

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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, in the matter therein stated.

In testimony whereof, I have hereunto set my hand on February 27, 2024.

Cynthia Chapman

Cynthia C. Chapman, RMR-CRR
New Mexico Certified Reporter #219
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Albuquerque, New Mexico 87102
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Job No.: 9091N (CC)

A

A-GAME 237:17,18 238:1,3,9,16 238:23 239:19 240:1	account 36:24 110:1	adequately 140:3
A-i-m-e-e 237:9	Accountability 115:8	adjacent 246:22
a.m 1:11 43:15,15 129:21	accountable 85:7 111:7 181:2,3	adjourn 4:18 264:9,10
abilities 18:20 27:16	accounting 124:20 141:12	adjourned 264:13
ability 32:25 36:23 132:8 156:18 174:15	accurate 143:10	adjunct 8:22
able 14:11 18:22 23:14 24:8,17 26:17 29:24 34:23 35:15 36:24 43:24 47:23 49:23 56:2 69:17 82:24 87:16 92:14,20 94:20 111:13 114:11 132:9 141:3 147:18 150:9 151:23 152:9,23 153:3 161:7 166:1 171:6 211:17 240:7 250:19	ACES 230:10	adjust 66:8,17
absolutely 61:1 94:15 164:21	achievement 15:22 17:2	adjusting 203:9
abuse 49:11	achievements 15:9	adjustments 30:25
academia 8:14 72:23 73:2 78:15 95:7 175:9	acknowledge 62:8,24 65:3,15 66:6 113:4 115:4,12 144:9 162:2 186:1 188:25 204:19	admin 142:2 232:5,6
academic 3:25 8:25 45:4 70:12 70:14 76:10 134:9 137:10 154:21 168:1,9 175:6 182:9,10 182:24 185:9 187:10,11,18,23 188:11,24 189:2,16 212:16 214:20 215:23 216:1 221:13	acknowledged 113:25	administration 13:19 23:25 26:7 26:14 132:15 200:6 249:7,9
academically 180:16 185:15	acknowledging 70:2 82:9 95:22 109:18 111:17,19 144:15	administrative 9:22
academics 45:6 169:5 175:3 191:17 230:25	acronym 69:10	administrator 2:16 12:3 22:20 22:23 23:16,21 24:4,7,23 26:6 26:13 28:11 39:10 130:25 150:20 201:2,2,4,6,16 202:1 203:8
Academy 19:12 20:11 23:21 24:1 28:11 42:2 47:3 48:16,19 52:5,6 118:6,20 121:7 122:16 138:21 144:20 145:1 146:14 153:21,23 154:2 158:16 180:15 188:23 230:10,13,17,20,22	across-the-board 110:14	administrator's 132:24
Academy's 3:11 18:1 28:4 41:25 153:23,24,25	act 202:4,19,22 205:15,17 210:16 210:16 216:5	administrators 3:10 23:4,6 25:22 27:10 62:17
accept 3:13 44:4 50:6 78:4,5 99:19 118:10 131:13 133:23 134:6 148:11 158:15 228:10	action 3:6,8,11,13,14,17,18,20,20 3:22 4:3,5,7,8,12,13,15 9:16 15:3 28:3 70:12 161:9 184:11 196:24 197:11 198:11,12 203:25 206:9 209:6,15 211:9 215:4 218:6 222:18 228:25 253:15 257:11 259:13 260:6	admit 28:25
acceptance 50:4	actions 4:12 9:13 83:13 253:16	adopt 12:18 220:1 221:12 227:10
accepted 42:1 142:21 144:14 170:2	actively 238:23	adopted 87:3
access 35:20 144:3	activities 19:23	adults 114:22,24 253:9
accommodate 30:4,25 34:10 247:3	Acton 3:24	advance 252:18
accomplishment 20:9	actual 153:11 234:16	advocate 19:15 260:4
accomplishments 20:21	Adam 8:25	advocated 259:23
	add 12:2 29:17 33:4 45:22 46:25 50:1 55:12 70:23 71:21 130:14 136:22 139:10 152:11 167:25 203:12 219:6 229:10 231:2	advocating 173:18
	added 44:15 48:17 54:14 58:7 76:7 94:1,23 158:12	affirmation 241:13
	adding 30:18 31:12,24 32:1 86:4	afford 37:12
	addition 49:25 155:23,23	afternoon 240:7,19 241:3
	additional 26:8 106:11 130:14 207:6 236:22	agencies 19:20
	address 9:5 29:13 34:23 47:7 97:3,14 164:4 211:13,25 233:6	agency 19:16 38:23
	addressed 29:20 194:18 203:7 204:20 205:12	agenda 3:4,7,9 4:16 6:13 12:17 21:10 22:22 44:8 50:9 127:4 130:7,11 138:20 162:21,24 163:2,8 164:2 165:16,18,25 202:13,14 203:22 211:21,23 215:2 237:23,24,25 240:12 255:7 257:9,17 258:7 259:5
	addressing 157:9 203:4 216:10 216:14	agendas 202:7
	Adentro 191:9,16 230:24	ago 32:20 48:9 74:12 83:5 93:7 178:7,8 194:19,19 242:22 256:18,23
	adequate 215:23	agree 37:2 55:7 63:1 73:13 75:9 75:23 85:14 86:24 90:2 92:2 94:15 116:7 131:25 132:4,13,18 136:21 146:24 157:18 172:9 175:18 176:25 209:8 213:4

agreed 155:22
agreeing 90:6 229:6
agreement 91:6
Agriculture 258:18
Aguilar 32:18
ahead 66:21,23 70:2 99:10
 158:15 165:15 191:12 224:11
 229:8
Ahmed 16:18
ahold 252:11
Aimee 237:8
airplane 20:7
Alan 17:22 206:4
alarmed 139:12
Albuquerque 1:22 17:25 19:15
 20:8 24:9 25:2,19 26:1 114:2
 191:1 230:11,13,16,17 234:22
 234:23,23 265:20
Aldo 230:18
Alicia 194:4
all-fresh 38:9
ALLAN 2:5
Allegiance 6:10
allowed 155:15 180:7,8
allows 17:13
Allsup's 110:12,13
Alma 3:21 8:20,24 9:5 10:24
 11:11 12:6 14:10 17:18 198:13
 203:24 213:20 214:13,15 215:1
 236:23
almonds 196:25
alternative 8:19 127:20
alternatives 128:6
Amador 8:25 9:4,11 10:1,7 11:9
 13:20 14:20
Amanda 194:2
amazed 148:16
amazing 16:12,20 18:4
ambivalent 89:24
amend 52:20 71:5,17 156:20
amended 42:3 48:11 53:4 102:11
amending 48:16
amendment 3:11 28:4 29:16
 41:18,25 101:14 156:25 255:11
 256:2
Amendments 4:6 229:2
America 13:24 17:10 107:12
 115:16 116:14
amount 18:8,13 29:2 38:10 96:8

122:1 204:21
amplifies 90:15
Amy 54:9 57:24,25 67:3,6 95:9
 95:15,18 230:11
analysis 28:19 29:3 201:10
 256:18,19
analyst 109:11 232:5
analyze 133:12 142:3
analyzed 14:5 144:11
AND- 1:13
anecdotal 11:9
angst 206:5
annual 3:13,15,15 18:1 47:7
 49:18,24 50:4,7 52:2 54:13
 59:21 67:5,12,15 69:3 70:9,13
 70:15,17 78:13,19,21,23 80:6
 82:14 86:16 87:10 89:15 97:19
 97:24 98:3 99:15,22 101:2
 102:20,21 103:8 105:20 106:1,4
 106:6 115:5 116:13,20,22
 118:19,24 119:3 122:16,21,23
 125:15,20,22,24 128:10,15,17
 134:6,8,10,13,14 137:5,12,14
 137:16 142:7,8,25 143:1,25
 144:4,8,20,24 145:4,5,8 156:8
 156:12 157:15,15 159:24 160:8
 164:24 175:4 176:5,11 184:1,20
 190:13 191:15,21,22,24 195:10
 195:18 204:3,4 207:7 208:6,22
 209:5 233:20 247:20
annually 158:19 183:16 185:3
answer 24:17 29:12 148:22
 157:12 164:6 166:1,21 211:15
 211:18 212:23
answered 149:22 157:8
answering 157:23 166:13 173:14
 213:2
anticipate 17:15
anticipated 197:22
anticipation 211:24
anybody 80:16 127:14 229:25
 249:22
anymore 90:14 188:18 190:8,22
 244:14
anytime 16:1 17:1 33:14 116:4
 261:4
anyway 16:10 63:11 101:4
 131:21 174:9 194:5 259:24
 261:23

Apodaca 1:12
apologize 10:23 11:6 23:15 95:13
 130:8
appeal 166:14
appealed 147:17
appear 63:22
appearing 215:22
applaud 73:5
apples 108:19,19
apples-to-apples 109:8
applicant 224:5 225:12 227:3
applicants 224:10 225:11,18
 226:11
application 28:18 179:21 224:11
 226:23 245:12
applications 211:2 231:5 232:8
apply 33:16
appreciate 23:11 26:4 27:22,25
 33:11 37:7 38:13 40:6,21 43:8
 92:25 93:1 206:16 210:12
 250:21 252:7 254:15 262:18
apprised 247:15
appropriate 25:18 76:23 88:13
 92:13 108:2 156:9 164:17 184:8
 190:8,11 205:12 211:3
appropriately 198:21
approval 3:4 6:13 31:16
approve 6:14 41:18 52:25
approved 24:2 28:23 86:9 183:9
 245:13
April 166:25 199:22
APS 249:4
Aragon 16:23
architects 32:16
area 21:3 25:2 34:6,15 35:1
 86:21 90:20 121:24 127:17
 175:8
areas 15:9 47:21 73:4 81:3 84:12
 88:17 167:12 174:21 181:9
 188:24 207:4
argument 86:22,24 87:1 116:6
arguments 64:23
Arm 150:21,21
Armijo 2:4 5:10,11 7:2,3 19:6,9
 19:12 20:10 22:2,3 42:22,23
 50:23,24 51:19,20 54:3,4 68:18
 68:19 72:18,19 79:10,11 98:11
 98:12 104:2,3 106:22,23 117:13
 117:14 120:10,11 123:18,19

126:14,15 129:1,2 130:4 135:3
 135:4 138:6,7 146:3,4 159:2,3
 192:14,15 196:12,13 216:25
arrange 239:16
arranged 206:15
Arriba 25:10 243:21
art 8:14,17,22 9:1
Artesanía 191:17 230:25
article 16:25
articles 12:11
articulate 49:9
arts 9:8,9 52:7 77:2 191:17
 204:10,11 230:22,25
as-amended 53:2
aside 216:8
asked 30:16 37:17 44:3 100:18
 136:7 149:20 189:10 201:7
 202:16 215:12 218:17 227:11
 227:15 248:17 260:12
asking 71:12 93:16 146:24
 147:13 152:15,17 190:2 210:23
 210:24 223:8 224:6 237:7
 238:25 251:1
ASLA 18:24
aspire 110:13
assault 12:8
assert 258:23
assessed 61:6
assessment 55:21,22,23 60:11,16
 60:21 78:19 188:11 208:25
assessments 200:6 201:12
asset 121:23
assets 152:12,13,18 235:22
assimilate 260:24
assist 80:25
assistance 2:13,16 48:6 203:25
 234:1 245:19
assistant 13:20
Associates 1:20 265:19
assuming 33:15 228:12 239:12
assumption 40:16 239:15
ATSI 58:6 73:25 74:4 76:9,13
 78:17
ATSI/EL 67:8
attachment 147:21
ATTACHMENTS 4:21
attack 12:16
attempted 48:5
attempting 48:2

attend 30:21 35:15,16 253:6
attendance 141:18 200:24
 202:18 205:15 216:4
attended 13:24 14:12 38:23
 206:18 238:15
Attendees 4:22
attention 14:17 55:8 66:2 85:19
 95:13,15 154:21 167:5 236:25
attest 246:11
attorney 188:14 266:7,13,19
attraction 38:6
attractive 163:18
audience 14:25 96:21
audit 103:10,12 136:24 141:15
 141:16 143:17 149:15 150:4,5,6
 150:7,10,13,24 151:16 152:10
 152:18,23 153:3 157:19,19
 160:18 170:10 172:11 173:8
 200:13 207:7 216:9,10
auditor 149:9
audits 150:16 170:14 171:7
August 8:21 36:7,8 41:12 103:1
authorization 259:25
authorized 136:12
authorizers 241:10
authorizes 259:16
authorizing 232:7 233:17,19
 246:4
available 33:20 122:1 252:18
Avenue 1:12
avenues 32:24
average 108:6 110:10 183:14
 184:24 185:8 188:7,9
avoided 11:8
award 15:13
awards 16:14
aware 9:3 55:14 157:9 189:6
 211:20 213:1 253:24

B

b 75:18 219:4 220:3 227:12
B-a-r-d-e-y 8:2
babies 172:1
back 15:25 20:13 23:16 30:24
 43:17 49:6 54:12 80:7 95:6,17
 100:20 112:15 119:18 124:10
 129:24 130:6,6 139:15 147:15
 149:19,25,25 155:17 156:2
 157:5 162:22 166:21 169:22

173:18 174:11 181:20,21
 197:16 198:22 203:2 210:22
 213:10 225:14 233:21 242:12
 247:22 253:6,12 258:19 260:12
 263:8
back-and-forth 139:7 208:23
 209:7
backs 170:18
bad 62:3 248:14 250:23
baking 180:18
balanced 38:6
ballgame 24:24
bang-up 233:24
bar 56:4
Barnes 2:20,20 44:2 48:10,20,24
 55:12 58:9 76:17 77:9 78:6
 80:2 81:14,22 86:25 91:8 93:5,8
 93:16,19,25 94:3 96:25 102:16
 102:25 104:21 138:22,23
 140:19 147:15 149:7 151:11,20
 153:15 154:11 155:17 188:2
 208:20 212:2,3 218:11,16,23
 219:9,14,24 222:23 229:4
barrier 224:15
based 3:15 80:17 88:11 108:13
 109:15 140:4,20 170:9 178:21
 181:17
baseline 55:22
basically 147:8 148:25 167:23
 175:14 199:11
basis 157:15
batch 75:14
battle 260:10
be-all 110:9
Bean 1:20 265:19
bear 15:16
beautiful 18:2,23
Beck 2:4 5:5,6,8,10,12,14,16,18
 5:20,23 6:2,4,20,23,25 7:2,4,6,8
 7:10,12,12,16 21:18,19,23,25
 22:2,4,6,8,10,12,14,14 40:7,8
 41:11 42:9,10,12,14,16,18,20
 42:22,24 43:2,4,4 50:17,18 51:3
 51:5,5,8,11,13,15,17,19,21
 53:10,12,14,14,17,20,22,24
 54:1,3,5,17 60:4,5,10,19 68:3,4
 68:6,8,8,11,14,16,18,20,22,24
 71:24,25 72:2,4,4,7,10,12,14,16
 72:18,20 79:4,5,7,10,12,14,16

79:18,20,20,23,25 83:16,19
 98:10,11,13,15,17,19,21,24
 99:1,1,4,6 103:20,23,25 104:2,4
 104:6,8,8,11,14,16 106:13,14
 106:16,18,20,22,24 107:2,4,4,7
 107:9 117:6,7,9,11,13,15,18,20
 117:20,23,25 118:2 119:19,22
 119:24,24 120:2,4,6,8,10,12
 123:5,7,10,12,14,16,18,20,22
 123:24,24 124:3 126:4,6,8,10
 126:14,16,18,20,22,24,24
 128:22,24 129:1,3,6,8,10,12,14
 129:16,16,25 130:2 134:19,20
 134:22,24 135:1,3,5,8,10,12,14
 135:14,23 137:22,24 138:1,3,6
 138:8,10,12,14,16,16 140:13,14
 140:24 145:14,15,17,19,22,24
 146:1,3,5,7,9 159:1,2,4,6,8,10
 159:13,15,17,19,19 169:21
 172:8 192:5,7,9,12,14,16,18,20
 192:23,25,25 195:1,2,23,24
 196:1,4,6,8,10,12,14,16,18,18
 209:20 217:4,6,8,10,12,14,16
 217:18,21,23,23 220:10,11,13
 220:15,17,19,22,24 221:1,3,3
 221:21,22,24 222:1,3,5,8,10,12
 222:14,14 228:11,14 230:2
 231:8,11 234:11,13 236:8,14
 243:23 248:9 249:3 251:14
 262:23 263:3,4,5
Beck's 251:10
becoming 24:22
beginning 237:3
begins 183:22
behalf 4:14 83:7
behave 10:3 253:5,8
behavioral 14:19
behoove 169:13
behooves 170:17
Bekka 131:15 252:7
Bekka's 251:22
belabor 82:4
believe 26:25 58:10 100:8 112:14
 133:21 160:19 181:19 187:7
 223:17 235:8 242:5,5 251:1
belonging 125:11
benefactor 16:4
benefited 254:13
best 18:10,11,12 160:25

bet 179:19,22
better 6:5 89:25 90:20 91:6
 108:19 112:2 164:11 172:1,6
 173:8 189:13,22 197:17 210:14
 243:11 256:14 257:1
beyond 41:6 114:17 133:19
 177:21 236:23
Biehl 54:9 57:24,25 67:3,6 95:9
 95:15,18 230:11
big 85:11 125:9 132:16 233:16
 247:3
bigger 174:7 175:10
biggest 96:10 246:10 247:1
 257:21
bilingual 121:7,23 122:17 230:17
 230:20
bill 36:15 41:4 245:18
billion 258:16
bills 239:14 246:19
bipartisan 253:21
bit 10:23 40:22 44:5 45:13 65:16
 66:7 109:5 151:7 154:6 176:23
 198:3 224:24 253:12
black 188:20
blah 188:24
blank 226:8
blessed 249:5
blindsided 164:7
Blueberry 15:14
blush 27:22
board 13:21,25 14:4 16:3 24:2
 57:6 133:10,13,16,21 147:10
 148:1 149:1 154:2,2 180:24
 200:14,17,19,20,22 202:9,14
 206:13,14,18,18 215:6,11,16
 233:8 234:24 246:8 256:10
 258:1 261:24
boards 133:21 141:11 149:6
 152:5
body 18:11 170:21 171:1
bonds 31:20
bonus 226:2,4
books 179:13
border 25:11 131:21 243:22
born 243:2
bought 32:20
box 11:5 87:6,7
boxes 133:14
Boy 113:21

branches 179:17
brand 75:4 225:5
Brauer 2:5 5:25 6:1,23,24 17:23
 21:25 22:1 42:4,7,14,15 51:15
 51:16 53:24,25 65:15,17 67:22
 68:14,15 72:10,11 79:14,15
 89:20,22 91:11 93:2 94:4 98:15
 98:16 103:23,24 106:14,15
 116:23 117:2,9,10 120:2,3
 123:10,11 126:22,23 129:12,13
 132:2,3 134:20,21 138:10,11
 145:17,18 151:3,17 159:8,9
 160:12 169:17,18 170:1,5
 192:10,11 196:4,5 217:16,17
 220:11,12 222:3,4 235:7,10
 257:17,18 261:10 262:5,14
 263:21
breach 155:11 163:16
bread 180:18
break 16:20 43:14 120:17,20
 124:8 129:19 196:22
bridges 18:19
brief 257:19
Brigette 2:11 27:21 57:13 58:10
 58:15,19 59:11 60:18 183:17
 262:25
bring 37:17,18,21 40:13 162:22
broader 94:6
broken 92:4,10 249:17
brother 242:18
brought 80:19 236:24 242:15
 243:8
Brown 2:16 223:18 226:7 244:10
 244:13,19
budget 3:19 14:8 47:20,22 52:23
 66:18 101:3 141:25 142:2
 197:11,14 198:1,6,7 247:3,7,8
 247:11,14,17 258:16
build 32:22
building 1:12 16:22 33:4 136:6
 244:11 258:17
bullet 88:16 109:20 186:7
bully 12:4
bullying 12:3
bump 82:6
bunch 150:1
Bureaus 4:8
buried 136:7
burning 246:23

Burt 2:5 5:6,7 7:4,5 22:4,5 26:20
27:22 42:18,19 51:11,12 53:20
53:21 54:21,22 55:14 57:20,24
58:2,13 61:20 64:2,6,16,21 65:9
65:12,21 68:22,23 70:18,21
72:14,15 73:17 76:2,5,19 77:11
77:16 79:18,19 81:7,8,18,25
84:9,18,21 85:22 86:23 87:12
88:20,23 90:2,14 92:2 94:6
97:17,18 98:6,19,20 100:3,4
101:15 104:14,15 106:18,19
107:14,15 109:10,14,18 112:3,4
114:10 116:6 117:25 118:1
119:5,8,19 120:6,7,18 121:20
121:21 122:14,15 123:1,14,15
124:4,16 125:14 126:2,18,19
128:22,23 131:15,16 134:24,25
136:21 137:21 138:14,15 146:7
146:8 175:16,18 176:2 182:4,19
182:23 183:2,15,24 185:14,23
186:5,11 188:15 190:2,7 192:18
192:19 196:8,9 212:9,14 214:4
217:12,13 218:16 219:6,11,16
220:15,16 222:12,13 223:22,23
224:13 225:22 237:25 239:9
249:19,22 252:24

bus 35:18
buses 259:19
business 150:19 235:19 253:1,10
busy 232:10 252:19,19
button 23:3 29:6 242:17
buy 32:22 37:12 259:19,19
buys 32:21

C

c 1:20 2:1 3:1 4:1 75:19 248:1
265:8,18
C-o-b-l-i-j-n 13:16
Cabinet 153:17
cadence 50:20
calculated 59:15 143:16
calculations 112:18
calendar 229:10,14 230:4 231:2
246:25 247:2,4
calendars 249:2
California 127:15,16 242:21
243:1,5 244:1
call 3:3 5:2,5 58:14 69:8 201:15
238:19 248:17,18 251:14

called 166:15 235:3,5 237:19
calling 190:23 251:18,23
calls 233:1
campus 24:10,12,14 26:9,10,16
32:17 33:1,11 36:1
campuses 24:9
candidate 24:12
Canyon 127:15,16
cap 3:12 28:5,15,24 30:9,12 32:3
42:1 136:8 166:16,18,22
Capital 16:3
capitalization 179:19
CAPTION 266:4
capture 47:16
captured 184:19
care 9:7 27:18 60:9 64:22 67:23
84:4 89:1 114:25 120:20 181:13
181:13 219:22 249:24,24
career 8:17
careful 188:16,19
carefully 9:12 233:15
carries 43:5 74:14
Carrillo 2:3 5:16,17 6:7,14,17
7:8,9 15:5,6 21:14,17 22:12,13
25:8,9 26:4,18 33:23,24 35:2
36:22 38:11 42:12,13 51:3,4
52:10,13,25 53:12,13 60:6,7,9
61:8,9 63:12 65:14 66:20 67:1
67:18 68:6,7 70:1,20,24 71:2,4
71:9,14,19 72:2,3 73:1,11 77:21
78:9,11 79:21,22 80:9,11,12
84:3,20 89:16 91:25 92:24,25
93:12,18,22 94:1,10 99:2,3,24
100:2 102:5,6,9,23 103:18,21
104:6,7 105:13 107:5,6 109:17
109:21 115:14,15,20 116:2
117:21,22 118:8,13 119:7,12,16
119:22,23 120:24 121:9,13,16
123:20,21 125:4 126:6,7 127:5
127:12 128:18,21 129:8,9
130:16 131:4,12 133:7,9 134:4
134:17 135:12,13,21,25 136:2
136:14 137:24,25 139:11 141:8
142:6,9,14,18 145:12 146:1,2
153:5,6,10,14 154:7,13 157:1
157:21,22 158:5,12 159:17,18
159:25 160:4,9 161:13,14 166:5
166:12 167:22 168:5,20,23
169:7 170:8 178:7 190:23 192:5

192:6 193:5 195:7,20 196:16,17
197:1,5,8 213:3,4,19,22,25
214:7,10,25 215:10,13,15
216:23 217:8,9 218:20 220:7,9
220:24,25 222:1,2 228:2,5
229:12,17,19,22 230:3 231:10
234:18,19 235:1,11 242:3,9,25
243:4,15,20 244:2 249:20
252:16 261:6,9 263:13,15,25
264:4,10
Carrillo's 83:20
carry 258:4
carryover 75:4
case 47:25 65:5 74:20 86:19
118:16 151:5 163:3 164:25
168:23 183:6 249:1 253:23
266:4
cases 9:20
catch 183:10
categories 92:15
category 66:5 73:20
cause 17:4 40:15 56:7 95:12
100:12
causes 37:7
cautions 72:24
CC 1:25 265:25 266:2
CCR 1:20 265:8
celebrate 20:20
celebrating 17:5
cellar 193:21
Central 39:16
Century 52:5 230:10
certain 73:3 92:14 151:4,5 152:2
certainly 17:14 23:19 24:16
36:25 40:13 45:6 49:10 114:13
149:13 166:14 167:4
CERTIFICATE 4:20 265:7
certified 175:22 265:8,19
certify 265:10
cetera 201:15
chair 2:3,3 4:11,14 5:1,14,15,16
5:17 6:3,6,12,14,16 7:6,7,8,9,17
8:3 10:11,14 11:15,17,22 12:23
13:3,11 14:22,24 15:6 17:8,23
19:3,6,8 20:15 21:8,14,15 22:8
22:9,12,13,16 23:7 24:21 25:8
26:18 27:24 28:2,6,8 29:14 31:8
33:15,21,24 35:2 36:22 38:11
38:16 40:7 41:16,19,22 42:6,10

42:11,12,13 43:5,12,16 44:2
 48:22 49:12 50:12,17 51:1,2,3,4
 51:23 52:10,11,18,25 53:2,7,11
 53:13 54:7,19 55:7 56:1 57:13
 57:22,25 58:8,15,22 59:11 60:5
 60:9 61:7,9 62:25 63:12 64:8,11
 65:14,17,18 66:20,20,24 67:1
 67:18 68:2,4,5,6,7 69:1,10,15
 70:1,19,24 71:1,2,5,8,11,14,17
 71:19,20,24,25 72:1,2,3,22 73:1
 73:10,11,15 74:10 75:3,5,9 76:4
 77:15,17,21 78:8,9,10,11,12,25
 79:4,21,22,24 80:9,11,12 81:6
 83:16,20 84:3,20 89:16,20,23
 91:23 92:24,25 93:12,18,22
 94:10,12 96:23 97:2,17 98:5,10
 99:2,3,4,5,8,11,13,24,25 100:12
 100:25 102:5,6,8,9,23 103:16
 103:18,20,21 104:4,5,6,7,18
 105:3,13,19 106:9,13 107:5,6,8
 107:11,14 109:9,17,21 110:19
 113:24 115:6,15,20,22,25 116:2
 116:10,12,24 117:6,21,22,23,24
 118:4,8,13 119:6,11,12,15,16
 119:19,19,21,22,23 120:14,21
 120:24 121:1,9,11,13,14,16,18
 122:11,14,25 123:20,21,23
 124:2,7 125:4 126:1,4,5,6,7
 127:2,5,8,12 128:18,19 129:8,9
 129:11,19,23 130:4,16 131:4,6
 131:12 132:2,3,18 133:9 134:1
 134:4,16 135:10,11,12,13,17,21
 135:25 136:1,2,14,15,24 137:18
 137:22,23,24,25 138:19 139:8
 139:11 140:13,22 141:8 142:9
 142:14,17,18,20,23 144:13
 145:10,24,25 146:1,2,12,20
 147:2,6 150:3,21,22,23 151:3,8
 151:15 152:15,20 153:6,9,10,12
 153:14 154:7,13 155:16 156:7
 156:24 157:1,3,18,22 158:2,5
 158:11,12,20 159:1,15,16,17,18
 159:22,25 160:2,4,7,9,11
 161:13,14,20 163:1,7,23 164:21
 165:20 166:5,11,12 167:10,22
 168:3,5,11,20,22,23,24 169:7
 169:17,23 170:4 171:18 172:17
 174:18 175:16,25 178:7 182:12
 182:21 183:1,12,17 184:23

185:7,20 186:4,7 188:22 189:21
 190:23 191:8,13 192:1,5,6,7,8
 193:3,5 195:1,7,19,23 196:14
 196:15,16,17,21,24 197:1,4,5,7
 201:14 202:2 203:12,20 204:16
 206:1 207:24 208:9 209:19
 210:4 211:7 212:11,20 213:4,13
 213:16,19,21,22,24,25 214:7,8
 214:10,14,24,25 215:10,12,13
 215:14,15 216:22 217:3,5,6,7,8
 217:9 218:1,15,20 219:8,25
 220:7,8,24,25 221:1,2,6,18,24
 221:25 222:1,2,17 223:3,19
 224:3 225:10 226:5,12,19
 227:24 228:2,4,5,10,12,16,20
 228:22 229:12,17,18,19,20,22
 230:3 231:9,14,16,18 234:18,19
 235:1,11 236:2,22 238:11,14
 239:15 240:15 241:1 242:3,4,9
 242:9,25 243:4,15,20 244:2,3
 244:12 247:25 248:11 249:12
 249:20 251:6,20 252:4,16
 253:14,21 254:21 256:5,17
 257:18 259:8,21 260:2 261:4,6
 261:9 262:1,3,8,12,14,16,16
 263:4,7,13,15,19,25 264:4,8,10
 264:11,13
challenge 15:11,12 34:12,18 36:4
 36:21 58:17 69:19 252:16
challenged 89:10
challenges 29:21 34:6,24 169:12
 194:17 195:4
challenging 41:9 111:23 141:20
 204:23 247:17
chambers 245:18
chance 17:24 83:2 111:6 166:9
 193:18
change 42:3 91:8 93:10 143:25
 144:4 156:7 160:15 201:23
 228:7 245:22
changed 48:3 76:6 94:5 235:4
 245:19
changes 78:4 143:8 144:12
 200:14 218:10 221:7,9,9 230:4
 247:3
changing 27:10 144:8
Chapman 1:20 265:8,18
charges 9:21
chart 48:23,25 76:25 182:13

213:23
charter 2:10,12,14,17 3:21 4:9
 8:12,20 13:24 15:7 20:18,19
 23:22 24:7 25:4,5 34:25 35:15
 38:20 40:4,18 50:8 69:2 83:12
 97:19 99:19 105:21 124:11
 125:16 132:6 151:19 170:22
 184:1 187:21 193:4,14 195:11
 198:13,17,20,24,25 205:1
 206:12 214:15,16 215:1 220:4
 221:15 227:13,19 230:10,12,18
 230:20 231:1,1,23 232:15,16,18
 233:2 236:1 244:1,9 250:20
 252:19 256:8 260:4 266:7
chartered 193:16
charters 35:8 128:5 193:13
charts 64:7 88:12 162:7 172:19
 189:16
chat 11:5,5
Chaudhary 16:19
Chavez 2:9 22:21 28:6,9 46:22
 47:14 48:13 75:5 82:25 103:4
 103:17 109:9 115:18,23 130:17
 130:20 136:3,11 142:5,12,19
 144:11 152:11,17 183:6,20
 184:17 185:4,12 187:20 188:18
 189:19 199:4 205:21 207:11,18
 207:22 208:1 209:20,25 223:17
 226:15 231:25 234:21 235:3,14
 236:13 238:12 240:11 243:25
 244:16 263:22 264:2 266:7
check 58:9 81:23,23 87:6,7
 133:13 194:12 239:4 263:24
checked 135:23 240:6
Chicago 236:21 237:16,20 242:3
chicken 31:18
Chief 8:24
child 39:1,2
Childhood 30:15
children 10:3 30:21 34:11 38:1
 65:25 66:1 257:22
chitchat 229:25
choice 20:1
choices 139:6
choose 46:4 87:5,14
chose 109:1
Chris 7:22,23 11:1 245:1,5
Christian 12:15
Christo-Nationals 12:15

<p>Christopher 8:1 City 15:24 16:12 Clahchischillage 2:6 5:21,22 6:21,22 21:20,21 38:17,18 42:25 43:1 51:9,10 53:18,19 68:12,13 69:7,11,20 72:8,9 79:8 79:9 98:22,23 104:12,13 106:25 107:1 117:16,17 119:25 120:1 123:8,9 126:11,12 129:4,5 135:6,7 138:4,5 145:20,21 159:11,12 192:21,22 196:2,3 217:19,20 220:20,21 222:6,7 clap 259:1 clarification 57:15 101:21 clarified 219:12 241:9 clarify 3:24 104:21 clarifying 221:12 clarity 206:2 212:3 class 9:18 78:2 141:2,5 186:14 classes 8:18 194:9,12 classroom 142:2 classrooms 194:6 clear 87:20 133:6 178:16 180:12 189:23 193:17 207:3 cleared 206:7 clearly 63:25 229:8 close 101:10 157:3,6 235:17 closely 9:4 247:5 closer 30:9 closing 102:2 club 16:5 clunky 170:6 Clyde 234:22 235:4 Clydesdales 235:2 coached 180:4 code 151:25 codes 152:1 cohort 110:23 111:2,6 114:19 237:3,15 239:2 cohorts 110:20 111:14 collaborate 24:9 collect 204:12 231:4 collecting 131:3 235:18 College 34:5 Colorado 25:10 243:22 column 44:16 214:9 comb 171:7 combine 219:14 220:5 combined 45:4 219:7,12,22</p>	<p>come 22:25 30:5,22 32:18 33:11 34:1 38:7 43:10 84:17 102:25 112:15 141:25 163:10,21,24 164:14 166:7,13,21 167:14 172:25,25 178:9 181:21 194:7 197:16 208:13 213:9 239:17 240:6,20 242:14 247:16 248:19 250:22 260:15,22 comes 27:7 144:2,2 149:10 153:17 166:18 170:18 206:17 226:24 261:2 comfortable 56:13 87:14 95:18 105:6 174:3 coming 27:12 33:9 40:12 55:17 61:22 84:16 97:11 111:1 119:15 121:17 124:3 129:24 152:4 167:13 172:11 232:24 248:10 260:9,20 Commence 3:20 198:12 comment 7:20 12:5 45:18 67:20 68:3 83:3,20 142:20 143:3,16 144:7,9 165:14 174:7 254:6 255:5 commenting 47:18 comments 4:17 122:12 142:15 143:13 262:13 Commission 1:1 5:3 23:11 28:13 30:22 59:13 91:12 115:13 153:21 155:10 163:12,25 178:9 214:14 255:10 265:1,12 266:5 Commissioner 5:4,6,7,8,9,10,11 5:12,13,18,19,20,22,25 6:1,2,7 6:8,15,17,17,21,22,23,24,25 7:1 7:2,3,4,5,10,11,12,14,14,15 15:5 17:23 19:5,6,9 20:15,16 21:13,16,16,18,19,21,23,24,25 22:1,2,3,4,5,6,7,10,11 23:11 25:8 26:4,20 27:22 31:9,10 32:9 32:13 33:7,23 38:16,18 40:7 41:17,20 42:4,6,7,8,14,15,16,17 42:18,19,20,21,22,23,24 43:1,2 43:3 50:11,13,13,17,23,24 51:6 51:7,8,10,11,12,13,14,15,16,17 51:18,19,20 52:1,12,12,14,16 52:19 53:5,10,15,16,17,19,20 53:21,22,23,24,25 54:1,2,3,4,21 54:22 55:14 56:14,15 57:20,24 58:2,13,16,19,22,23,24 59:12 60:5,6,7,7,18 61:8,20 62:25</p>	<p>63:1,15 64:2,4,6,10,14,16,18,21 65:5,9,11,12,15,17,19,21 67:17 67:22 68:3,9,10,11,13,14,15,16 68:17,18,19,20,21,22,23 69:7 69:11,20 70:18,20,20 71:3,4,7,9 71:24 72:5,6,7,9,10,11,12,13,14 72:15,16,17,18,19,25 73:17 76:2,5,19 77:11,16 78:24,25 79:1,4,5,6,7,9,10,11,12,13,14 79:15,16,17,18,19,23 80:11 81:7,8,18,25 83:16 84:9,18,21 85:14,22 86:8,13,15,23 87:12 88:14,20,21,23 89:13,16,17,18 89:20,22 90:1,2,14 91:11,24,24 92:1,2,24 93:2 94:1,4,6,8 96:4,5 96:7 97:2,3,4,17,18 98:6,7,10 98:11,12,13,14,15,16,17,18,19 98:20,21,23,24,25 99:9,12,18 100:1,1,3,4,23 101:13,15 102:5 103:20,21,22,23,24,25 104:1,2 104:3,9,10,11,13,14,15 106:8,9 106:10,13,14,15,16,17,18,19,20 106:21,22,23,24 107:1,2,3,7,14 107:15 109:10,14,17,18 112:3,4 113:18 114:10 115:2,14 116:23 116:25,25 117:2,6,7,8,9,10,11 117:12,13,14,15,17,18,19,25 118:1,12 119:5,7,7,25 120:1,2,3 120:4,5,6,7,8,9,10,11,18 121:20 121:21 122:14,15,24 123:1,1,5 123:6,7,9,10,11,12,13,14,15,16 123:17,18,19,22 124:4,16 125:14 126:2,3,8,9,10,12,14,15 126:16,17,18,19,20,21,22,23 128:9,20,20,22,23,24,25 129:1 129:2,3,5,6,7,10,12,13,14,15,25 130:4 131:15,16 132:2,3 133:7 134:15,17,17,19,20,21,22,23,24 134:25 135:1,2,3,4,5,7,8,9,23 136:21 137:17,18,19,21 138:1,2 138:3,5,6,7,8,9,10,11,12,13,14 138:15 140:13 142:5,19 145:9 145:11,11,14,15,16,17,18,19,21 145:22,23 146:3,4,5,6,7,8,20,21 147:4,7 148:23 151:3,9,17 153:5 156:17 157:7,21 158:14 158:21,22 159:1,2,3,4,5,6,7,8,9 159:10,12,13,14 160:12 161:13 162:19,20 163:5,17 164:10</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

165:13 168:25 169:15,17,18,21
 170:1,5,8 174:5,6,18,19 175:16
 175:18 176:2 182:4,19,23 183:2
 183:15,24 185:14,23 186:5,11
 188:15 190:1,1,7 191:11,14
 192:2,3,9,10,11,12,13,14,15,16
 192:17,18,19,20,22,23,24 195:1
 195:20,21,23,24,25 196:1,3,4,5
 196:6,7,8,9,10,11,12,13 197:8
 197:25 212:9,14 213:3 214:4
 216:21,23,23,25 217:4,10,11,12
 217:13,14,15,16,17,18,20,21,22
 218:16 219:6,11,16 220:8,9,10
 220:11,12,13,14,15,16,17,18,19
 220:21,22,23 221:17,19,19,21
 221:22,23 222:3,4,5,7,8,9,10,11
 222:12,13 223:22,23 224:13
 225:22 227:23,25,25 231:10,10
 234:11,18 235:7,10 236:14
 237:4,25 239:9 248:5,6 249:19
 249:22 250:14 251:6,7,10,16,19
 251:25 252:2,6,24 253:1,5,8
 254:5,20 255:22,23 256:16
 257:17,18 259:11,12,22 260:8
 260:19 261:10 262:2,4,5,10,14
 262:23 263:4,11,14,21
Commissioners 2:2 15:4 17:4
 22:22 27:25 29:14 33:22 43:16
 49:16 69:2 70:22 71:20 73:16
 120:14 121:2,6 144:2,16 146:15
 157:4 159:22 198:15 199:12
 228:18,19 231:15 237:13
 238:14,25 248:1,2,17 250:10
 251:5 253:24 264:12
commitment 36:5
committed 35:20 37:4 264:1
committee 215:8,18 234:3,8
 260:16 263:18
committees 216:9 259:14
communicate 18:21 199:2
communicated 211:16 236:4
communication 27:8 202:25
 206:23
community 9:9 14:2,3 17:10
 20:21 25:3 37:13 113:15 121:22
 122:10 125:10 127:3 128:11
 132:10 227:4
company 36:17
compared 108:16 182:6,11

243:14
comparing 108:9,19
comparison 14:6 109:8 183:13
compelling 116:6
competing 20:24
competition 16:1,6,15 17:20
 20:23,25 21:2 243:13
compiling 235:16
complaint 9:25 202:24 216:13
complaint/concern 210:11
complaints 11:7 200:10 201:13
 201:24 204:25 216:15
complete 34:7 39:8 100:24
 102:14 154:18 202:8,12,15
 223:2 227:20
completed 101:1,6,12 226:17
completely 91:15 101:10 110:21
 113:20 151:4 228:16 253:18
completing 200:4
compliance 3:23 184:2 200:13
 216:3,4 218:7,13 219:1
complicated 167:11
complimented 38:25
comply 154:5
component 150:5
concept 197:20
concepts 80:24
concern 29:16 52:22 55:25 56:1
 56:8 58:7 86:19 88:17,18 94:12
 97:15 99:16 109:3,6 113:12
 122:20 125:21 134:12 136:25
 137:11 151:10 154:20 155:11
 156:10 163:14 174:10 178:6
 191:22 202:17 203:6 205:10,12
 212:7,22,25 213:6,23 247:2
 256:7
concerned 11:10 45:21 61:11
 110:14 162:16 169:5 186:13
 202:2 204:10 252:8,25
concerning 55:4 125:2 131:23
 133:3 206:9 208:11
concerns 4:8 46:15,19 70:15
 78:21 105:10 106:3 113:13
 116:19 124:23 145:5 164:3
 165:11 166:1 168:9 169:2,4
 171:9 198:17,19 200:3,13 202:2
 203:4,15 204:2,18 206:5 208:3
 209:1 210:19 211:12,19 212:4
 212:15,17 214:3,21 215:21,23

216:8,8
concluded 264:15
condition 47:7 80:3,7 82:12 83:7
 86:2 99:13,19,22,23 100:13
 101:22 102:14,18 103:7 138:24
 139:1 146:14,18 148:15 149:23
 153:8,11,12,24 154:17 155:3,7
 155:21 156:6,12 157:4,6,16,17
 158:3,8,16,18,19 176:6,9,13
 177:17,19 182:5,24 183:8,12,22
 184:3,18,19 185:10 187:22
 189:20 200:8 216:1
conditional 201:8
conditions 47:5 85:15 100:21
 147:19 153:22 154:1,15 156:13
 157:8,12 171:18 175:21 176:1
 176:17,18,20 184:21 190:15
 199:13,15 200:9 203:17 247:16
conducted 6:11 203:11,14,19
conference 232:20,21,25 233:5
 233:12 234:20,21 237:18,19,23
 247:20
conflict 37:8
conflicted 73:18 74:7 107:16
confused 50:21 56:16 58:25 70:7
 185:25
confusing 188:21 236:11
confusion 189:8
congratulate 17:9,18 20:22
congratulations 17:17 21:6
 27:14,20 43:6
connect 120:23
connection 44:19
Consent 3:7,9 21:10 22:22
conservative 12:14
consider 9:11 73:8 177:7 183:3
 184:10 209:5,9 215:20
consideration 103:14 180:9
considered 42:2 61:17,17 73:21
considering 166:13 215:4
consistency 170:12 172:21 181:5
consistent 87:11 100:10 154:3
 162:15 214:1,4 224:12
consistently 180:15
Consolidated 39:16
constitute 265:10
construction 29:19 31:13 202:5
contact 194:15 198:24 205:9
 210:9 260:25 261:2

contemplated 202:22 252:5
contemplation 83:11
content 209:21 247:6
contextual 203:13
continue 21:4 36:20 62:10 91:4
 99:22 103:19 157:14 158:19
 173:14 209:13 255:12
continued 4:1 11:12 25:15 62:14
 90:22 198:23 199:15 201:24
continuing 208:21
contract 4:6 42:2 103:7 116:1
 147:17 153:20 155:23 163:16
 169:12 183:21 184:21 187:21
 188:23 199:14 214:18,18 229:1
contractor 223:9,12,15
contractors 235:22
contrary 204:14
contribute 236:3
convenient 234:24
convening 237:16,19,20 238:1,3
conversation 96:6 150:1 161:11
 176:10 197:3 209:4 241:11,17
 248:24 258:7 261:8
conversations 171:19 206:11
 246:2 255:19
convincing 172:8
cool 82:12,14 243:4,8
coordinated 255:20
cop 193:22
core 9:18 110:15
Corina 2:9 22:21 28:6,9 47:14
 48:13 75:5 82:25 103:4,17
 109:9 115:18,23 130:20 136:11
 142:5,12,19 144:11 152:11,17
 181:18 183:6,20 184:17 185:4
 185:12 187:20 189:19 199:4
 205:21 207:11,18,22 208:1
 209:25 223:17 226:15 231:25
 234:21 235:3,14 236:13 238:12
 239:6 240:11,23 243:25 244:16
 263:22 264:2 266:7
correct 7:21 12:24 14:25 40:16
 48:11,13 60:19 64:1 103:5
 121:11 132:15 142:13 149:24
 151:16 162:25 179:18 207:9,15
 213:21 233:21 238:14
corrected 52:24 67:15 70:16
 77:21 78:22 98:3 106:6 116:21
 119:3 122:22 125:24 128:17

134:14 137:15 145:7 175:3
 191:24 195:17 235:10
correction 100:24
corrections 66:22 208:4
corrective 9:16 203:25 206:9
correctly 23:2 62:7
corroborate 199:1
cost 31:22 198:3 235:16
couch 179:4
council 9:5 132:22,25 202:1,3
 205:9 210:8 246:13
counsel 2:19 178:19 205:3
counties 243:22
country 241:12
couple 16:11 46:21,22,23 47:1
 64:19,22 65:2 73:19 74:11
 75:25 94:14 96:5 130:23 186:19
 194:6 232:20 238:17 242:22
 244:25 245:17 250:9 256:7
 261:16,16
couple-of-block 34:16
course 178:12,13 199:24
court 1:21 7:24 10:16 11:19 13:5
 13:12 174:12 178:12 265:9
courtesy 201:15 248:8 249:17
 250:14
cover 147:6
covered 239:19
covering 240:1
COVID 39:18 180:1
craft 158:10
create 218:25
created 15:16 44:1,14
creating 188:3
credentialing 122:4
credit 186:23 233:8
criteria 245:16
critical 250:22
Cruces 8:10 9:10 10:19 14:6
 25:20,23 26:9 107:12 115:22
 116:14
crunching 109:12
CSD 4:7 44:4 45:23 139:3 143:3
 163:25 190:3 200:17 208:21
 209:8,13 215:8,18 216:20 219:9
 223:12 227:7 232:3
CSD's 28:18
CSI 109:18 113:5 116:17 145:2
CSP 33:16 245:1

cultural 180:19
culture 14:3 258:22
curious 34:2 131:4,5 140:14
Curiously 115:15
current 132:15 201:5
currently 23:25 88:18 232:14
curric- 37:13
curriculum 25:14
curves 65:6
cuts 65:22
cycle 110:23 133:1 143:1 163:11
 165:9 167:15
Cynthia 1:20 265:8,18

D

d 3:1,1 4:1,1 10:13 72:22 110:10
d'Arte 3:21 8:20 10:24 11:11
 17:19 198:13 213:20 214:13,15
 215:1
D.C 15:25 16:10,14 19:14 20:6
DACC 8:23
dais 37:2
dance 17:19,20,21
Danny 194:1,16 195:8 252:17
darn 194:4
DASH 200:8
data 55:23 59:12,14,15 60:12
 62:6 73:24 92:3,9,16,21 109:11
 114:15 130:18,19 131:3,18
 134:11 161:24 172:11 177:21
 177:25 178:4,4 180:8 182:7,9
 183:7 184:15 188:6 204:12,15
 232:5
date 207:14 229:11 232:22
 240:12 266:2,10,16,21
dates 231:2,7
daughter 10:20,24
David 11:16,17,23
Davis 10:19
day 13:25 36:13 37:24,25 141:10
 143:8 171:14 203:18,20 238:3
 249:1,15 254:1
days 16:11 166:9 167:9 171:6
 172:12 181:16 182:1 203:22
 207:11,16 209:14 236:25
 248:14 252:17 260:23 261:14
deadline 236:3
deadlines 215:19
deal 85:11 113:23

dealing 174:21,21
deals 96:16
dealt 169:2
DEAP 47:16 69:1,5,10,16 70:6
 70:12 230:18
DECA 16:5
December 8:24 24:3 36:10 41:13
 101:8 178:11 199:13 203:18
 230:16 247:19
decent 74:16
decide 234:16
decided 223:13 255:3
decision 143:20 161:18 178:1
 181:11,19,21 240:22
decisions 44:10 114:12 171:2
decline 179:2,3
deduction 65:20
deep 171:9
deeper 40:15 245:12
deeply 9:7
defend 164:14
deficiencies 81:2 84:13
defined 156:13
definitely 112:4,10 113:3 132:7
 140:9 154:19 158:9 171:23
degree 251:8
del 15:7,13,24 17:9 47:9 104:19
 104:20 105:21 230:19
DEL'D 266:10,16,21
delay 13:9
deliberation 189:22
DELIVERED 266:10,16,21
demand 128:5
demonstrate 31:21
denied 194:14
Denver 238:1,5
Department 245:3 258:18
depending 247:6
deplorable 180:6,8
deprives 9:18
depth 190:16
Deputy 2:11 61:22 234:6
deserve 66:1 172:1
design 31:14,16 32:11
designated 51:24
designation 45:4 67:8 73:25 74:4
 74:9,13,14,17,24 75:4,6,7,22
 76:7,9,13 78:17 80:6 82:20
 113:19 114:3,7 116:17 145:1

designations 74:8,21 112:12
detail 10:2
details 14:8
determination 164:1,15 203:24
 205:25
determine 61:4 92:10,17 108:1
 170:6 205:23
determined 102:6 183:16 185:3
 231:20
determining 92:22
DeVargas 2:21
develop 215:18
developing 206:13
Development 200:11
DFA 258:21
di 69:12
dialogue 15:18
die 253:19
difference 18:22 27:9 46:10
 64:24 65:1
different 13:23 14:13 18:9,20
 44:3,5 77:2 81:17 84:12,12
 87:17,22,22 91:13 108:25
 149:16 165:8 166:3 180:20
 181:9 193:21 249:2 251:20,24
 255:16
differentiate 162:11
differentiating 49:9
differently 165:7
difficult 24:23 29:19 36:5,12
 38:9 112:13 248:16 260:24
dig 40:15,18 41:14
diploma 180:5
direct 220:4 221:14 227:13 241:2
 241:5
directed 85:16 205:1
direction 34:18 163:18 260:16
directly 109:12 152:25
director 2:9,11 22:21 26:6 28:6,9
 46:22 47:14 48:13 61:22 75:5
 82:25 103:4,17 109:9 115:18,23
 130:20 136:11 142:5,12,19
 144:11 152:11,17 183:6,20
 184:17 185:4,12 187:20 188:17
 189:19 199:1,2,4 205:21 207:11
 207:18,22 208:1 209:20,25
 211:16 223:17 226:15 231:25
 234:7,21 235:3,14 236:13
 238:12 240:11 243:25 244:16

263:22 264:2
disabilities 76:10,12 77:1 136:20
 136:23 137:13 185:3
disability 205:24
disadvantaged 185:2
disagree 88:15 109:21 143:22
 161:15 171:23
disagreed 143:15
disappeared 39:18
disappointed 128:2
disclose 147:12
discovered 47:15
discretion 49:11
discuss 50:1 71:15 80:4
discussed 49:8 70:3 133:12 148:2
 177:19 208:17 222:21
discussing 80:22 141:10 143:18
discussion 3:6,8,11,13,14,17,18
 3:20,22,24 4:3,5,7,8,10,11,12
 4:13,15,16 15:3 21:17 28:3 42:8
 50:15 67:19 70:25 71:22 74:12
 75:2 77:19 79:2 80:18 83:17
 98:8 106:11 116:9 117:4 118:10
 119:9 123:3 124:15 134:18
 137:20 145:13 158:23 161:24
 163:24 165:5 167:18 168:12
 188:13 192:4 195:21 196:24
 197:10 198:11 211:23 213:15
 213:17 215:9 217:1 218:6
 220:10 221:11 222:18 228:25
 229:16 231:12 235:9 236:24
 240:25 253:15,20 257:8,10,16
discussions 142:25
disenrolled 202:20 205:17
disenrolling 9:15 210:17
disenrollment 216:5
Disks 266:9,15,20
dismissals 9:17
dispose 235:22
disputing 183:18,19
distance 127:10
distinguish 92:21
Distress 237:3,15 238:6,8 239:2
distribute 149:2
district 34:9 45:7 47:10 80:16
 106:2 107:21 108:9 121:22
 127:23 128:6 181:21 183:13
 243:23 248:4,5 249:24 250:11
 251:23 253:2

district-authorized 20:19
districts 35:16 127:25 128:2
 181:2 258:2
Ditz 69:12
divided 241:21
division 2:10,12,15,17 4:9 25:5
 50:8 198:18,20,24,25 205:1
 214:17 220:5 221:15 227:14,19
 231:24 232:18 243:19 245:4
 260:15
Division/Options 266:8
docket 121:18
document 4:4,5 44:13 49:1 99:14
 102:18 139:1 146:14 149:23
 153:13 184:18,21 189:5 199:20
 207:25 218:13,17,25 219:5,13
 221:14,15,16 222:20 224:1
 227:12,12,13,14,15 229:1 266:9
 266:15,20
documentation 3:23 175:20
 184:2 218:7 219:1 220:1 221:12
documents 44:12 47:4,6 48:12
 143:13 218:12 219:4,10 220:3,4
 220:5,6 221:14
doing 25:16,25 31:25 33:18
 34:21 36:23 39:24 46:18 59:2
 62:15,23 78:11 80:6 84:16
 101:7,9,10 105:16 108:12
 111:24 122:9 141:22 144:21
 161:5,17 164:23 166:19 173:23
 174:8,16 175:13 180:12,20
 190:5 194:22,22 198:10 209:13
 213:11,22 223:11 224:19 225:6
 233:24 241:13,14 243:17 253:1
 262:20
dollars 167:7
Dolores 8:14 72:23 73:2 78:15
Don 1:12
donated 16:4
door 248:15
doorstep 251:18
Doubletree 235:7
downstairs 243:19
downtown 234:22 242:5
Dr 9:4,11 10:1,7 11:9 13:20
 14:20 27:21 44:14 58:19 59:11
 60:18 61:10
draft 44:11,13 76:6 204:3 219:3
drafted 44:24 46:10

drafting 222:24
dramatically 60:17
drastic 56:23 63:24
drastically 59:6
draw 166:25
dream 32:12,13,15
drink 18:10,10
drinks 18:9
drive 41:19 121:19 229:13 241:2
 263:23
drive-through 180:5
driven 19:23
driving 37:24 238:18 252:14,14
drop 37:25 89:2,9 101:14 131:18
dropout 88:25
dual 194:24
due 11:1 64:5 84:14 189:22 201:8
 203:18 226:10
dumbfounded 56:20
duper 35:13
DZ 69:8

E

e 2:1,1,4 3:1,1,1 4:1,1,1 104:20
e-mail 37:20 198:1 237:8 262:9
e-mails 9:21 203:2
E2020 180:4
EA-Options 266:13
earlier 140:20 156:16 157:5
 184:11 233:18
early 30:14 229:7 239:5,6,6
 240:10 241:22
earn 233:8
earning 81:20
earth 178:23
easier 43:11 239:16
Eastern 38:23
easy 49:13 82:23 160:13
eat 37:3
EC 241:8
echo 83:20 84:9
echoing 35:5
economically 185:2
ed 8:17 200:9 202:23 203:23
 204:2 205:19 206:5 232:5,6
 245:3 255:8
edification 190:5
educating 181:15
education 1:1,12 5:3 9:9 14:3

23:23 27:16 121:7,24 122:17
 153:20 214:14 216:3 230:21
 245:25 247:8 253:25,25 255:17
 255:25 256:10 258:9,12 265:1
 265:12 266:5
educational 10:8
educators 10:3
effect 63:24
effort 66:18
efforts 38:12
egg 31:18
egregious 13:17
eight 8:13 155:4 159:20
eighth-graders 60:24
either 14:7 198:10 204:5 250:16
EL 200:10
ELA 113:1 136:16,23 137:13
 195:5
Elder 249:6
elders 180:24
elected 253:2,8
electives 9:19
electrolytes 18:8,14
electronic 48:1
elementary 52:9,21 89:5 230:23
elements 169:11 247:15
eleven 15:15
eleventh 30:18 60:12,22
eligibility 245:16
eliminate 228:8
ELL 63:17,19 64:14
embracing 69:18
emotional 15:19
emotions 170:6
empathize 132:19
emphasis 66:3 91:19
Empowerment 70:11
empowers 19:25
Encantada 193:4 194:24 195:9
 195:11 230:25 252:17
encompasses 96:17
end-all 110:9
end-of-the-year 201:8
end-of-year 61:4
endangering 14:20
ended 245:17 247:11
ends 57:7 240:2
enforced 216:18
engagement 20:3

English 23:24 57:20 58:4,6,11
 61:12 63:21 136:20 185:1 191:3
 200:11
enjoy 43:9,12 233:3
enlightened 116:8
enlightening 116:7
enroll 28:22
enrolled 186:18
enrollment 3:12 28:5 42:1 136:8
 209:24 210:2,7 216:5
ensure 216:17
entails 19:22
entering 26:21 153:19
entertain 21:12
entertained 30:10
entire 16:5 34:14 208:14
entirety 76:22 178:15
entities 14:15 198:21 233:6 256:7
entry 224:16
environment 203:9
equal 35:20
equally 173:20
equity 35:14 171:5
errors 179:22
Española 80:15
especially 8:11 17:16 34:25 66:2
 74:8 90:16,22 91:9 94:5,5 168:1
 245:23
ESQ 2:20
essay 179:18
essentially 148:21
ESSER-funded 232:15
Establish 216:9,13
et 201:15
evaluate 88:22
evaluation 234:8
evaluations 234:15
evening 24:14
event 37:16
events 199:9
everybody 32:25 35:12 62:18
 244:21 246:24 260:25
everybody's 240:14 252:13
everyone's 88:9 228:12
evidence 10:2 47:23 204:13
Ex-Chair 192:10
exact 58:20 86:7 167:12 176:20
 251:2 256:19
exactly 49:7 66:14 81:24 127:4

184:24 197:21
example 174:2 188:17 260:7
exceed 183:14 184:24
exceeded 186:9
exceeding 185:8 187:25
excel 63:8 218:18,24 219:19
Excellence 230:11
excellent 44:21 51:25 86:10
 133:16
Excellent/Spotlight 75:11
exception 176:7
exceptional 89:11
exceptionally 89:8
exchanges 143:7
excited 17:13 20:12 27:15 88:3
 245:5,5,16 246:17 247:20 263:1
excitement 6:3
exciting 122:2
excuse 61:10 109:10 253:19
 258:5,21
executive 215:8,18 247:11
exemplary 46:4 52:3 57:10
Exhibits 266:9,15,20
exist 132:20
expand 33:3 212:17
expanding 212:25
expect 85:3,18 86:17,18 101:3
 154:23 186:2 194:15 225:21
 226:4
expectation 86:16 187:6 213:2
 240:3
expectations 110:17 257:21,22
 258:23
expected 215:18
expecting 10:20 189:24 225:23
expedite 167:10
expediting 9:17
expelled 205:23
Expenditures 3:19 197:11
expenses 197:22
experience 179:24
experienced 130:23,23 238:5
experiencing 92:8 177:24
Expires 265:21
explains 10:1
explanation 43:25
explore 23:21 24:1 25:14 27:20
 151:7
Explore-Albuquerque 22:24

exploring 31:20 32:24
expressed 201:19 202:17 256:7
extent 141:11
extra 16:11 172:10,11 245:6
 250:18
extreme 9:12 59:24
extremely 36:12 41:9
eyes 157:19 171:16

F

F's 180:4
fabulous 18:19
face 23:18
Facebook 205:6
faced 194:17
facilitate 236:7
facilities 31:5 32:18
fact 57:7 67:20 86:9 96:19 175:7
 193:22 205:14,18 210:12 223:4
 247:2
failing 180:25
failure 130:17 131:9 134:10
 179:3 180:13
fair 18:1 110:18 143:11 164:7
 173:1 181:6 190:14 193:24
fairly 161:23
fairness 171:5 172:22
faith 27:15
fall 30:12,19 66:4 100:20
falling 66:7
familiar 149:5 151:23 199:20
 238:15,21
families 2:10,12,15,17 27:8 37:17
 39:21 132:10 202:25 266:8,14
family 37:15,17,20,23
FAQ 4:4 222:19
far 14:15 27:7 32:9 33:25 58:3
 150:2 162:23 175:11 178:2
 191:5 194:7 259:22
fascinating 177:3,7
fashion 29:24
fast 53:9 172:2
fault 55:18 114:8 263:13
favor 228:18 231:14 264:11
Fe 1:13 2:21 16:3 25:9 179:25
 193:11,13 243:21
fear 56:9
February 1:11 5:2 199:17 203:14
 203:19,21 207:13,16 265:15

federal 245:2	finding 31:3 39:20 136:25 143:17 152:23 261:16	141:4 170:23 200:16,22 232:16
feds 245:13	findings 103:11 141:15,16 160:18 171:10 216:10	focusing 140:22
feed 36:2	finds 99:20 158:17	folder 28:18 48:8,14 263:23,23
feedback 4:3 38:22 199:18 207:5 208:7 222:19 223:24 224:5 225:3,14,16,19 226:11 227:11 227:16,20 233:4	fine 73:12 81:18 91:13 93:13 94:10 105:10,14 124:8 144:13 167:10 179:6 212:24 223:12 226:20	folks 24:25 25:20 226:25 227:7 235:19 248:24 255:2
feel 25:6 29:2 55:1,6,23 62:6,16 66:18 69:16 74:6 85:22 86:16 89:14 90:1 91:12,16 107:24 116:4 131:14 146:17,17 157:7 164:10 170:5 171:12 172:3,3 175:10 179:8 181:1,16 187:8 191:11 224:21,23,23 226:2 251:4 262:19	fine-tooth 171:7	follow 83:12 161:1 234:10
feeling 164:16	finger 117:3	follow-up 76:3
feels 107:23 224:18	fingertips 161:8	followed 205:16,17
fees 239:7	finish 52:14 180:2,5 199:24	following 52:4 163:9 164:2 202:3 202:18 209:9 214:17 230:5 231:2
fellow 25:5	firm 32:11	follows 129:22
felt 101:20 167:25 171:19 194:19	first 6:5 7:21 10:5 16:14 17:20,21 36:10,14 43:25 44:7,11,21 50:3 53:6,8 54:9 60:8 78:20 84:3,5 89:21 91:2 96:14 100:7,14 101:23 102:16,19,20 103:5,13 109:20 135:22 137:10 147:4 157:4,6 163:23 164:9,23 169:19 182:14 185:18 206:8 223:4 242:25 263:8	food 34:3 35:24,25 36:13,15,20 37:9,23 38:2,3,6,10 40:9,10 41:6
Fernando 243:3	first-year 101:20	foods 36:6
fewer 28:25	Fiscal 103:11	foot 90:5
Fifteen 179:14,15	fist 66:12	footage 29:18 30:25
fifth 91:3	five 21:5 41:12 44:16,20,22 46:14 51:24 75:15 86:9 87:21 104:23 105:17 136:1 181:20 246:16 254:18	footnotes 221:7
fight 171:14	five- 47:9 106:1 188:7	force 12:16 21:3
figure 18:9 140:24 258:13 259:6	five-year 195:15	forced 11:13
figured 18:7 213:12 247:22	fix 47:16 114:11 131:24	forcing 14:25
figuring 31:3	fixed 214:7	foregoing 265:10
filing 52:23	fixing 172:2	forever 263:9
fill 57:11 179:16,21 205:11	flag 6:9,11 61:18 104:24 139:5	forget 150:17 242:6
fills 257:23	flagged 45:8,8	forgetting 205:20
final 32:3 204:8 220:6 235:14 236:20	flashing 187:20	forgot 85:12 120:22
finalists 234:17	flesh 167:18	form 4:3 155:22 160:25 183:8 205:11 222:19 223:2,24 224:6 225:3,16 226:8,10,17 227:11,20
finalize 208:22 219:10 220:5 221:15 227:14	flexibility 223:14	formal 26:12
finally 13:1,7 39:5,5 47:8 215:7 215:17	flight 239:22 240:18 241:3	formatting 219:17
finance 131:8,9 154:9 216:9	flights 240:6 241:6	formed 257:5
financial 31:21 45:18 83:8,15 150:15 153:24 158:6 169:2,4,14 171:10 173:3 174:22 179:11 200:13 212:16 214:20 216:7	float 36:24 40:22	former 235:19
financially 31:4	floor 255:8	forth 152:1 156:14 179:19 203:3
financials 170:9	Florida 16:6	fortunate 105:18
financing 245:23	flow 251:9	Forum 3:5 7:18
find 108:6 121:2 149:3 153:3 174:11,15 191:6 198:3,6 204:23 205:2,3,6 212:6,6,12 236:21	fluke 100:7,17	forward 24:8 26:1,15 28:25 31:19 34:22 61:1 62:23 101:21 122:4 188:16 211:17 225:18 244:5 246:1 256:13

founding 8:14
four 8:18 19:12 20:5 177:12,13
 234:4 254:18 264:7
four- 188:6 195:15
four-hour 234:14
four-year 47:11 104:23
framework 3:23,25 45:18 87:4,5
 87:11,13,19,24 112:16 116:4
 142:24 143:19 187:22 199:21
 199:25 218:7,14 220:2 221:8,13
 238:24
frameworks 87:22
frankly 12:4
freak 249:7
freak-out 249:10
free 41:1 191:3
frequently 8:23 227:11,15
fresh 36:6 38:3 170:14 171:11
 172:5,6,11 236:6
Friday 5:2 40:11,19 193:7 238:7
 240:3,4 255:6,7
Friend 15:14
friendly 101:14 224:20
front 141:15 242:1
full 27:15 29:2
fully 28:22 48:15 70:2 136:4
 213:1 244:6
functional 33:2
funding 31:3 33:9 34:13,15,20
 66:3 114:21 148:2 149:10
 150:11 151:24 152:4,6 232:16
funds 17:14 147:10 149:2 151:12
 151:13,14,16,21 258:12,13
funny 179:2
further 17:15 90:17 93:17 98:8
 100:11 102:14 117:4 122:11
 134:18 137:20 141:9 145:13
 153:19 154:18 158:23 178:2
 192:4 207:4 214:22,25 215:7,17
 217:1 220:10 221:11 227:18
 245:25
furthest 90:7,11,23 91:21 93:2
future 15:23,24 16:12 26:2 87:15
 88:22 92:20 101:16 108:18
 187:12,19
fuzzy 69:21

G

G 3:1 4:1

Gallup 29:21
Gallup-McKinley 39:11
gap 59:19 60:3 143:16
Gaspar 1:12
Gatorade 19:4
gauge 18:8
general 9:9 92:13
generally 247:7
generic 82:1
getting 29:22 40:3 43:17 56:3
 60:12,15 73:6 89:12 92:22
 101:17 110:11 161:16 233:1
 235:25 261:19,24
gifted 88:24 89:8
Gipson 2:3 5:14 7:6 19:6 22:8
 27:25 28:6 42:6,10 44:2 50:13
 51:1 53:10 58:20 59:12 66:20
 68:4 71:25 75:5 79:1,23 98:7
 99:4 104:4 106:9 107:7 116:25
 117:23 119:20 123:22 126:3,4
 129:10 135:10 137:19,22
 142:20 145:11,24 158:22
 159:15 192:3,7 195:21 196:14
 201:14 203:12,20 217:4,6 220:9
 221:1,19,24 227:25 236:2 242:9
give 11:4 18:24 20:10 30:19
 38:22 43:25 78:2 108:4 147:2
 166:7,8,9 186:23 196:25 210:2
 210:3 233:16 246:20 248:4
 249:20
given 34:15 38:10 83:8 187:15
gives 211:14
giving 20:1 74:5 75:22 148:22
 155:10 207:2 224:21 250:14
glad 243:16
glasses 50:10
glean 150:9
go 8:23 16:2,5,10 18:3 20:12 21:4
 31:11 50:19 51:1 57:1 59:4,4
 62:2 63:18 66:21,23 70:1 74:21
 78:2 80:6 84:3 89:21 95:6,17
 99:9 124:6 130:20 139:15 141:8
 143:2 148:14,17 149:18 150:2
 156:2 157:5 158:14 163:14
 165:4,15 168:15 169:22 173:18
 176:16 191:5,12 193:25 195:9
 197:19 198:22 205:6 218:13
 229:7 236:21 239:15,20 240:22
 245:11,24 248:22 249:14 250:2

250:6,19,24 251:8,19 252:15
 255:18 256:13 260:17
goal 78:20 113:11 116:19 131:17
 134:11 195:15 204:11 221:10
goals 81:10,10,16 82:2,5,9,24
 98:1 131:22 132:8,12 133:2
 200:5
goes 114:17 133:19 147:12
 168:18 175:14 181:16,17 189:1
 241:17 249:22 258:16
going 5:2,4 6:6 8:6 11:11 12:6
 15:8,24 17:18 19:17 20:5 26:16
 27:10 33:16 34:10,22 39:14
 43:17,18,21 46:22,25 49:20
 50:6,19,25 54:17 56:15 57:13
 59:22 60:10 61:1,3,19 62:1
 63:13 66:4,17,21,22 70:1,3
 73:19 77:20 81:22 84:20 86:17
 86:18 87:20,21 88:15 91:2
 94:20 99:9 100:19 101:5,24
 105:16 107:20,22 109:23 111:3
 111:13 112:19,19,20 114:13
 116:3,12 120:14 127:23 130:18
 133:25 140:9 141:3 143:19,24
 144:3,5,19 147:15 155:10,13
 156:10,22,22 158:14 159:22
 160:17 161:7,16,20 162:5 164:1
 164:18 167:8 168:8 169:3,9,9
 169:10,12,22,23 170:16,19
 171:6 173:5,8,8,9,10,20 174:1,3
 174:11 176:2,7,15 178:2,21
 179:6,7 180:11 182:2,6 185:22
 187:5,6 188:15 190:12,25
 193:16,19 196:21 197:13,18
 200:1 203:10 206:20 208:21
 209:13,18 211:9 213:11 214:1,3
 219:25 223:6,11 224:4,23 225:3
 225:13,13,14,17 228:7 229:6,9
 234:10,13,14 237:10,12,22
 238:2,3,4 239:13,24 240:5,21
 241:4 242:8 243:17 244:5
 245:11 248:6,8 250:23,25
 251:17,25,25 252:9,9,22 254:5
 255:18,19 256:14 257:13 259:2
 260:11,15 262:15
Gonzales 242:19,20 243:2,9,18
good 5:1 10:14,18 11:17 13:3,7
 21:6 23:7 25:1 29:22 38:18
 40:1 41:14 55:23 59:25 60:1

61:18 62:3 65:20 66:19 67:20
 69:16 71:17 73:7 77:18 78:8
 84:2 96:6,7 105:12 107:24
 111:24 113:14 116:4 122:9
 161:19 170:21,25 171:19 187:8
 198:9 223:21 224:17 241:11
 242:19 244:4 256:9 259:7
 261:22
Google 121:19 229:13
gosh 194:1
gotcha 143:11
governance 9:5 132:22,25 205:3
 205:9 210:8 246:5,13
governing 9:4 13:20 24:2 154:2
 200:14 202:1,3,9 215:6,10,16
 233:8 246:8
government 179:17
Governor 245:20
Governor's 15:11,12
grad 109:19 110:8,8
grade 18:16 30:19 60:12 61:5,5
 81:19 91:2,3
graders 60:23
grades 60:11,21 136:5,10 209:21
 209:23
graduate 109:23 110:10,25
 111:14 177:13 180:3 186:25
graduated 108:22 109:1 177:5,9
 179:15 244:1
graduating 108:1,13,15,22 109:2
 111:3,6,9,11 114:18,19,25
 139:22 177:10 186:15,19
graduation 47:9,11 57:19 104:23
 106:1 107:18,20 108:5 109:6,16
 109:22 110:1,21 111:8 113:5,20
 114:4,6 116:17 143:15 145:2
 154:12,13 176:22 177:2,4,6,17
 182:8,8,9,15,19,20,20,20
 183:11 185:4,6,16,20 186:8,13
 187:11,25 188:1,6,9,10 189:1,5
 189:11 195:16
graduations 110:25
grammatical 179:22
grand 41:13
Grande 8:18
grandfather 252:1
grandson 251:15
grandson's 251:11
grant 17:11 33:16 210:20,21

211:1 245:1,6
grants 216:11 245:2
graphical 15:18
grateful 9:6 186:20
great 16:8 25:25 26:18 47:3
 48:16,18 63:9 82:15 101:18
 108:2,12,12,21 109:13 112:20
 112:21 113:15 125:12 127:22
 136:14 138:21 144:20 145:1
 146:14 148:22 153:21,22,23,24
 153:25 154:2 158:16 174:14
 177:8,15 178:19 179:14 180:14
 188:23 193:8 194:21 195:5
 226:5 228:16 230:1 232:20
 244:2,20 246:20 249:1 262:17
 262:17,20
green 23:3 29:6 122:1 124:21
 133:24 141:24 242:17
greens 82:13 131:7
grew 8:15 88:11 94:16
grievance 201:20
gripe 246:10
group 9:15 27:2 63:23,25 64:17
 66:16 75:24 76:14 136:1 143:19
 200:16,22 227:21 238:23
 241:19
groups 64:4,12 65:7 77:3,6,7,12
 77:13 113:1,2 180:18
groups' 85:9
grow 45:13 77:11 85:6 86:4 91:4
 94:16 95:24 154:24
growers 96:11
growing 55:20 89:2,3,4 90:9 92:6
 92:11,14,17,18,18 112:23,25
 113:1,2 180:15
growth 31:22 45:8,10 55:2,4,9,15
 55:25 56:7,12,16,19 57:3,17
 59:5,6,10,12,15,17,21,22,24
 60:2 61:3,12,21,24 62:9,9,14,16
 62:19,21 63:9,16 64:6 65:6
 67:10 70:14 74:4 76:11,24 77:1
 77:4,6,10 78:17,18 83:21,21
 84:23 85:3,7,9,10,18,25 86:12
 86:18,21 87:8 88:7,9,22 90:16
 91:18,21 92:4,8,13,21 95:23,23
 96:2,15 97:9,22 105:24 111:16
 111:22 112:7,7,8,19,22 118:23
 122:1 124:18,19 125:1,18
 128:13 136:16,22 137:12 140:7

140:8,22 141:4 145:2 154:24
 156:15 158:3 161:23 175:7,7
 176:21,21,22 177:18,20,22
 178:2 179:1,2 182:6,9,10,10,14
 182:20,21,24 183:11,12,14
 184:15,25 185:8,9,9,11,15,15
 185:19 186:1,8 187:10,11,18
 188:1,7,9 189:2,7,9,16 190:2,10
 190:13 195:4 201:11 215:24
 216:2
guarantee 62:19
guess 13:10 19:3 29:15 33:15
 39:3 56:21 69:8 113:21 147:5
 148:4,23 163:17 165:13 225:11
 226:15 227:5 252:6 260:2
guidance 8:11 19:25
guide 236:10
guided 161:25
gut 67:22
Gutierrez 20:17
guys 63:16 175:5 242:24 243:10
 250:6,7 262:20

H

H-i-l-l-o-c-k 29:10
habit 163:2
hack 18:8
Hajer 16:19
half 32:5 80:22 243:19
half-glass-full 173:9
half-time 8:20
Hall 1:12
hand 19:6 63:13 65:16 89:21
 133:8 265:15
handle 35:25
handled 210:11 214:5
hands 128:21 236:18
hands-on 242:1
hang 120:24
happen 66:18 75:8 132:17
 162:25 165:5
happened 47:17 101:22 139:7
 178:13
happening 40:17,17 83:3
happens 58:18 162:9 219:23
 227:2 234:1 247:13 250:17
 252:14
happily 100:10 250:7
happy 27:19 39:9 82:11 121:25

180:18 186:6,17,20 199:7
229:23 236:25
hard 31:17 32:22 37:21 97:15,15
154:6 233:20 243:12
hard-hitting 12:12
hardest 34:22
harsh 180:21
head 3:10 22:20,23 23:4,5,16,21
24:3,6,23 26:5,12 27:10 28:10
62:17,22 90:25 101:25 130:24
132:24 142:3 199:8 201:2,4,5
201:16 202:1 203:8 264:3
header 154:4 187:24
heading 234:9
headquarters 249:5
heads 25:1
health 14:21 15:20
hear 11:21 39:16,22 64:23 65:1
209:16 214:16 215:5 233:2,20
244:18 257:25
heard 40:1 154:10 168:7 181:23
231:5 253:24 254:2,3 255:15
hearing 40:6 158:9 173:25
178:15,16 201:17 202:19
205:23 206:1 215:3 228:22
229:7 230:6 231:7,18 233:3,13
246:6 255:1,25
hearings 4:5 227:4 229:1,5 230:4
230:9,16
heart 242:4 257:23
heartbreaking 30:4
heavy 233:22
held 14:9 111:7 193:23 265:12
help 25:23 35:7 37:1 57:14 58:16
80:13,24 92:22 96:22 236:7,12
244:3,4 246:2
helped 49:6 236:10
helpful 43:18 224:5,10 241:24
helping 232:17,19
hereunto 265:14
hesitate 161:21
Hey 66:11 67:23 82:5 172:25
Hi 7:25 26:20 244:20
high 8:19,20 10:25 25:15,24 30:8
54:10 56:18 58:4,4 61:3,6 62:2
67:6 88:25 89:3,5 110:17 187:6
194:12,13,23 210:1 230:12,12
249:4
high-needs 8:19

high-risk 89:7
higher 260:13,18
highest 18:13 88:25
highlight 47:8 81:15 104:22
249:13
highlighted 17:2 44:17 45:17
47:13 74:5 76:13 93:7,8,14
204:18
highlighting 55:5 74:3 204:18
Highlights 3:6 15:2
highly 38:25 88:24
Hillock 28:11 29:8,9,9 30:1
31:17 32:12,15 33:13,17 34:12
36:3 37:6 38:15 40:5,20 41:15
43:9
hire 245:1
hired 223:5
historically 193:10
history 162:1,2,4
hold 10:8 32:25 87:23,25 90:25
95:6 139:15 153:3 166:12 181:1
213:24
Holy 65:23 243:15
home 16:13
homes 245:24
homework 237:8 257:1
honest 100:15 194:18
honestly 69:15 224:12 237:21
240:10
honesty 10:4
honoring 69:17
hope 14:17 16:10 23:1 33:8,11
62:21 167:4 187:18 206:6
hopeful 245:20
hopefully 94:17 131:24 133:5
189:12 197:16 207:2 232:10
hopes 25:15,24 194:23
hoping 97:12 151:8 173:7 234:24
Hopkins 19:13,21 20:11
horsepower 245:6
HOSFORD 2:20
host 247:21
hosted 17:20
hosting 246:18
hosts 237:18
hotel 234:22 235:4 239:20 240:2
242:6
hour 80:21 250:18
hours 194:6 234:25

House 245:18,25 253:24,25
254:14 255:8
Hózhó 3:11 28:3,11 41:25 42:2
HR 197:19
Huerta 8:14 72:23 73:2 78:15
huge 20:9 34:18 187:2
huh 65:11 77:20
hurt 171:1
Hyatt 235:6
hyphen 8:1
hyphenated 168:2

I

idea 30:10 108:4,19 197:17
237:22 255:24 256:4,10
ideal 131:25 226:12
ideas 31:20 36:25 80:23
identification 200:10
identified 23:20 45:2,23 50:9
57:16,18,21 105:11 208:3 209:2
212:1 220:3 221:13 223:11
227:12
identify 48:11 52:22 67:7,9 78:15
97:21 105:23 118:21 122:18
125:17 128:12 137:8 191:18
195:13 211:8 223:1,19 227:16
227:19 229:8 230:5
identifying 46:15 116:15
IEP 205:22
illegal 253:9
Illuminate 200:7
imagine 125:8
immediately 150:17 163:15
164:12
imminent 165:15
impact 37:22 187:5
impacts 65:3
impediment 31:2
impediments 29:23 30:2
implement 14:11 17:16 204:13
implemented 40:23
implementing 215:25
implied 224:23
implore 71:4
important 20:20 35:13 55:3 81:5
90:24 91:22 94:22 113:4 157:20
187:1 257:3
impose 252:25
impossible 61:4

impressed 25:13 194:8,25
impression 250:24
improve 97:12 171:23,24 174:1
 186:2 187:16,17
improved 82:2
improvement 82:12 83:13 84:13
 90:22 141:6 187:2,4,23 188:24
 189:2
improvements 83:15 216:2
in-depth 245:14
in-person 254:8
inaccuracies 233:21
inappropriate 174:16
inaudible 21:22 42:4 68:23 72:6
 72:15,24 83:11 86:14 105:8
 126:13 152:10 154:14 243:6
inclined 118:9
include 52:20 86:12 132:7
 146:22 153:21 169:1,8 185:11
 211:12
included 19:1 88:8,9 95:3 188:23
includes 24:12 226:22
including 70:14 175:3 186:20
 216:6
incomplete 201:10
incorporate 15:18
incorporated 61:15
incorporating 115:7
incorrect 40:16
increase 3:12 28:4,15,24 30:23
 42:1 62:21 260:9
increased 20:2 34:4,11
increasingly 38:8
incredible 89:9 96:8 121:22
incrementally 179:11
independent 223:5
independently 253:2
indicate 99:20 152:18 156:3,19
 158:16 225:13 228:19 231:15
 264:12
indicated 7:19 39:2,4 147:25
 148:3 201:14 237:4
indicating 52:3 67:6 90:13 97:20
 105:22 116:14 118:20 122:17
 125:16 128:11 137:7 144:21
 191:17 195:12 202:2
indication 225:18
indicator 3:23 81:4 122:21
 125:22 134:13 137:12 142:7

175:6,6 218:8,12 219:2 220:2
indicators 70:16 78:22 106:4
 116:20 124:22 145:6 199:21
 204:5 237:2,15 238:6,8 239:2
individual 46:19 234:14
information 16:24 28:17 29:3
 38:20 63:3 109:15 111:12
 130:22 140:4 143:5 144:15
 147:1,9 150:8,10,13 160:17,24
 161:8,15,18,19 162:17 163:25
 165:15 172:5,6,7 174:9 183:3,9
 184:4 186:17 187:14 198:7
 202:11 203:13 205:6 208:2,25
 209:10 210:7 212:7,13 213:5
 214:2 226:8 235:16,17,18
 247:22
informative 207:9
Ingham 2:6 5:18,19 6:8,15,18
 7:14,15 21:13,16 22:10,11 31:9
 31:10 32:9,13 33:7 41:17,20
 43:2,3 51:6,7 52:1,12,14,19
 53:15,16 56:14,15 58:16,22,24
 59:12 60:7 63:15 64:4,10,14,18
 65:5,11,19 68:9,10 72:5,6 79:5
 79:6 86:13 98:24,25 104:9,10
 107:2,3 113:18 115:2 117:1,18
 117:19 123:5,6 126:8,9 129:6,7
 135:8,9 138:1,2 145:22,23
 146:20,21 147:4,7 148:23
 159:13,14 162:19,20 163:5,17
 164:10 165:13 174:5,6 190:1
 192:23,24 195:24,25 216:24
 217:21,22 220:22,23 221:22,23
 251:6,7,16 252:2,6 254:5,20
 255:22,23 256:16 259:11,12,22
 260:19 262:2,4,10 263:11,14
Ingham's 58:23 151:9
initial 208:3 245:8
initially 86:10
initiated 19:24
injustice 257:21
innovating 132:11
Innovation 17:11
input 4:14 24:13 47:3 227:4
 259:14,24
inspiring 18:3
installment 36:14
Institute 8:18 230:17
institution 10:8

instruction 200:11
instructional 153:25
instructions 219:18
instructor 8:22
instrumental 188:3
insufficiencies 158:11
insufficient 149:18 154:17 155:7
Integrated 52:7 135:22 230:22
integration 204:10,11
intelligent 27:3
intend 156:19 233:11
intends 236:21
intent 3:20 4:3 155:20 163:9
 165:1,21 166:9 169:24 198:12
 214:16 222:19 227:11,21
intention 165:4
intentionally 194:10
interaction 206:23
interactive 15:16 83:1
interest 39:7
interested 166:24 190:21 237:5
 242:8 245:15
interesting 39:15 107:25
interests 19:24 233:6
interface 15:18 174:11 252:10
interim 132:21 201:4 246:2
internal 202:24 223:25 235:19
International 135:19 137:6
interpret 185:21
interrupt 13:11
intervention 3:21 46:7,8 155:20
 156:4,11 160:23 161:3,11,21
 162:5,8,23 163:15,20 164:12,19
 164:22 165:2,22 166:4 169:6
 171:21 172:20 173:5 176:4,8,16
 178:3 198:14 208:12 209:6,17
 211:10 214:5 215:5
interviewing 232:10
intimate 27:6
introduce 23:1,4,5,17 28:7 35:8
 179:7 180:11 242:11
introducing 80:23
introduction 3:10 22:20
introductory 245:9
invite 248:20
invoice 239:12,13
involved 234:6 237:2
involving 154:1
ire 257:24

Isaac 16:22
island 25:7
issue 3:15 9:24 40:9 97:4 124:19
 165:19 174:7,22 175:10 260:8
issues 9:6 11:1 13:21 14:13 46:19
 84:2 141:5 172:15 173:3 174:20
 175:2 200:5 211:25 214:17
 215:4 236:23 246:22 263:5
it'll 246:20
item 3:16 6:12 7:18 15:1 21:9
 22:17,19 28:2,7 50:3,3 70:5
 72:22 121:13,14,15 122:21
 124:11 128:16 136:17 138:20
 197:6,10,12 213:20 218:2 221:6
 222:17 228:24 231:20,22,23
 248:1 253:14 257:8,14,16 258:7
 259:6 262:12
Item(s) 3:8
items 10:2 46:20 67:14 98:2
 106:5 116:21 119:2 125:23
 137:15 144:6 145:7 146:23
 168:9 191:23 195:17 208:15
iteration 236:1

J

J 2:3
J-a-c-o-b 23:12
J-a-n-e-t 13:15
J-u-l-i-a-n-e 29:9
Jackie 124:5
Jacob 23:12
Jake 22:25 23:10 26:3,20,22 27:2
 27:24
Janet 13:2,3,11,14
January 15:13 18:1 201:25
 207:12 226:11 227:22 228:6
 245:9
jar 259:3
Jen 10:13,14
Jennifer 10:19
Jerry 1:12
Jessica 234:9 236:9,15 262:24
job 1:25 16:20 25:25 39:24
 108:12,12,21 111:24 133:16
 179:21 233:24 243:9,10,13
 263:1 265:25 266:2
Johnny 91:1
Johns 19:13,21 20:11
joining 200:18

Jorge 232:2 242:10,19,20 243:2
 243:9,18 244:1
journalism 12:12
Juarez 236:10
judge 181:21
judged 113:22
juice 18:12
Julia 2:20 35:21 43:25 44:2
 48:10,20,24 55:12 58:9 76:17
 77:9 78:6 80:2 81:14,22 86:25
 91:8 93:8,16,19,25 94:3 96:25
 102:16,25 104:21 138:23
 140:19 147:15 149:7 151:11
 153:15 154:11 155:17 168:24
 168:25 188:19 208:20 212:3
 218:11,16,23 219:9,14,24
 222:22,23 229:4
Julia's 86:24
Juliane 28:11 29:5,8,9 30:1
 31:17 32:12,15 33:13,17 34:12
 36:3 37:6 38:15 40:5,20 41:15
 43:9
July 201:9
jump 57:14 59:16 115:25 168:10
 172:14 263:1
jumping 172:4
June 201:9
justify 9:22

K

k 28:22 121:4,6,12,19 127:3
 136:5,12,12
K-10 30:18
K-4 136:6
K-5 24:10
K-o-l-a-n-d-e-r 23:13
K-w-i-e-c-i-n-s-k-i 11:25
K.T 2:7
Kamille 16:23
keep 63:6 77:9 87:18,20 105:16
 114:22,24 136:23 144:6 160:10
 163:2 179:13 187:10 190:18
 226:1 242:16 247:15 249:18
 255:20 257:7,19 263:5
keeping 55:2 69:16
keeps 35:14
Kellogg 151:24
kept 75:10,10,13 120:22 189:15
 218:3

kicking 179:5,8 180:10
kid 251:22
kids 8:10 10:5 16:1,3,7 17:3,5
 20:4 25:12 34:4 35:11,15 36:1,8
 37:2 64:24,25 65:2 88:6,11
 89:11,11 96:10,20 110:13 111:5
 112:24,25 114:4,5 122:10
 127:21 136:9 139:23 167:7
 177:5 179:14 180:2,3,4,16,17
 180:25 181:15 194:8,12,13
 250:13 261:18
killing 82:21
kind 12:8 24:18 25:9 26:16 31:12
 31:15 32:11 46:11 56:20 63:10
 69:18 71:11 75:9,23 82:15
 96:16 100:19 101:3,24 131:21
 139:6 141:19 149:13,14 151:9
 152:5 168:14 176:22 187:3
 193:23 209:11,17 224:12 225:2
 225:3,10 226:1,2 227:2 245:8
 250:24 253:5 259:6,23 261:9,25
kindness 10:4
kinds 109:11 133:17 140:6
 170:25
knew 246:11 249:8
knock 110:12
know 11:4,7 12:10,10,12 14:4,13
 16:2,24 17:4 18:6 24:15 25:4,14
 25:15,18,21,25 27:15 28:12,13
 29:19,21 31:17 32:23 33:25
 34:2,4 35:3,5,14,20,22 37:1
 39:13 40:15 46:21 48:14 55:16
 56:6,11 57:22 59:8 60:14 61:16
 62:18,22 63:4 66:14 69:12,13
 73:9,23 74:20,23 75:3,8,10,16
 75:21 77:25 78:1 80:12,15,21
 82:25 84:11 86:23 88:6,10,10
 88:14 89:15 90:21 91:7,18,20
 94:15 95:9 96:7,9,12,22 99:14
 100:19 103:14 105:7 107:16,20
 107:22 110:16,19 111:25
 112:14 114:2,16 115:10,13
 118:15 119:12 130:22 131:14
 132:18 133:1,4,5,15 139:23,25
 141:1,12,14,23 143:9 148:17,19
 148:21 149:15 150:15,23 151:2
 151:5,13,24 152:9 153:2 154:16
 154:22,25 155:14,25 157:9,10
 157:10 158:5,7 160:20 161:7

162:1,13 163:3 166:18 169:16
 169:18 172:21,22 173:1,16
 174:17,20 175:13 177:23 179:5
 179:6,24,24 180:1,16,19 182:16
 183:17 184:9 186:22 189:12
 193:24 194:2 197:21 203:9,21
 204:17 205:8 206:17,21 208:3
 210:9 212:12,18,20 218:3 223:6
 223:16 224:6,9,18 225:4,9,20
 225:25 226:10,25 227:2,5
 232:24 233:14 234:2,5,5 235:11
 235:21 236:5,5,6 237:4 239:5
 239:17,21 240:5,13,23 241:7,9
 241:12,13,14 242:7,10,24 243:1
 244:6 245:17,25 246:12 248:13
 248:14,19,20 249:2,16 250:1,3
 250:3,5,6,8 251:3,4,16,18,21
 252:5,5,11 253:19 254:7 256:11
 256:25 257:3,4 259:2,13,20
 260:7,21 261:13,14,16,20

knowing 116:5 260:20

knowledge 27:6,16

known 26:22 121:8

knows 59:13 62:18 90:21 166:16
 211:19,22 246:24 248:10

Kolander 22:25 23:10,12 26:3
 27:24

KT 263:17

kudos 15:7 18:24 20:10 39:23
 82:14 84:10

Kwiecinski 11:24

L

L 121:3,9,13 127:4 130:10

La 8:13 72:23 73:2 78:15 95:7
 213:7 235:15 243:6,7

lack 40:10 154:21 200:7,11,25
 201:20 202:24 210:25

ladder 3:21 46:7,8 155:20 156:4
 156:11 160:23 161:3,11,21
 162:5,8,24 163:15,20 164:12,19
 164:22 165:2,22 166:4 169:10
 171:21 172:20 173:5 176:4,7,16
 178:3 198:14 208:12 209:6
 211:10 214:5 215:5

lady 39:25

laid 170:13

language 17:25 41:19 43:21
 45:15 58:11 61:13 77:2 87:10

89:24 105:7 114:3 136:20
 158:10 165:21 185:1,7 188:16
 188:20 191:3 194:24 200:11
 226:9 229:20 230:13 244:23

large 28:21 209:23 212:11 256:6

Las 8:10 9:10 10:19 14:6 25:20
 25:23 26:9 230:12

laser-focused 80:20 81:1

late 47:19 48:5 102:17 241:6

lately 127:24

launches 209:4

law 2:20 246:8

laws 148:17

lead 6:7 225:7

leader 27:1,3 66:15

leaders 17:1 25:6 27:2 62:5,22
 233:3 250:20 252:19

leadership 26:22,23 27:16,19
 130:24

leads 20:2

learn 37:2 179:14

learned 39:2

Learner 58:5,6

Learners 57:21 58:11 136:20
 185:2 191:3

learning 19:22 20:2 26:15

lease 245:19 259:16,22 260:1

leave 9:22 16:2,9 92:12 96:3
 102:23 103:2 109:22 201:2
 215:14 226:13 232:22 236:20
 250:23,25

leaving 9:23 96:13 139:24 200:20
 240:4

lecture 82:8

led 199:9

left 8:16 16:8 35:8 104:25 160:13
 179:25 193:12,13,18 244:10

legal 149:16

legislation 257:5

legislative 4:12 35:7 246:18,25
 253:16 261:12,23

legislators 255:4

Legislature 170:19

legitimate 147:14

lenses 173:23

Leopold 230:18

LESC 247:10 256:18,19,20,23

lesson 233:10

let's 22:25 82:23 157:6 168:17

171:13 173:22 188:17 195:8
 239:15 249:14 261:11 263:5

letter 29:20 52:22 80:4 121:19
 138:21 147:6,21 149:21,24
 155:11 156:10,18 162:10,14
 163:3,8,14 164:3,4 165:3,24
 167:12,17,19 168:19 169:8,24
 170:3 173:12,15 175:11 186:2
 201:25 203:23,24 212:5,17,25
 214:15

letters 148:8 214:6

letting 170:6

level 61:12 88:24 89:6 92:11,21
 97:12 107:21 204:1 246:5

levels 92:15 193:21

liaison 232:4 263:17

Liaisons 4:14

License 265:21

licensure 9:25

lie 44:18

life 15:15 242:15 243:3

lift 25:23 132:16

lightly 10:6

limbo 9:23

limit 85:21 113:5

limited 148:9 153:22

limits 85:22

line 18:22 180:3,5 253:7

lines 87:20

linked 142:8

list 4:22 44:14 50:25 107:24
 120:22 165:10 197:13 212:19
 229:23

listed 3:16 11:1 46:19 67:11,14
 70:15 78:21 81:12,21 83:23
 88:24 97:23 98:2 105:25 106:3
 106:5 110:6 113:12 116:20,21
 118:24 119:2 121:9,12 122:20
 122:21 124:24 125:20,21,23
 128:15,16 134:12 137:11,13,15
 145:3,5,7 165:23 191:20,22,23
 195:17 210:8 212:5 213:8
 215:21 263:24

listen 10:21 178:14

listened 178:15

listening 17:1 173:24 241:25

literally 160:24 250:2

little 9:16 10:22 11:3 15:8 30:8
 30:20 40:15,22 44:5 45:13

54:18 57:15 65:16 66:7 109:5
 119:13 127:19 128:8 151:7
 154:6 165:7,8 167:11 176:23
 182:13 198:3 224:24 249:16
 253:12,12 254:9
live 171:13
lived 243:3
locally 201:21
location 213:5 214:2
locked 241:22
logged 228:16
lollygagging 264:7
long 14:15 90:20 162:20 171:16
 223:10 246:14
long-term 245:24
longer 30:3 114:21 261:14
longest 263:8
look 9:12 12:19 24:8 26:1,15
 35:21 43:21 49:6,16,18,23,24
 54:11,12 56:23 62:5 69:3,3
 73:24 80:5,7,13,15,17 82:23
 91:14 92:19,20 93:17 94:19
 108:18 110:4,6,8 112:20,20
 121:6 127:24 128:3 130:12
 139:8,13,17 142:6 143:20
 146:16 148:19,20 154:14,22
 155:1 162:11 168:18 171:7
 173:8,19,22,23 176:18 178:2
 182:6 183:5 184:10,23 185:13
 185:21 187:16 190:2 191:1
 197:15 198:2 200:1 207:3
 239:12
looked 45:7 74:16 99:14 160:20
 240:10
looking 12:11 31:14 41:11 45:15
 62:3,3,7,23 64:8,10 70:8 76:8
 80:9 81:4 85:24 87:2 93:6 97:9
 99:15 103:13 111:16 122:6
 139:12,20 140:4 141:12,23
 143:11 147:3 153:6,12 160:23
 172:19 176:5 183:11,20,24
 184:19,20,20 189:2,16,23
 190:15,16 197:22 199:21
 211:17 218:21 246:1
looks 38:5 84:2 93:9 111:9
 187:14 197:21 229:14
Lord 166:16
lose 181:24
lot 12:13 16:4,22 34:1 36:1 37:8

39:17 40:1 84:11 110:13 131:6
 133:24 140:25 148:18 151:18
 162:14 169:13 172:15 187:17
 188:2 193:21 194:17 206:5
 207:3 208:7 232:17 234:24
 241:18 243:10,13 245:6,22,23
 246:19 254:4,4,11,17 255:18
 256:2 258:2,25
lots 83:13 182:8 203:10
lottery 216:6 263:12,17,18,19
love 17:4 84:16 127:24 181:1,4
 259:5
lovely 157:25
low 45:9 58:5 59:3 64:15 109:4
 111:19 200:24 257:21,22
 258:22
low-key 226:1
lower 45:7 47:10 55:1,13 106:2
 247:12
lowest 204:1
LSC 247:10
luck 21:6 244:4
Lucy 2:13 7:19,21 10:13 11:16
 13:1 14:23 19:5 48:8 207:15,20
 263:21
lunch 36:7 120:17 129:19 191:4
 258:11

M

m 130:7,11
Maaz 16:18,19
Mabry 1:12
mad 258:16
Madam 151:3 262:14,16
magic 168:24
majority 256:9
making 33:21 44:9 83:15 99:21
 114:11 122:2,4 125:13 154:16
 157:11,14,15,22,25 158:18
 161:17 171:1 212:24 263:8
man 18:5,15 242:21
managed 216:12 245:2
manager 235:19 245:1
mandates 66:3
manifest 205:20
manifestation 205:24
Manis 2:7 5:12,13 6:25 7:1 21:23
 21:24 42:20,21 51:13,14 53:22
 53:23 68:16,17 72:12,13 79:12

79:13 91:24 92:1 94:8 96:8
 97:2,3 98:17,18 103:21,22
 106:20,21 117:11,12 120:4,5
 123:12,13 126:16,17 128:24,25
 134:22,23 138:8,9 145:15,16
 159:6,7 192:16,17 196:6,7
 217:14,15 220:17,18 222:8,9
 237:4
manner 28:16 205:12
map 179:16
March 165:25 166:25 172:4
 204:8 206:14,25 207:8,17,17
 211:13,24 215:1,20 232:10
 246:19
mark 19:12 20:10 73:6,7
marked 111:4 141:6
Martinez-Yazzie 66:3
masked 64:5,12,14 65:7,10,13
mass 241:25
massive 121:25 187:3
massively 124:19
master 32:18
MASTERS 52:8 230:13
match 23:18 121:5
material 144:3
materials 219:5 220:4 221:14
 227:13
math 3:17 54:24 55:5,13 57:6
 59:3 63:20,21 74:4 76:11,15,24
 77:3,5,10,11,15 78:17 80:17
 81:1 82:23 83:20 84:7 96:15
 97:22 105:5,7,15,24 112:8
 113:1 118:23 125:19 128:14
 139:14,19,22 140:16 195:4,5
 196:25 230:17 233:9 263:5
Matt 197:17 244:7,8,10,14,15,17
 244:20 253:17
matter 9:24 81:19 90:14 149:3
 184:16 224:7 265:13
matters 176:3
McCurdy 80:2,14 81:4 97:19
 99:19
meal 38:6 261:19,20
meals 36:8,13 41:1 261:21
mean 27:9 39:1 44:25 52:15 57:5
 59:1 73:11 77:14 80:17 82:22
 90:5 91:2 95:12 100:24 109:24
 110:4,11 112:7,11 114:1 128:5
 131:13,20 132:5 133:15 140:6

148:6 149:17 154:25 155:12,12
157:10,13,25 159:25 223:12
225:22 228:6,17 250:13,22
meaningful 19:23
means 34:1 91:7 108:11 131:2
182:17
meant 204:22
measures 180:17
mechanism 156:9,11
mechanisms 152:9
Mediation 2:20
meet 9:19 31:4 56:2,10 78:19
81:11,20 82:10 97:24,25 113:10
116:18 124:5 183:14 184:24
195:14 204:6,6 232:11 242:11
242:20
meeting 1:10 5:3 13:25 14:9
38:23,23,24 82:19 85:15,20
148:1 149:1 164:5 185:8 187:24
204:8 206:25 207:8 209:3
211:13,25 215:2 231:4 232:11
234:14 237:14 238:6 241:9
246:12 247:21 263:8,12 264:6
266:3,4
meetings 9:20 84:17 202:3,7
232:21 246:11,13 258:7 260:23
megabytes 246:12
Melissa 2:4,16 228:17 252:8
MEM 260:11
member 2:4,5,5,6,6,7,7 202:9
232:3
members 200:16 202:14 205:4
206:18 210:8 231:4 232:12,14
233:8 234:3,25 239:10 246:19
membership 200:14
memorandum 148:12
memory 101:18 264:1
mental 14:20 15:19
mention 46:22 47:15 48:22
133:11
mentioned 133:10 247:18
mentioning 113:22 139:2
mentor 16:19
mentoring 25:19,20 216:16
mentorship 200:25 206:15,19
Mesilla 8:19
message 256:12
messages 254:12
met 56:7 89:12 104:22 124:4

149:21 175:21,22 176:18 186:9
201:15 215:19 232:2 245:15
meter 18:7
metrics 59:25
Mexican 16:17,25
Mexico 1:2,13,22 2:21 6:9,11 9:1
10:9,20 16:2,8 19:14 27:17 41:1
77:25 127:7 151:18 153:20
191:1,10,16 206:12 230:24
243:8 244:9 258:17 265:2,9,12
265:13,19,20
MICHAEL 2:7
microcomputer 15:17
microphone 83:18 191:9
mid 77:23
middle 20:17 34:5 52:9,22 89:4
230:23 240:22 252:22
midyear 24:22 27:11
mile 191:6 249:4
miles 34:17 37:24 127:6
million 32:20,21,21
mind 100:15 108:10 175:11
181:13 224:7 226:3 236:6
249:18 250:13,15 262:2,10
263:6
mindful 246:15
mine 23:19 178:6
minimal 226:1
minute 83:5 93:13,14 168:3
minutes 48:8 149:1 194:10,11,14
202:7
missed 238:19
missing 39:14 95:10
mission 81:10 82:5,9,24 131:11
131:17,22 133:2 204:11
mission-driven 132:8
mission-specific 78:20 81:16
98:1 113:11 116:19 195:15
200:5 221:10
missions 17:16 81:10
Missy 2:16 133:15 226:6,7 244:7
244:10,13,19 262:25
mistake 144:23
mix 35:9
mixed 49:4
model 16:22 25:14 113:7
modifications 143:4
moment 56:5 142:17 161:22
165:3,10 173:2,4,18 235:15

moments 143:11
Monday 233:23 244:6
money 16:5 19:4 33:16 114:24
115:1 147:12,23 148:3 149:9,12
150:25
monies 114:23 151:1 152:24,25
210:20,21 211:1
monitoring 130:21
mono-language 18:21
Montañas 230:12
Monte 15:7,10,13,24 47:9 104:19
104:20 105:21 230:19
Montessori 52:9,21 213:7 230:23
month 16:15,17 41:6 161:7,16,17
163:9,12,23,24 164:2,9,13
165:5,9,12,16,18 167:13,15
171:6 172:10,11 174:14 197:16
200:1 211:23 245:11 247:23
248:2 260:20
monthly 36:15
months 36:13,16 41:8,12 163:6
163:19 165:17 166:6,6 181:20
259:6
Moot 3:9
morning 5:1 10:14,18 11:17 13:3
22:23 23:7 38:19 47:15 78:2
83:4 234:15 238:7
motion 6:16 21:12,15 41:16,17
41:24 42:6 44:7,11,22,24 45:25
48:21 50:1,12 52:11,15,20
54:11,14 61:15 63:13 66:19,22
66:23 68:1,25 69:3 70:2,3,19,23
70:24 71:6,8,16,18,22,22 72:21
73:12,16 75:15 77:22 78:5,25
80:1 81:9 82:1 83:23 95:5,7,20
96:24 98:6 99:7,10,17,25
102:10,13 103:19 104:17 106:9
107:10 110:2,5 116:24 118:3,10
118:14 119:6 120:13 122:25
124:1 125:3,5,13 126:2 127:1
128:19 129:18 130:7,13 131:13
132:1 134:2,16 135:16 137:4,18
138:18,20 139:12 140:5,17
141:24 142:16 144:5 145:10
146:11 153:11 154:15 155:1,18
156:3,8,12,16,21,25 157:2,5
158:21,24 159:21,23 160:3,4,8
162:22 164:25 167:20,21 168:3
168:6,14,17,18 169:1,7,24

174:22 175:12,14 179:8 180:11
 191:12 192:2 193:2 195:7,20
 196:20 211:8,12 212:8,10,15,19
 213:11,14,17 216:22 217:25
 219:3,8 220:8 221:5,18 222:16
 222:24 227:24 228:23 229:11
 229:18,20,24 231:9,19 264:8
motions 43:19,20 44:1,13 46:2
 46:24 49:1,17,23 66:25 80:5
 81:24 93:20,25 110:7 121:4,5
 121:11,19 124:11 127:4 130:10
 130:13 135:18 138:24 139:9
 153:7
motivation 20:3
mountain 69:21 243:6
move 6:14 7:17 31:19 41:23,25
 50:2,6 52:1,2 67:5 70:9 74:25
 78:13 82:24 87:10 97:18 99:18
 105:20 116:13 118:19 122:4,15
 125:14 128:9 134:6 137:5
 144:19 156:2 158:15 163:15,18
 181:11 184:8,9 191:14 195:10
 214:13,23,25 215:7,17 219:25
 221:12 227:10,18 230:5 232:15
 245:10 246:16 247:8 264:10
moved 39:21 242:22
movement 12:15 82:16
Moves 21:13
moving 28:25 53:8 80:22 91:5
 101:21 160:22 188:16 244:5
muckraking 12:12
muddying 161:6
multiple 10:2 141:16 204:5

N

n 2:1 3:1,1 4:1,1 138:21
NACSA 239:7
nagged 260:1
name 7:23,25 10:15,18 11:18,23
 11:24 13:4,12,15 23:2,8,12,18
 29:6,9 69:18 179:17 235:4
 242:6,20 245:1
named 155:3
Naomi's 238:19
Narkun 245:2
narrative 47:16
narrowly 156:13
nation 12:8
national 12:7,14 14:7 15:25

16:15 19:18
Nationalist 12:15
natural-born 26:25
Navajo 69:23
nearby 250:19
necessarily 97:4 102:10 162:17
 176:25 177:1 250:4
necessary 143:5 172:13 223:15
 225:9
need 12:19,20 28:24 31:5 45:22
 48:10 49:7 57:14 64:21 66:2,16
 81:22,23 82:2 85:19 88:6 91:17
 97:1,5 110:24 111:12,12 140:10
 140:11 155:4 161:2 162:17,23
 172:1,20 175:11 183:3 184:10
 194:12 197:20 198:22 202:8
 204:1 206:2,21 207:4 209:5
 212:9 219:21 226:16,22 229:10
 231:21 239:4 256:15 258:6,23
 259:24
needed 154:5 168:1 171:13
 187:15 218:24 223:13
needing 57:8
needle 91:5
needs 31:4 52:16 57:17 61:14
 73:8 80:20 89:12 155:24 223:24
 255:10,18 260:5
negate 133:24
negative 45:8,9 55:3,25 56:19,24
 57:2 59:5,6 61:12 62:9,9,14,16
 62:19 63:16 65:23 67:10 74:4
 76:14,24 77:1,3 78:7,17 92:8
 96:15 97:22 105:24 111:22
 118:22 125:18 128:13 136:22
 137:12 140:15 145:2 175:7
 177:22 179:2 186:1 190:10,13
 191:19
negatively 65:3 92:18
negatives 58:12
negotiated 155:22
neighborhood 35:18
neither 234:6
networking 241:17
never 16:7 20:6 87:15 101:5,9
 110:9,24 111:13,13 112:19
 122:5 170:15 193:14 200:17,19
 255:7,7,8 262:2,10 263:11
new 1:2,13,22 2:21 3:10 4:16 6:9
 6:11 9:1 10:9,20 13:19,24 16:2

16:8,17,25 17:10 19:14 22:20
 22:23 23:4,5 24:5,6,11,19,22,24
 24:24 27:14,17 33:4,8 41:1
 55:21,22 74:22 75:4,7 77:25
 80:23 87:3,4,12,24 88:2 107:12
 112:16 115:16,25 116:3,14
 127:7 151:18 153:20 156:21,25
 157:2 160:3 191:1,10,16 203:8
 203:9 206:12 225:5 230:24
 232:11 243:8 244:9 245:1 246:8
 257:8,16 258:17 261:22 265:2,9
 265:12,13,19,20
newbie 50:23
newest 232:3
news 31:11
newsletter 236:2
nice 242:19 252:21
night 13:25 239:17,21,24 240:2
night's 239:20 240:2
nine 136:10 146:10 177:13
 217:24 221:4 222:15
nine-through-twelve 210:1
Nixon 16:18
NM 1:20
NMSU 8:23 17:20
NO- 225:18
no-brainer 82:18
no-processed 38:9
NOI 224:15,24 225:8,12 226:8
 226:10
non-cooperation 34:8
nonprofit 148:17,24 149:1,6,21
noon 124:9 238:7 240:3,16
normal 252:20
normally 40:21
norms 142:4
North 118:5,8,17,20
Northern 127:7
Northwest 262:19
notation 64:12 136:19
note 28:20 105:5
noted 109:9 136:25 195:5 200:3
notes 244:25
notice 3:20 4:3 9:16 27:9 46:4,5,6
 46:11,12,14 48:17 52:2,3,21
 56:3 67:6,7,23 70:10 78:14 81:9
 97:20 105:21,22 116:13,14
 118:20,21 122:16,17 125:15,16
 128:10,11 133:4 134:8 137:6,7

144:20,21,24,25 155:10 156:1
163:8 165:1,21 166:8 167:16,16
176:11,12,13 191:15,17 195:11
195:12 198:12 208:17,23
222:19 227:10,21 248:4 250:14
notices 3:15 62:16
noticing 66:11
notification 200:18,19 201:3
202:6,9,21 216:19
noting 90:23
nourished 37:3
November 36:9 229:7 230:9
231:5,6
number 34:4,11 41:11 65:9,12
182:16 193:12,17 237:1 238:16
260:18 266:2
numbers 59:17,21,24 76:18
140:7
nutrition 38:4
nuts-and-bolts 133:17
NW 1:21 265:20

O

O 3:1,1 4:1,1
obligation 149:8
oblige 246:15
Observer 12:11
observing 194:6
obstinance 34:8
obvious 59:1 122:9
obviously 109:7 127:22 239:16
occurred 103:11
October 36:9 229:10 230:15
231:3
odds 62:17
Off-Cycle 4:8
off-mic 6:15 21:13,22 42:5 75:2
77:19 83:17 86:13 116:9 155:16
158:20 213:15 215:9 229:16
235:9 240:25 253:20 256:16
261:8
Off-the-mic 124:14
off-the-record 124:14
off-topic 83:6
offended 50:24
offer 30:10
offering 254:5
offers 127:22 234:4
offhand 194:2

office 201:18 203:23
Officer 8:25
official 253:8
officials 9:3
oftentimes 37:13
oh 12:25 13:7 14:24 19:8 33:22
41:20,23 43:24 49:19 52:18
53:7 60:5 64:23 67:1 70:7 71:9
75:17 81:12 84:18 89:17 95:11
95:12 109:6 117:2 119:1,11
121:4 130:7 131:11 135:25
137:9,9 139:19 153:14 154:13
158:12 160:3 162:1 164:21
166:19 172:19,21 173:4,15
194:1,4 224:17 225:20 226:4
227:17 239:7 242:21 244:12,20
249:13 257:10 263:10
okay 11:21,23 12:1,21 13:9 19:8
19:9 21:9 31:8 32:14 33:21
41:23 48:10,22,23 50:18 52:15
52:18 56:15 63:6 66:21 67:1
69:11,20,25 71:12,13,19 73:15
75:9 77:17 78:10 84:18 93:18
96:13 97:2 102:23,24 103:17,19
104:16 105:15 116:12 118:15
119:14,18,18 121:10 128:21
129:23 134:3 137:2,3 140:24
142:14,22 144:17 154:7 156:23
157:3,14 160:3 166:20 168:21
168:22 169:15 173:9,19 174:19
174:23,24 175:24,25 176:2
178:19 179:14 181:23 185:10
197:8 199:11 213:18 214:11,13
214:18 215:15 223:20 226:12
226:14,18 227:6,9 228:10
229:19 230:3 235:11 237:11
240:23 241:7 242:7 243:20
244:7,12,20 251:19 252:15
261:1,2,5 263:22
old 87:19,25 88:1 103:2 125:9,9,9
171:11
Olympiad 20:23
once 15:2 43:7 44:4 46:13 54:11
69:2 113:7 130:12 133:3 139:8
172:21 177:2 190:9 191:10
221:8 234:16 241:10 245:12
one's 57:20
one-grade 60:16
one-half 191:6

one-to-one 203:6
one-year 59:19,19
ones 33:4 90:8,15 151:22
ongoing 24:12 101:2 259:6
online 7:20 178:14 186:21
223:25 254:10,16,22 255:2
open 1:10 3:5 7:18 101:15 140:12
202:3 232:4 266:3
operates 15:17
operating 34:14 167:2 179:1
operational 9:6 34:21
operations 41:5,10 153:23 154:3
245:4
opinion 85:5 171:23 250:4 251:2
251:3
opportunities 31:21 33:3,8 63:8
90:11,18 108:23 208:8 243:9,10
251:12
opportunity 8:8 16:8 17:15
66:13 90:8 93:3 121:23 132:11
132:14 143:3,22 164:14,20
203:5 207:2 208:4 211:14
248:23,25
opposed 44:15 228:20 231:16
opposite 39:8
opposition 228:22 231:18 246:3
254:4,6,9,18 255:2,15,16,24
256:3,3,5,9
option 46:16 87:6,15 114:13
127:23 155:1 158:8 166:14
options 46:2 155:18,19 156:1
oral 234:16
orange 18:12 104:22
order 3:3 5:3 28:22 30:11 31:19
32:16 33:2 37:8 49:2 153:18
178:1 183:3 236:16
ordered 153:19
organization 218:8,12 219:1
220:1 239:11
organizational 3:23 45:18 70:14
78:20 105:10 106:3 113:12,13
116:19 122:20 125:21 134:12
137:11 145:4 191:21 212:16
214:20 216:7
organize 233:11
originally 190:2
other's 253:10
ought 164:19
outcomes 215:19

outperforming 112:8
outside 73:25 237:17 248:3
 257:21
overall 46:11,12,14,17 59:8
 73:24,24 74:2,5,9 75:22 76:1,8
 77:5,11 85:10 112:5,7 113:17
 124:17 125:1 131:19 136:21
 142:1 156:1
overcome 6:3
overlapping 209:12
overlook 177:16
oversight 133:10,21 187:3
overturned 178:23
ownership 250:9

P

P 2:1,1 3:1 4:1
p.m 129:22 196:23,23 231:3
 264:15
packet 202:11
packets 202:15
page 3:2 4:2 64:8,11 70:15 76:18
 77:8 78:21 80:14 105:25 106:3
 116:20 118:24 122:20 125:21
 134:12 136:25 137:1,11,14
 145:5 147:2,4 153:15 176:20
 183:22,25,25 184:1,7,23 191:21
 191:22 218:4,4 226:8
pages 67:11 70:13 76:20 77:16
 78:18 97:23 125:20 128:15
 134:10 145:3 182:18 218:24
 265:10
PAHL 244:17,20
paid 149:10
paper 112:20 119:17
paperwork 226:24
parade 249:21
paragraph 15:8
paragraphs 214:22
PARCC 60:20
parent 38:24 204:25 205:8
 210:10 216:14
parental 198:19,21
parents 2:10,12,14,17 9:14 11:8
 11:12 13:18 198:23 201:14
 266:8
part 12:7 22:22 24:13 26:23 32:8
 53:1,8 55:3 85:24 96:21 110:1,2
 114:1,11 115:7,8 142:7 143:14

143:23 144:1,10,16 150:4 152:5
 152:22 168:6 176:3 177:17
 183:7,18 207:25 213:23 218:5
 222:24 226:21,23
partially 204:20
participate 17:25
participating 237:5
particular 36:21 43:20 89:15
 92:23 100:21,21 166:17 179:4
 218:21
particularly 13:19 36:4 45:8
 87:5
particulars 206:21 210:24
partner 26:14
pass 232:23 245:18
passed 168:4 174:22 175:12
 246:9,23 255:12
passes 68:25 72:21 80:1 99:7
 104:17 107:10 118:3 120:13
 124:1 127:1 129:18 135:16
 138:18 146:11 159:21 164:25
 167:21,21 168:14,17,18 193:2
 196:20 217:25 221:5 222:16
 228:23 231:19
passing 247:12
passion 27:17
passionate 27:4 89:10
passionately 181:14
path 148:14
pathway 184:9
PATRICIA 2:3
pattern 14:19 62:14
Pattie 188:18
Paul 32:17
pause 49:15,22 54:16 69:6 105:2
 107:13 118:7 124:13 130:15
 135:20 146:19
pay 36:20 85:19 95:15 114:23
 150:6 154:21 239:10 240:13
paying 95:13 167:5 239:7 246:10
payment 36:19 40:10 149:11
payroll 154:1
pays 114:20 243:11
PC 2:20
PCSNM 247:24
PDF 219:15
Pearson 60:21
PEC 2:19 4:7,14,17 14:14 23:5,5
 28:14 47:3 50:6 52:2 67:5 70:9

78:13 97:18 99:18,20 105:20
 116:13 118:19 122:15 125:14
 128:9 134:6 137:5 144:19
 155:22 158:15,17 161:4 170:17
 170:20 181:1,7 188:23 191:14
 195:10 211:9,12 215:20 220:1
 221:12 225:5 227:10,22 230:5
 231:2,4,4,6 232:4 262:12
PEC's 184:22 214:16
PED 4:8 9:1,3 14:14 26:24 40:12
 108:4 109:13 152:14 180:7
 181:3 183:16 185:3 200:12
 203:23 216:20 232:13 235:20
 242:15,23
pedal 90:5
pejoratively 9:14
pen 119:17
Peña 194:1
penalize 60:2
penalizing 61:23,25 63:3
pendulums 18:18
people 7:20 12:13,17 18:20 27:13
 34:1 78:1 84:17 118:14 127:10
 132:12 170:18 179:12 181:6,8
 199:6 225:7 232:10 233:7
 234:23 238:22,22 240:13
 241:11,14 246:2 249:15 254:17
 254:22 255:14,25 258:25
 261:24
percent 41:3 63:18 73:6,6 75:12
 91:1 110:15 112:7 139:22
 150:14 177:6 232:15
percentage 60:2 77:3,5 142:1
 191:2,3
perennial 75:17
perform 26:13
performance 3:23,25 17:19,20
 17:21 46:5,5,6,13,17,20 52:3
 61:24 65:8,13 67:7,9,9,15,21
 70:10,13 74:9 76:8,11 77:23
 78:14,16 83:8 87:3,5,11,13,19
 87:22,24 93:10,21 97:20,21,25
 98:3 105:22,23 106:6 110:5
 112:16 113:10 116:3,15,16,18
 118:11,21,22 119:3 122:18,19
 122:22 125:17,18,24 128:12,13
 128:16 134:9,9 137:7 140:10
 142:24 143:19 144:25 166:16
 167:24 178:22 182:10 187:21

188:11 191:18,19,20,24 195:12
195:13,14 199:21,24 201:11
218:7,14 220:2 221:7,13 238:24

performances 137:8

performing 56:18 59:7

period 50:5 198:15,16 209:11

permission 244:15

Perseverance 70:12

person 18:21 34:1 38:13 40:12
115:1 150:15 200:18,20,21
223:1,2,19 227:19 254:18

personally 90:4

personnel 154:1

pertaining 153:22

ph 69:12 246:5

phenomenal 18:16 39:24

philanthropic 152:6

phone 238:19 243:24 244:14
252:13

phrase 91:14 93:3 215:13

physical 15:19

Pi 15:17

pick 37:25 240:12

piece 15:21 146:13 179:7 182:14
214:2 223:4 226:13 227:18
261:17

pinpointed 92:23

place 16:14 18:2 21:4 31:6 43:17
66:6 70:4 132:17 143:1 156:19
169:10 182:13 184:8 201:6
205:2 206:2,3,10,14 250:18

placed 215:1 216:1

places 46:21 76:20 187:17

placing 160:22

plain 211:2

plan 31:6,7 32:17,18 181:25
200:8 203:25 206:9 215:25
216:14,16 249:21 256:8,13
258:9 259:7

planned 256:11,14

planning 232:19,21

plans 205:19

please 5:5 7:23 10:15 11:18 13:4
13:12 25:4 54:11 67:23 209:9
216:24 232:23 233:14 242:7
249:18 251:15

pleased 39:22

pleasure 23:19

Pledge 6:7,10

plus 63:7 168:9

point 30:1 71:3 75:18,18 84:7,11
87:2 88:19 89:14,19 97:7,8
109:13,24 112:11,23 142:12
144:17 169:5 170:8 204:14
239:1

pointed 76:21

pointing 88:16 117:3

points 10:1 58:3 61:13 65:24
75:25 81:21 88:16 90:3 93:1

policy 4:7 28:14 29:4 201:20
202:24 216:13 245:4 251:3
253:13

policymakers 19:19

politically 181:9

popping 250:15

population 8:16 63:20 64:5,15

populations 183:16 185:1

posit 140:2

position 10:7,8 24:5,19 133:20
149:16 232:5,6

positions 232:4

positive 65:1 152:21 187:5 233:5

positively 65:4

possibilities 153:7 197:14

possible 3:8,11,13,14,17,18,20,22
3:24 4:3,5,7,12,13 28:3 73:9
93:19 143:10 163:8 167:17
196:24 197:10 198:11 211:9
218:6 222:18 228:25 253:15
257:10

possibly 59:10 156:1 225:6

post 220:6 221:16 227:14

posted 102:21 223:25 232:7

potentially 205:19

Prachi 16:19

practical 227:20

praise 84:14,14

pre-application 245:10

precludes 71:11

predominantly 175:20

preliminaries 143:2

preliminary 199:18 204:15
207:13,20,25 208:10,25

Prep 8:18

Preparatory 130:9 134:5,7
230:21

prepared 11:3 139:25 140:3
164:8

preparing 16:21

preschool 30:11

present 6:1,2 146:8 161:19
203:16

presentations 234:16

presented 14:6 56:17 200:16
208:16

presenters 233:2

presenting 19:17

president 205:9

press 23:3 29:6 149:14

pressure 224:22

pressurized 224:24

presume 114:13

pretty 18:4 25:3 59:7 89:10
103:1 122:7,8 124:16 141:2
148:16 151:20 233:22,23
243:12 251:8 256:1

previous 10:22 103:9 178:10
214:5

previously 8:13 151:12

primarily 176:18

principal 24:1,11 194:2,3,16
249:8 250:3 251:13

principals 26:8 180:1

principles 124:20 141:12

prior 24:7 202:20 207:18

private 151:13,14,16

privately 150:11,25

proactive 207:1 255:10 261:24

probably 11:3 16:16 21:1 30:24
58:7 73:20 97:14 103:10 127:9
133:20 136:7 141:2 142:10
151:6 164:19 174:13 191:5
204:21 229:11 247:1

problem 39:17 48:1 136:18
140:15 181:6 186:10 248:21
251:17 260:19

problematic 59:13,23 105:16
187:12

procedures 201:20 216:6

proceeded 14:4

proceedings 1:10 54:16 69:6
105:2 107:13 118:7 124:13
130:15 135:20 146:19 264:15
265:11 266:3

process 20:2 31:19 66:10 164:24
205:10 206:13 208:22 210:10
210:17 223:6 234:10

processed 36:6 38:3
processes 202:21 216:6
professional 1:21 10:7
professionalism 10:4
proficiencies 110:15
proficiency 45:9 54:24 55:1,5,9
 55:11,16,24 56:5,10 59:2,14
 60:1,25 83:21 85:17,20 90:4
 92:4,11,15,21 94:13 95:23 97:5
 97:13,16 111:17,18,19 112:2
 139:13,17 140:16,21,23 141:4
 141:21 158:4 189:3 195:3
 215:24 216:2
proficient 45:11,12,12,14 50:22
 55:18 56:22 57:2 59:1 63:19
 67:13 83:25 84:25 85:2,6,23
 86:1,6,7,11,20 87:7 88:7,11,18
 89:2,11 90:9,17 91:1,10 92:6,7
 93:24 94:24 95:2,11,21,25
 96:10,20 97:6,8,9,12
profoundly 114:9
program 8:15 26:24 30:11 52:8
 200:9,25 230:14
progress 56:22 58:5,6 73:3 84:10
 99:21 100:6 154:16,17 155:2,6
 157:11,16,23 158:1,3,18 171:17
 171:20 179:10 200:4 212:16
 214:20 215:6 236:17
progressive 202:21
project 15:14,15 32:10
promote 244:8
promoted 244:23
promoting 244:22
pronounce 69:13,18 70:5 230:19
pronounced 23:1 69:12
Proper 243:6,7
properly 205:16
proponent 161:5
proposal 197:18
proposed 44:21 256:22
protect 12:20
proud 128:8 195:8 233:24,25
proven 14:18,19
provide 4:14 8:12 10:3 26:8 31:5
 33:2 34:25 36:12,18 37:8 38:2,4
 38:9 41:6,9 52:2 67:5 70:9
 78:13 94:20 97:19 105:20
 116:13 118:19 122:16 125:15
 128:10 130:18,19 131:2 132:9

134:8,11 137:5 143:3 144:7,19
 144:24 146:25 147:21 169:3
 183:9 191:15 195:10 202:6
 204:13 208:7 215:25 216:14,16
 216:19 259:13
provided 28:17 29:2 36:7 47:2
 50:7 138:25 139:3 143:5 144:9
 146:23 188:6 199:18 225:19
 227:16,21
providing 38:20 132:11
PSCOC 259:15 260:14
PSFA 31:15 32:19
public 1:1,10 5:3 7:20,25 8:5
 10:18,25 11:21,23 12:9,16 13:7
 13:14 14:6 23:23 24:13 35:11
 52:5 83:3 149:3 151:21 153:20
 179:25 193:11 206:11 207:25
 212:23 214:14 230:10 244:8
 245:3 250:2 261:18 265:1,12
 266:3,4,4
publicly 190:22
publish 236:1
published 103:12
pull 48:25 87:16 88:6 176:22
pulled 40:24 45:3
punch 66:12 67:22
punctuation 179:18
purchase 37:14
purely 185:9
purpose 215:2
push 232:24 242:17 253:6,11
pushing 55:24
put 10:4 12:4 18:4 30:15 32:17
 45:24 46:6,7 47:12 50:10 54:24
 54:25 94:5 107:24 109:4 113:6
 131:23 140:15,21 147:18
 155:20 156:4 161:21 162:5,23
 163:7,20 164:1,12,18 165:2,16
 165:18,22 166:15 169:14
 172:15,20 173:5 187:6 197:18
 201:1 202:14 208:11 224:22
 225:8 226:8,9 228:6 255:7
puts 37:14
putting 65:6 84:23 107:16
 141:21 161:3 164:11 199:8

Q

quarter 48:4,5
quarterly 47:19

Questa 127:6
question 32:8 39:19 58:20,23
 63:16 71:12,15 74:10 75:17
 83:10 100:12 104:25 113:19
 115:3 136:2,7 156:17 169:1
 213:13 222:23 225:11 226:7,16
 227:11,15 228:2 260:3
questionable 152:14
questions 24:16 29:1,12,14 69:4
 116:10 118:17 122:12 142:21
 149:22 211:5,15 231:4
quick 49:13,19,21,24 76:3 83:19
 89:18 113:18 124:6 136:2
 146:15 232:1 236:5,9 249:19
 262:15 263:3
quickly 40:8 69:4 121:6 172:14
 186:12 195:2 223:7 242:10
 243:25 249:3
quite 127:10 172:14 195:2
 236:11 255:24
quorum 5:23

R

R 2:1 3:1 4:1
radar 161:4
radius 34:16
rag 127:25
Raíces 17:9
raise 83:6
raised 14:14 19:7 99:16 150:12
 150:25 152:24 198:17,19 203:1
 210:19
RAMIREZ 266:13
Rancho 26:9
rank 44:15
rarely 247:13
Raspberry 15:17
rate 47:10 57:19 104:23 108:2,2
 108:13 109:6,22 113:5,20 114:4
 114:6 143:16 177:2 185:4,6,16
 185:18,19 187:25 188:7,9 189:1
 200:24
rated 110:20
rates 89:9 106:1 107:18,20 108:5
 109:16 110:1,8,9,21 139:13
 141:21 177:4 182:15 184:25
 187:11 195:16
rating 110:24 154:15 225:1
ratings 131:7

rationale 49:10 176:23 177:1
raw 185:18
reached 47:25 100:24
read 8:7 15:8 16:16 95:5 97:1
 101:19 102:3 140:25 144:15
 150:16,16 153:16 154:9 158:6
 175:19 185:11 186:6,17 189:1
 189:14 213:5 214:9,10 222:25
reading 76:14 81:6 93:13 112:8
 125:19 139:17,20 140:16
 144:22 222:22 234:2,3
reads 48:21
ready 8:4 10:17 11:20 13:6 32:22
 41:16 73:16 78:8 96:23 99:17
 134:1 137:2,3 211:15 233:1
 235:25 249:1
real 12:4 34:6 40:8 49:18,24 53:9
 56:12,23 76:3 83:19 243:25
 247:15 263:3
reality 56:11
realize 102:3
really 12:17 18:3,19 19:1 25:16
 27:9 29:11 33:10,10 35:16
 37:21 57:9,12 62:2,2,3,3 63:7,7
 75:24 82:12,14,14,15 83:14
 84:1,2 86:15 93:1,3 96:21
 105:16 109:13 111:24 113:14
 113:15 114:9,17 122:2,5 124:5
 127:5,10 136:10 140:10,11
 141:4,9 155:9 163:2 167:14
 170:13,20 171:12 172:24 173:2
 174:20 179:13 181:7 186:12
 187:16 188:8 193:8,21,25
 194:18 199:8 201:17,22 203:3,5
 208:7 221:9 232:20 233:5,19,24
 233:25 234:6 236:5,11,15
 241:11,14,16,24 242:10 245:4,5
 245:11 246:4,9 247:6,16 248:23
 249:3,19 252:10 253:3 258:9
 259:9 261:24
reason 45:24 92:3 130:17 136:6
 140:10,11,17 149:24 172:25
 212:21 213:6,9 224:13 253:11
reasoning 85:4
reasons 94:14 127:17 166:8
 253:22
reauthorize 193:17,19
REBEKKA 2:5
rec 247:10,10,10

REC'D 266:11,17,22
recall 178:13
recap 246:18
RECEIPT 266:1
receive 74:23 151:24 211:11
 226:11 237:7
received 4:8 17:11 36:10,15
 47:21 114:3 200:10,18,19
 201:13,18 203:17,22 234:4
receiving 82:20 160:18 258:10
recess 43:15 129:21 196:23
recognition 63:2,5
recognize 20:17 73:4 84:8 254:10
recognized 194:16 254:24 255:1
recognizes 254:16
recollection 154:8
recommendations 171:1 197:15
recommended 24:2 260:13
reconvened 129:22
record 14:18 23:9 40:14 143:14
 143:23 144:1,10,17 180:14,22
 180:23 200:21 212:23 216:24
 226:24 229:8 233:18
recordings 246:16
recs 247:12
red 45:17,17,24,24 47:8 61:18
 120:16 122:5 124:10,11,20
 125:9,15 136:23 209:1
redo 169:22
reds 105:9 139:4
reduced 191:4 246:7
reengagement 107:19 108:1,5,8
 108:11,16,20,24,25 109:23
 110:17,22 112:13
reengagements 89:7
referenced 195:3
references 219:3 227:3
referred 70:11
reflect 42:3 216:25
reflected 62:7
reflection 206:24
refused 254:9
refusing 9:19
regarding 3:20,21 4:7 198:12,13
 198:18 210:20 213:19 214:13
regardless 62:24 96:2
regards 131:12 237:22
regional 20:23 21:2
register 63:20

registered 239:3,5,5,6
registration 239:7 240:8,9,14,15
regular 167:15
reimbursed 38:10 41:7,8,14
 239:25
reimbursement 36:11 40:25 41:3
 239:25
reimbursements 257:23 258:11
 259:16,23 260:1 261:13
reiterate 12:1 96:19 262:21,23
relate 91:9 139:4
related 67:10 70:12 74:10 78:16
 83:8 97:7,21 105:23 116:16
 118:22 122:19 125:18 128:13
 134:9 137:8 145:1 153:8 160:8
 191:19 195:13 200:4 214:17
 237:6
relates 45:10 67:12 83:24 84:24
 86:5 93:23 95:12
relationship 225:5
relative 67:3 73:2 133:10 139:22
 140:5 141:24 154:8 156:8
 178:21
relatively 132:20
release 149:14
released 160:19,21,24 170:14,16
relevant 13:22 19:23 45:10
reliable 59:18
relook 159:23
rely 151:20 152:12
relying 162:18
remain 162:24
remaining 140:12
remark 39:12,15
remember 6:4 37:16 74:11
 101:19,24 141:16 148:6 150:18
 158:2 177:11 178:8 181:18
 235:5 259:18 262:8
remembering 35:25
remind 199:12
reminder 15:3 248:2
reminding 248:12
reminds 127:18
remiss 236:14
remove 84:25 109:16
removed 3:9 85:8 110:3
rename 210:16
renew 178:10
renewal 4:5 83:9 103:6 112:15

115:16 142:6 144:1 178:20
 184:1 203:17 228:25 229:4
 230:3,6,9,15 231:5,7
renewed 33:19 115:19,20,23
 142:11 199:13
rent 149:11
repeat 197:2
reply 9:21
report 3:15 4:9,11 20:13 45:3
 47:7,16 48:5,7,18 49:18 52:2
 54:13 67:6,12,16 70:10,13,15
 70:17 75:21 78:14,19,21,23
 82:14 86:17 89:15 93:20 97:19
 97:24 98:4 99:15,19,22 100:25
 101:20,22 102:17,17,20,21,22
 103:9 105:21 106:1,4,7 108:4
 115:5 116:13,20,22 118:20,25
 119:4 122:8,16,21,23 125:15,20
 125:22,25 128:10,15,17 131:9
 134:7,8,10,13,14 137:6,12,14
 137:16 141:15 142:7,8,25
 143:25 144:4,8,14,20,25 145:4
 145:5,8 152:12,13 156:8,12
 157:14 158:16,19 159:24 160:8
 164:24 167:23 169:3 173:11
 174:24,25 175:4 176:5,11 184:1
 184:20 187:13 190:13 191:15
 191:21,22,25 195:11,18 201:8
 204:3,4,8 207:8,10,21 208:10
 208:14,22 209:6 215:5 231:23
 244:8
reported 1:20 183:7 257:13
reporter 7:24 10:16 11:19 13:5
 13:13 72:24 83:18 265:9,19
REPORTER'S 4:20 265:7
reporting 1:21 12:13 131:8,9
 177:4 200:7,12,13 216:19
reports 3:13,15 4:7 44:4 47:18
 47:19 49:24 50:4,7 52:23 59:21
 69:3 87:10 102:15 143:1 208:6
 233:20 236:17 257:12
represent 19:14 25:9
Representative 254:15
representatives 19:18
reps 261:16
reputation 170:25
request 3:11 28:4,15,19 42:1
 182:5 190:3
requested 190:22 232:8 248:1

requests 83:18
required 29:3 102:15 133:22
 147:12 148:25 163:21
requirement 115:7,9 246:8
research 149:16
reserve 40:22
resident 10:19
resolve 201:21
resolving 9:24
resonated 93:4
resources 40:24
respect 107:22 157:17
Respectfully 181:23
respective 17:3
respond 86:8 163:10 164:20
 166:10 189:10 210:25
responded 139:3
responding 157:24 165:12
response 50:16 71:23 79:3 98:9
 106:12 116:11 117:5 119:10
 122:13 123:4 138:25 147:14
 158:25 164:17 195:22 211:6
 215:3 217:2 228:21 231:13,17
responses 209:16
responsibility 133:13
responsible 141:11 189:17
responsibly 30:7
rest 76:23 189:4 239:14
restart 256:10
restated 102:10,13
resulted 254:12
results 75:7
retention 141:18
return 147:7
returning 16:14
reverted 210:22
review 59:20 101:2 207:4 234:10
reviewers 223:5 224:1
reviewing 230:6
rewarding 14:2
rewritten 219:19
RFP 234:3 236:9 262:24
RFRs 258:18
ribbon 78:3
rid 74:17
ride 261:19
right 17:7 27:10 30:17,19 32:3
 32:25 35:19 48:12,14,21 49:20
 55:6,10 59:2 60:15 61:2 63:17

65:22 66:4,8,14 69:25 71:1,5,7
 71:9,24 73:22 74:6 75:3 76:25
 80:14 81:1,9 85:18,21 86:18
 88:13 90:8 91:1 92:6,8,11,15,18
 93:7 97:5,6 99:12 102:7,8,22
 103:7 109:14 115:21 118:16
 119:18 120:21,25 121:4 132:16
 135:25 136:5 142:11 144:18
 153:13 154:10 155:15 156:19
 156:23 158:7 160:16 161:6
 162:22 166:7 169:21 170:9,15
 171:2,25 174:14,25 177:14
 179:25 183:1,1,8 185:20 189:12
 189:14 199:10 201:6 208:1
 209:19 213:16 214:11,23 218:4
 226:21 227:9 238:11 240:16
 242:4 247:2 248:11,12 250:8
 252:11 259:1,19 261:6 262:20
 262:22,22
right-hand 214:9
rights 216:17
ring 37:19
Rio 8:18 25:10 26:9 243:21
rise 187:7
risk 89:6
Rittenhouse 125:6
River 120:16 124:10,11 125:15
RMR 265:8
RMR-CRR 1:20 265:18
road 117:3 166:23 179:9
Robbins 260:8
robotics 18:19
Rodriguez 124:5
role 23:21 24:3,6 26:12,22 27:13
 27:14,20 188:18 260:3
roles 26:5,11
roll 5:5 6:19 29:24
rolling 31:24 32:5,6
Romero 254:15
room 30:20 241:25
rooms 241:20,23
Roots 127:2 128:10
route 176:16
routine 249:15,16
row 102:1,7
rubric 225:2,2,4
rubrics 224:11
rule 155:19 166:2 169:25 246:25
 247:2,6

rules 143:21
running 210:13
rush 161:2 172:10
rushed 194:14
Russell 2:11 27:21 44:14 58:19
 59:11 60:18 61:10,22 234:7

S

S 2:1 3:1 4:1
S-t-o-u-t 8:1
SABE 120:19 121:21
Saber 17:9
Safe 264:14
sake 180:13
Salute 6:8,10
SAM's 113:7
Samantha 236:15 266:13
sample 130:6,10,13
SAMs 112:12
San 243:3
Sandia 249:4
Sandoval 121:7 122:16 230:20
Santa 1:13 2:21 16:3 25:9 179:25
 193:11,13 243:21
satisfactorily 46:18
satisfactory 46:5,9,16 67:7 74:3
 76:8 77:24 78:14 82:18 93:10
 97:20 105:4,6,22 112:10 116:15
 118:11,21 122:18 124:17
 125:16 128:11 136:18,22 137:7
 191:18 195:12
satisfy 151:9 155:24
sauce 132:6
save 167:9 232:22
saved 243:24
saw 18:18 62:19 176:23 182:8,13
 193:14 224:5
saying 37:20 61:24 64:19 67:21
 85:23 91:16 95:2 100:20 102:13
 109:25 111:9 112:1 113:25
 140:19 147:8,20 152:2 156:21
 162:1 165:1,4 170:18 173:13,21
 173:22 185:14,17 195:8 198:5
 204:15 209:8 225:7,21 226:9
 250:25 251:21
says 9:12 84:24 85:21 100:25
 147:22 153:13 155:2,6 182:5,15
 182:16,24 184:24 186:9 187:23
 188:5,22 203:24 225:3 239:14

scanning 235:22
scared 109:7
scary 43:10 218:5
scenario 251:24
schedule 194:11 230:6 233:22
 237:10 263:12 264:6
Scheduling 4:5 228:25
school 3:6,21 8:15,19,21 9:15
 11:1 12:9,16 13:24 15:1,7 16:21
 17:10,10,16 20:17,18,19 23:22
 24:7 25:4,15,24 27:7 28:21,22
 30:5 33:25 34:5,17,19,25 35:11
 35:17 38:7,21 39:7,7,10,23 40:2
 40:4 44:23 46:24 47:2,19,20,22
 47:23 48:18 49:4 50:7,8 52:7,9
 52:22 54:9,10,15,25 55:17,19
 57:1,4,7,8,10,16,16,23 58:4
 59:5,6 60:2 61:3,6,23 63:4,9
 66:6,15,15 67:3,6 69:2 70:6,11
 73:18,21 74:13 75:11 80:16
 81:11 83:14 84:7 87:14 88:25
 89:3,4,5,10 90:21 95:1,3 97:19
 99:20,20,21 103:6 105:15,21
 107:19,21 108:1,5,8,11,25
 109:23 110:22 111:7,20 112:10
 112:21,23,25 113:14,15 114:12
 114:16,20 116:5 122:9 124:12
 124:18 125:1,6,12,16 127:3,11
 127:13,18,18,19,21 128:6,8,11
 130:9,22 133:11,19 134:5,7
 135:19 137:6 139:24 140:11
 141:13,17,20 142:9 143:4,14,21
 143:23,25 144:7,9,10 146:17
 148:13 149:10 150:5 153:1,8
 155:14,19,20,24 156:19 158:17
 158:17 160:16 161:3 164:3,6,7
 165:11 166:1,17,25 167:2,4,4,6
 170:7,23 171:15 172:1,2 173:23
 174:2 177:20 178:10,17,22
 179:4,9 180:15,22 181:22 183:7
 183:9,18,19 184:2,3 187:3,7,13
 188:5,13 189:6,17 190:5,9,10
 190:12,14 191:16 193:4,4,9
 194:1,3,7,12,13,20,25 195:8,11
 198:13,17,20,22,24,25 199:2,12
 199:16,19 200:2,23 201:1,7,21
 202:18 203:3,15,21 204:4,5,24
 205:1,7,13 206:4,6,17 207:2,5
 207:23 208:2,12,16,18 209:8,15

209:25 210:1,1,13,23,25 211:9
 211:11,13,14,17,22 212:6,12
 213:1,8 214:15,16,17 215:1,3
 215:20 216:1,13 221:15 227:19
 230:11,11,12,12,18,19,20,21,22
 230:23,24 231:1,1 235:17
 236:23 244:1 248:3,8,10,18,20
 248:23,25 249:4,12,14 250:7,19
 251:11,15,18,22 252:3 258:4
 259:19 261:18
school's 47:24 144:16 187:21
 210:18 235:18
School-Las 107:12 116:14
school-specific 134:11
School/Options 2:10,12,14,17
schoolhouse 125:9,10
schools 3:15 4:9 8:12 14:7 17:14
 20:21 40:18,21 43:22 44:15,20
 44:21,22 45:2 47:5 49:9,16,23
 50:8 51:24,25 52:4 55:10 56:2
 56:10,18,18 57:23 58:25 59:25
 62:2 64:23 65:2 66:10 73:5
 75:6 80:3,13,25 81:3 83:1 86:9
 87:23,23 91:17 94:24 95:1,4
 101:3 107:23 108:16,20,24
 110:17 111:18 112:2,6,13 127:9
 132:6 143:2 150:6 151:19
 152:12 161:23 162:6,12 166:24
 170:22 171:8,9,22 172:18,22
 173:19,24 176:10 177:21,23
 179:25 181:2 182:7,11 183:15
 183:19 184:25 187:7 190:3,6
 191:1,2,2,6 193:11,12,15,18
 206:12 208:8 211:2 220:4
 227:13 229:6,23 230:6 231:24
 232:17,18 233:7,21,24 236:1
 244:9 245:15,23 246:21 248:13
 248:15 249:23 250:2,10,12,16
 251:11 252:7,10,13 256:8
 257:23 258:10,24,25 260:4
 261:14 266:7
schools' 246:9
science 18:1 19:2 20:23 63:21
Sciences 230:18
scientists 18:4
score 45:4,5 63:24 80:17 105:4
 178:8
scored 58:3 131:20
scores 59:19 60:25 62:1 74:15

105:5,7 139:3
scoring 81:16
Scott 249:6,8,10
screen 66:25 67:2
screen-share 183:23
scrolling 189:15
SEA 246:5
seamless 27:7
search 24:11
sec 166:12 210:3
second 6:15,17 13:16 21:14,16
 36:10 42:7 46:16 50:11,13
 52:10,12 57:14 67:17,19 70:18
 70:20 75:1 78:24 79:1 87:6
 93:7 98:5,7 99:24 100:1,13,17
 101:9,19,23 106:8,10 109:20
 116:23,25 118:12 119:5,7
 120:19 122:24 123:1 126:1,3
 128:18,20 134:15,17 137:10,17
 137:19 144:23 145:9,11 146:13
 146:16 158:20,22 160:8 163:12
 164:5,13 169:23 175:14 185:19
 186:7 192:1,3 195:19,21 208:24
 216:21,23 220:7,9 221:17,19
 222:24 226:10 227:23,25 231:8
 231:10 251:8
secondary 41:2
Secondly 195:4
secret 25:22 132:6
Secretary 2:4 5:6,8,10,12,14,16
 5:18,20,23 6:4,20,23,25 7:2,4,6
 7:8,10,12,16 21:19,23,25 22:2,4
 22:6,8,10,12,14,14 40:8 41:11
 42:10,12,14,16,18,20,22,24
 43:2,4,4 50:18 51:3,5,5,8,11,13
 51:15,17,19,21 53:10,12,14,14
 53:17,20,22,24 54:1,3,5,17 60:4
 60:10 68:4,6,8,8,11,14,16,18,20
 68:22,24 71:25 72:2,4,4,7,10,12
 72:14,16,18,20 79:5,7,10,12,14
 79:16,18,20,20,23,25 83:19
 98:11,13,15,17,19,21,24 99:1,1
 99:4,6 103:23,25 104:2,4,6,8,8
 104:11,14,16 106:14,16,18,20
 106:22,24 107:2,4,4,7,9 117:7,9
 117:11,13,15,18,20,20,23,25
 118:2 119:19,22,24,24 120:2,4
 120:6,8,10,12 123:5,7,10,12,14
 123:16,18,20,22,24,24 124:3

126:4,6,8,10,14,16,18,20,22,24
 126:24 128:22,24 129:1,3,6,8
 129:10,12,14,16,16 130:2
 134:20,22,24 135:1,3,5,8,10,12
 135:14,14 137:22,24 138:1,3,6
 138:8,10,12,14,16,16 140:14,24
 145:15,17,19,22,24 146:1,3,5,7
 146:9 147:18 159:2,4,6,8,10,13
 159:15,17,19,19 172:8 192:5,7
 192:9,12,14,16,18,20,23,25,25
 193:13 195:2,24 196:1,4,6,8,10
 196:12,14,16,18,18 209:20
 217:4,6,8,10,12,14,16,18,21,23
 217:23 220:11,13,15,17,19,22
 220:24 221:1,3,3,22,24 222:1,3
 222:5,8,10,12,14,14 228:11,14
 230:2 231:8 234:13 236:8
 243:23 248:9 249:3 251:14
 258:8 262:16 263:3,5
Secretary's 153:17
section 154:5 214:18,19,19
sector 148:24 151:13,14,16
see 18:3,17,20,23 20:13 29:23
 30:2 35:22 40:14 44:18 46:1
 48:7 49:7,24 54:13,14 60:1
 61:21 62:2,21 64:2,6,17,18
 65:23 66:7 76:21 82:5,12,13,16
 86:21 90:3,16,21 91:20 92:4,14
 93:22 94:19 95:11 100:7,9
 101:17 108:13 113:24 130:13
 130:21 136:16,17 137:9 139:6,9
 141:6,24 152:3,6,23 153:9,10
 157:22 160:12 161:10 162:9
 168:13,17 169:12 171:9,17
 173:7 175:24 177:20,22 185:11
 186:20 187:12 188:5,22 189:13
 204:13 206:18 209:22 211:3
 215:21 219:4 224:10 225:1
 226:16,22 236:17 239:5 244:13
 248:22 249:14 251:19 255:11
seeing 12:8 68:2 91:17 102:19
 128:21 147:8 176:14 192:4
seen 57:6 112:6 170:15 202:12
 237:21,23,24 240:11
SEG 114:24 149:10 150:11,25
 151:20 152:4
segregate 150:24 151:23
segregated 151:12
selected 19:13

semester 9:8
Senate 254:8
Senator 246:15
senators 19:18 261:16
send 156:10,18 163:3 167:18
 170:2 173:21 175:11 207:23
 214:15 233:1 262:9
sending 62:15 165:1,21 169:8
senile 263:16,16
senior 186:14
seniors 177:12,13 179:15 186:15
 186:18,24,25
sense 24:18 27:1 96:8 125:10
 151:4 152:2 168:20 171:4
 173:17 180:12 185:24,25 197:1
 229:5 241:2 249:10
sent 37:20 148:21 168:16 199:20
 201:25 204:3,14
sentence 52:20
sentiment 253:19 255:9
separate 44:5 97:8 151:25
 219:13
September 36:9 103:1 229:7
 230:8,8
sequence 199:9
sequential 199:6
series 203:2
serious 13:21 111:22 171:25
serve 23:25 30:6 209:23
served 24:6
service 1:21 8:10 25:12 34:3
 35:24,25 36:18 40:9,10
services 36:13 258:12
serving 136:5,12 184:25
session 24:13 35:6,7 83:1 232:25
 238:19 241:21 245:17 246:18
 246:20 247:1,19 257:4,6 261:12
sessions 233:5 238:10,16 242:2
set 4:7 103:10 156:13 171:22
 189:7 201:20 239:3 245:7
 265:14
setting 56:1,4
settings 9:15
seven 155:3
seventh 18:16
severe 155:12
severely 260:1
shaking 25:1 142:3
share 17:24 19:11 94:12 185:22

197:19 201:18 235:21 258:15
shared 65:20 66:14 132:13
 151:20 262:24
shares 206:4
SHARON 2:6
she'll 28:12
sheet 219:19
shoot 41:20 171:8 197:25
short 35:6 43:13 49:22 66:8 69:9
short-cycle 200:6 201:12
shorter 89:25 90:20 91:6
shortly 201:1
shoulders 132:24
shout-out 233:16 236:9,11
show 47:23 63:9 78:1 114:14
 132:10 140:7,8 187:4 212:5
 215:23 216:3,4,11
showcase 15:13
showcasing 19:2
showed 125:6
showing 19:1 111:21 179:10,10
 184:2 216:1
shown 100:17 208:15
shows 49:2 76:25 77:2 208:5,25
shutting 171:22
siblings 30:20
sick 130:25
side 35:3,14 37:4 179:11 190:21
 243:5 254:8 261:15
Sidney 20:17 21:1
Sign 17:25 114:2 230:13
signed 14:25
significant 131:18 173:3 204:21
significantly 105:9
signs 245:20
similar 114:3 161:23 162:6
 172:19 177:21,23 182:7,11
 183:15,16,19 184:25,25 190:3,5
 191:1,2,7 238:4
simple 83:10 124:17 211:2
 212:24
simply 50:4 61:4
singing 180:19
single 54:25 170:15,23 171:8
 174:1 212:19
singling 190:9
singular 75:20
site 199:17 203:11,14,19 207:10
 207:12 233:22

sits 237:17
sitting 28:10 146:18 150:20
 242:12
situation 40:13 63:10 132:19
 171:25 172:9 247:14 251:21
 258:4
six 32:1,20 36:13,16 104:23
six-year 47:9 106:1 188:7
sixth 18:15
size 63:20 65:8
sizes 64:5 141:2,5 186:14,14
SJR 245:24
SJR9 253:17
Skandera 193:13
skepticism 9:12
skewed 64:19
skip 62:11
skipping 197:7
slate 133:6
slightly 44:3 83:6 166:3
slogan 261:22
slot 252:18
slowly 39:20
small 18:18 49:15 63:23,25 64:16
 64:23 65:1,8,8 128:4 141:2,5
 186:14,14 241:19,20,23 245:22
 258:2
smart 18:3 27:3
smokes 65:23 243:15
sneakers 242:16
snob 243:6
social 194:14
soda 37:18
Sol 15:7,13,24 47:9 104:19,20
 105:21 230:20
solidify 258:9
somebody 30:5 41:21 57:11
 96:25 131:2 164:18 233:17
 263:14
someone's 142:1
someplace 16:2
somewhat 56:16 161:25 201:10
son 13:23 39:2,5
songs 180:19
soon 31:13 62:19 103:1 109:10
 150:16 160:25 227:20
sorry 12:25 13:9,11 19:8 33:22
 41:23 49:19,19,20 50:10 53:7,8
 60:6 64:13 70:7 74:1 77:13

80:10 81:6 95:10 105:19 117:2
 117:2 119:1 120:21 130:8
 131:11,15 137:21 141:20
 144:22 153:14 160:11 186:10
 186:10 191:8 217:6 227:17
 228:17 240:24 242:2,18 256:15
 257:10 263:10,10
sort 11:9 12:16 23:18 63:10
 96:17 152:6 175:14 187:23
 202:20 261:7
sorts 13:17 180:20
sounds 157:10
sources 152:19
South 19:15 20:7 130:9 134:5,7
 230:21
Southern 127:15 243:5
Southwest 262:21
space 245:4 246:4,5
speak 4:14 8:8 28:12 29:7,11
 43:8 83:2 163:21,24 164:8
 181:13,14
speaker 10:22 150:21
speakers 233:14
speaking 9:13 180:23 244:15
 247:8
special 85:19 200:9 202:23
 203:23 204:2 205:19,22 206:5
 215:2 216:3 258:12
Specialist 2:14
specific 14:8 43:20 46:23 66:16
 82:4 86:20 96:16 97:10 116:18
 124:18 153:7 155:5 169:11
specifically 40:13 43:21 67:12
 80:7 83:24 84:24 85:16 86:5
 90:13 91:15 93:6,23 94:2,25
 169:4 177:12
specificity 169:13
specify 167:12
spell 7:23 10:15 11:18 13:4,12
 23:8 29:6 69:22
spelled 11:24 69:24 157:17
spend 16:11
spending 153:25
spends 148:3
spent 80:21 125:7 147:23 162:14
 188:2
spirit 170:11
spiritually 90:19
spoke 83:5 142:23

spoken 69:23 175:17
sponsors 253:25 255:5
sport 18:9
sports 18:10
Spotlight 3:6 15:2 44:20 51:25
Spotlight/Excellent 75:14
spreadsheet 218:25
square 29:18 30:25 191:6
stable 132:20
staff 2:8 9:14,20 29:22 30:21
 122:3 148:5 201:15 232:11,14
 258:22
stage 32:10 161:12 172:4
stages 166:3
stakeholder 24:13
stakeholders 233:7
stand 160:6,7 235:10 260:9
standard 81:11
standpoint 209:17
stands 71:10
start 8:3 23:8 141:9 193:5 195:7
 199:6 239:22 240:9,16,17
 258:23 261:11
started 62:20 103:8
starting 160:22 161:11 171:17
state 1:2 7:23 8:11 14:7 20:25
 21:4 45:7 47:10 55:10,13 84:8
 94:19 106:2 107:21 108:10
 111:15 112:8 114:21 115:8
 149:11 169:9 170:24 180:2
 183:13,13,14 187:25 193:16
 243:11 256:10 258:10,16 265:2
 265:9,13
State-authorized 20:18
stated 103:19 265:13
statement 94:13,25 95:10 96:2
 96:14 102:12 131:11 149:14
 185:11
statements 95:21
States 179:16
statewide 188:11
stating 146:22
statistically 112:21
statistics 14:5,7 56:17
statute 146:25
statutory 115:7,9 210:15
stay 114:5 219:13
stays 226:24
stellar 263:1

STEM 15:10,11,12
step 23:20 31:7,23 187:19 211:7
 245:11
stepped 118:15
stepping 25:11 27:12,13 28:10
steps 187:17
Steve 243:21
STEVEN 2:3
Stewart 2:6 63:13 118:16 246:15
stood 38:24 39:11,25
stop 84:23 209:7
storage 246:7,10
storied 127:16
storing 246:16
story 255:16 256:25
Stout-Bardey 7:22 8:1
straight 50:20
straight-up 256:3
straightforward 122:7,8
strain 37:15
Street 1:21 2:21 265:20
strength 66:7
stretch 73:8
strong 195:4
stronger 149:13
structured 34:13
struggle 25:21 57:5
struggles 55:11
struggling 25:21 204:12
stuck 35:17
student 10:24 19:16,20 27:6
 37:14 39:1 45:12,13 67:11
 76:14 77:3,6,7,12,12,13 78:18
 85:5,9 95:24 96:16 97:23
 105:25 113:1,2 118:23 125:19
 128:14 145:3 191:20 201:11
 205:21,23,24 216:14
students 9:7,14,15,18,23 11:8
 13:18 14:1 15:16 16:18 19:1,12
 20:1,5 27:17 28:16,25 30:6,12
 30:20 31:1,25 32:1 38:7 39:14
 39:17 41:2 45:10 55:17,20 57:2
 63:19,23,25 64:20,22 65:10,13
 66:4,16 67:10,13 76:9,12 77:1
 83:25 84:24 85:2,25 86:3,5,6,11
 86:20 88:17,23,25 89:1,2,6,8
 90:6,7,16,22,23 91:9,18,21
 93:23 94:24 95:2 96:15 97:22
 105:24 108:2,15,21,24 111:1,3

111:10,11,14,21,23 113:16
 114:18,23 118:23 122:2 125:18
 127:8 128:14 136:19 137:13
 141:1 145:2 176:22 177:8,11
 178:22 185:1,2 202:20 205:15
 205:16,18 210:15 215:24 258:3
students' 14:20 19:24
study 256:21,23
stuff 31:15 80:13 101:24 133:10
 133:18,25 158:6 164:7 168:1
 170:20 249:9
sub- 58:11,12
subcommittee 40:11 197:14
 198:2,7 263:20
subgroup 58:17 65:6 73:22 77:14
 78:18 175:8
subgroups 67:11 77:12 94:9
 96:16 97:23 105:25 118:24
 125:19 128:14 145:3 191:20
subjects 9:19 110:15
Submissions 4:6 229:1
submit 9:25 32:19 48:3 85:13
 201:3 229:6
Submittal 230:9,15
submitted 28:15 47:20,24 201:5
 202:11 211:1 256:20
submitting 229:9
subparagraph 214:19
substantial 221:8 255:9
substantially 206:7
success 154:22 202:19 205:15
 210:15 216:5
successful 83:15
successfully 246:7
sudden 225:15
suffice 172:16
sufficient 168:13
suggest 157:1
suggested 135:18 233:14
suggesting 65:22 158:8
suggestion 102:15
suggestions 138:20
Suite 1:21 2:21 265:20
summarize 201:16
summatives 61:5
summer 167:1 204:22
super 16:1 35:13 88:3 170:6
 178:16 195:8 250:1 257:19
 263:1

superimpose 88:3
superintendents 249:13 252:20
supervise 232:14
supervisor 232:6
supplemental 41:3
supplying 147:11
support 2:16 8:11 10:21 11:2,7
 11:11 15:19 16:22 25:2,5,6 26:7
 26:8,17 31:22 48:2 57:8,17 66:4
 66:13 95:20 100:4 102:2 105:3
 110:4 112:5 113:16,22 125:13
 132:1 140:11 178:4 243:18
 260:18
supported 260:13
suppose 31:2
supposed 69:14 132:25 147:24
 253:5
sure 18:25 23:10 24:5 29:5 30:12
 30:15 31:4 33:21 47:12 76:4
 80:16 86:21 91:17 96:25 99:17
 114:14,17,25 119:12 121:1
 122:4 124:5,7 141:3 150:14
 181:14,18 189:25 191:13
 219:20 228:4 232:23 234:9,11
 248:10 252:10,12 258:10
 259:17 261:4,5 262:1
surprise 23:20 248:14 249:6
surprised 26:21 225:15
SwD 78:17
sweet 127:21
swift 14:17
Sylmar 243:3
sympathize 132:19
Symposium 3:17 196:25
system 25:2 27:11 48:1,1 58:3
 74:22 114:9 115:8
systems 12:9,16 132:17

T

t 3:1 4:1 50:9
table 28:10
tabled 255:6
take 24:3 35:18 37:9 43:13 49:15
 49:22 50:18 53:3,3,5 54:12,17
 54:24 59:8 64:22 67:23 80:5
 85:25 90:5 95:17 103:14 108:24
 109:25 115:10 120:17,20 128:1
 129:19 130:12 139:8 142:17
 146:15,16 161:8 163:5 165:17

166:4 167:23 170:22 173:22
 174:14 176:7 178:2 184:8,11
 198:2,3 206:1,14 207:3 209:6
 209:14 211:9 219:16 225:3
 232:22 251:15 257:13 259:2
 261:14
taken 3:6 4:8,15 15:3 21:11
 22:17 43:15 44:13 91:14 129:21
 140:20 180:8 196:23 206:3,10
 251:12 260:5
takes 143:1 163:19 166:5,6
talented 89:8
talk 10:21 18:22 84:23 133:1
 149:19 172:5 176:4 181:10
 188:10 206:22 218:18 250:2
 251:13 259:25
talked 30:14 31:15 35:4 62:5
 83:22 95:9,14 177:10 184:13,14
 188:8 200:24 202:8 218:9 223:3
 248:9 252:17 253:4
talking 14:5 34:16,17 39:3 57:23
 57:25 63:17 93:9 94:7 131:10
 133:18 162:15 168:14 175:25
 188:4 189:5,9,9 219:17 232:13
 233:9 235:12 259:13
talks 83:24 187:24 188:6
Tamaya 247:20
Taos 25:10 52:7 128:4 135:18,21
 137:6 230:21 243:21
target 96:21 243:13
targeted 94:7,8
targets 56:7 84:1 189:7
Tario 83:2 84:5
tattooed 264:5
taught 8:17
tax 167:7
Taylor 2:7 5:8,9 7:10,11 20:15
 20:16 22:6,7 42:16,17 50:11,14
 51:17,18 52:16 53:5 54:1,2
 62:25 63:1 67:17 68:20,21 71:3
 71:7 72:16,17 78:24 79:1,16,17
 85:14 86:8,15 88:14,21 89:13
 89:18 90:2 96:4,5 98:13,14 99:9
 99:12,18 100:1,23 101:13
 103:25 104:1 106:8,10,16,17
 117:7,8 118:12 120:8,9 122:24
 123:2,16,17 126:20,21 128:9,20
 129:14,15 134:15,18 135:1,2
 137:17,19 138:12,13 145:9

146:5,6 156:17 157:7 158:14,21
 159:4,5 168:25 169:15 174:18
 174:19 191:11,14 192:2,12,13
 196:10,11 216:21 217:10,11
 220:13,14 221:17,20 222:10,11
 227:23 228:1
Taylor's 97:4
teach 8:22 38:3,5
teacher 9:17,23 23:24 26:23 27:2
 75:17 200:25 216:16
teachers 9:2,20 13:18 19:25
 141:1 216:17 233:9
teachers' 9:22
teaching 167:7
team 15:10,15,24 16:12 17:19,21
 20:10 26:7 186:21 232:3,7
 233:17,19 262:24
tech 8:17
technical 2:13,16 48:2,6 203:25
 230:10 233:25
technicality 178:17,18,24 181:18
 181:19
technically 58:2
technology 219:22
Ted 232:19
teddy 15:16
tell 44:12 46:25 50:19 58:20
 76:17 151:12 154:6 181:8
 208:18 235:16 242:14 247:7
 249:23 257:24 261:21
telling 177:11 209:15 251:4
ten 5:24 7:16 22:15 51:21 54:5
 68:24 72:20 79:25 99:6 104:16
 107:9 118:2 120:12 123:25
 126:25 129:17 135:15 138:17
 177:13 193:1 194:19 196:19
ten-minute 43:13 196:22
ten-zero 7:13 22:15 43:5 181:12
tend 55:7 161:14
tenets 88:2
term 83:12 179:2 205:20
terms 18:13 40:9 44:14 61:15
 91:5,20 110:5 133:12,16 140:3
 170:12 171:4,5 185:9 197:21
 243:7
Territory 262:19
test 75:21
testament 27:11
tested 60:22,23

testimony 265:14
Texas 12:11
text 213:6 215:21 254:11 264:5
thank 6:6 7:17 8:5,8,9 10:10,11
 11:14,15 12:21,23 14:16,22
 17:23 19:9 20:13,16 22:16
 23:10 24:20,21 25:7 26:3,17,18
 27:21,23,24,25 28:9 29:5,8 31:8
 33:9,24 38:11,12,15,19,19 40:4
 40:5,20 41:15 43:6,7,9 54:7
 61:7 65:17 66:24 84:5,15 89:22
 89:22 91:23 92:1 93:4 99:8
 104:18 116:7 118:4 124:2
 129:25 132:3 136:14 138:19
 141:7 142:14 146:12 195:6
 197:9 204:16 218:1 236:13,14
 243:24 244:4,22,24 247:25
 248:11 254:4 257:18 259:8
 263:7,9 264:13
thanks 14:24 17:7 24:22 25:11
 26:20 33:21 36:22 43:14 84:2,6
 84:16 121:16 124:3 129:23
 153:14 172:16 196:22 227:9
 236:19 244:3,22 259:8
they'd 37:24 172:24
thing 18:13,23 29:15 30:16 44:3
 46:1,18 54:20,22 55:12 66:11
 67:19 73:17 77:22 81:8,15 84:7
 92:23 107:25 112:22 119:13
 132:5,9 136:15 152:7 160:14
 175:1 176:19 177:3 180:25
 181:14 208:9 212:19 214:8
 223:23 224:16,20 235:14,25
 236:9,20 239:4 250:9 257:19
 261:7,25 262:15
things 13:18 14:21 18:4 25:17
 31:3 35:14 40:2 46:23,23 47:1
 59:2 61:16,16,17 84:12 96:6
 100:19 110:6 122:9 132:7
 133:17 154:23,23 155:13,24
 156:15 167:11,23,25 169:19
 180:20 181:10 186:12 187:12
 189:13 190:17 191:4 200:3
 201:23 203:10 204:9 206:22
 207:3 208:21 209:17 211:3
 232:18 236:6 237:6 258:11
 260:21
think 11:10 12:19 18:15 20:20,24
 21:1 25:23 27:11 28:20 30:4,5,8

37:1,22 39:13,20 40:3,21 46:17
 47:6 48:20 54:23,23,24 55:15
 55:15 57:14 58:13 61:14,16,20
 61:23,25 62:1,4,4,13,15,17,23
 63:6,8 65:19,20,21,21,22 66:9
 66:13 71:13 73:4,18 76:11,22
 77:23,24 80:18,25 81:12,21,25
 82:17,22 85:11,12,20 86:2,4,6,6
 88:5,9,12 89:25 90:6,10,13,15
 90:19,20,23 91:6,15,19,21 92:2
 92:13,16 94:21,23 95:22 96:14
 97:3,14 100:5,19 105:10,17
 108:20,23 109:13 110:2,13
 111:20 113:3,5,8,25 115:6,11
 115:11 118:11 120:15,23 122:3
 124:23,25 131:25 132:4,14
 133:21 136:19 139:4,14 141:6
 148:10 149:24 151:15,17
 152:15,20 153:2,13 155:4
 156:20,20 157:13,18,19 160:16
 160:22 161:2,22 164:16,18
 166:23 167:5 168:12,19 169:16
 170:7,11 171:12,16,21 172:9,13
 172:16,24 173:1,2,3,24 174:7
 174:10,13 175:14 177:1,25
 181:5,5 182:12,17 183:2,10
 184:7,8 185:5 186:21,22 187:1
 189:4,15 190:8,11,14,18,20
 193:10 197:12,13,14 198:9
 199:1 201:17 205:1 206:4,7
 207:1 208:20 210:4 212:9,11
 213:8 223:10,10,14,24 224:4,15
 226:2 227:1 232:2 233:17,18
 236:3,16 238:4,9 239:1,6,20
 246:6,20 247:13,25 248:9
 249:14 250:5,8,20 253:3,7
 255:14,17 256:12 257:11,11,19
 257:20 258:6 260:4
thinking 40:11 66:15 80:3 155:9
 162:10 218:3 224:14 251:11
thinks 197:25
third 1:21 222:22 237:16 265:20
third-party 36:18
thorough 256:21
thought 11:4 25:18 26:14 49:5
 53:7 57:9 89:21 93:6 95:8,14
 111:16 149:5 181:24 182:21
 199:22 223:3 227:17 229:5,11
 235:12,23 239:8

thoughts 245:18
three 7:19 20:4 32:5,5 66:1 111:2
 165:17 166:6 168:2 178:7,8,8
 178:25 179:17 181:17 182:16
 246:17 247:12 264:6
three-year 59:15 60:3
throw 19:3
throws 54:20 110:21
Thursday 233:23 239:23 240:1,2
 240:8,10 241:5
Tierra 191:9,16 193:4,6,20
 194:23 195:9,11 213:7 230:24
 230:25 235:15 252:17
tight-knit 25:3
till 57:9 129:20 184:11 240:16,17
Tim 243:23
time 6:5 9:18 10:10 14:16 28:1
 29:24 33:18 37:16 39:6 44:6,16
 47:24 48:3,6 54:18 55:25 56:5
 74:16,19 90:25 100:9 102:19
 103:13 118:9 125:7 144:17
 161:22 162:14,21 164:15,23
 165:3,10,16 171:16 173:2,4,18
 175:5 181:8 184:7,8 187:13
 188:2 189:13 193:12 194:9
 198:3,16,16 199:22 201:19
 204:21 209:11,18 224:11
 233:22 237:10 238:10 239:1,22
 246:21 249:5,21 251:15,23
 252:11,18 253:4 254:21 256:14
 256:19 257:2 260:10,14,17
 266:11,17,22
timeline 31:12 199:5
timeliness 52:23 200:12
timely 9:24 28:16 40:10 201:3,5
 208:17 216:19 258:11
times 21:3 84:11 125:8 150:1
 151:18 256:17 262:5
timing 29:16 33:17 207:10
TIMOTHY 2:4
tiny 16:12
tired 167:8 180:10
title 258:12
today 9:25 23:15 32:21 103:13
 109:15 161:17 167:9 168:7,9
 171:13 193:6,6 236:18 244:4
 257:20 262:17
told 9:1 148:16 194:21 198:21
ton 175:5

tone-deaf 109:5
tool 130:21 188:3
top 21:5 49:1 88:24 101:25
 132:23 153:13 199:6 263:6
 264:3
top-notch 27:18
Topanga 127:15,16,19
topic 149:17
Topics 4:16 257:8,16
toss 37:19
total 35:19
totally 97:8
town 128:4 250:18
track 14:18 132:8 186:25
tracker 47:21
tracking 111:15 131:2 246:1
traditional 73:21 82:20 131:20
 132:5
tragic 259:9
Trail 231:1
train 181:24
training 2:14,16 133:16,18 154:2
 154:3 206:13,18 215:11,16
 245:14 246:8
transcript 1:10 265:11 266:9,15
 266:20
transfer 13:23 167:24
transferred 10:25
transition 27:7 202:9,13
transitional 60:21
transitions 130:24
transparency 170:12
transparent 213:10
transportation 34:3,7,11,25 35:3
 35:9,12 37:5,9,23 40:23 41:10
 259:18 261:15,17
travel 19:14 127:8,10 194:9
 236:16 239:17
traveling 20:6 43:7
travels 264:14
treasurer 200:17
treat 173:20
tremendously 39:3
trend 12:7
trophy 16:13
trouble 77:23
true 50:23 252:2 258:9 265:10
truly 19:25 253:22
trumping 9:21

truth 90:10
try 252:12 256:1 264:6
trying 55:8 82:4 85:12 86:25
 87:9,10 88:3 96:22 120:22
 143:10 157:11 160:10 207:1
 224:4,22 236:16 252:25
TSI 74:8
Tuesday 226:10 234:15 236:4
 241:8
turn 43:24 154:23 160:13
turned 18:12 102:18
turns 56:23 133:5
Turquoise 231:1
twelfth 30:18
twenty 44:17
twice 37:24 101:2,11 102:18
two 13:15 14:12 17:8 37:18 44:12
 46:2,10 47:5 64:24,25 74:18,24
 80:2,4 87:7 93:19 102:1,7 111:1
 111:4 113:13 118:14 124:23
 138:24 139:6 142:10 163:5,19
 166:6 169:18 174:20,21 184:4
 194:14 203:22 208:20 209:17
 214:22 218:10,24 221:6,9
 232:13 237:5 247:23 253:25
 256:18,23 260:23
two-liter 37:18
two-liters 37:18
two-month 163:11 165:9
type 205:22
typed 8:6 160:10
types 18:9 258:13
typically 21:4 131:1
typing 35:22

U

ugly 254:11
Uh-huh 33:20 78:9
unable 131:1 254:1
unacceptable 259:3,4
uncomfortable 111:25
uncorrected 56:3,8
underlying 96:1
underperforming 108:7
underscores 80:19
underserved 77:7
understand 29:17 56:21,25 57:1
 57:12 59:9,17 85:3 88:5 141:22
 198:18 203:8 234:4 244:6 246:3

256:25
understanding 40:25 58:17 61:9
 61:10 87:4 147:20 148:12 185:5
 189:20 204:7
understood 33:19 255:15
unfortunate 114:1,1,9
unfortunately 206:4 238:17
UNIDENTIFIED 150:21
uniform 152:1
unique 132:11
unit 150:5
United 179:16 241:4
universally 173:25
University 19:13,22 20:11
unmet 176:6
unmute 10:15 11:18 13:4,8
 244:16
unnecessarily 9:17
unprepared 10:23
unsatisfactory 46:6,9,13,20 56:4
 61:24 67:8,9,14,21 70:10 74:6
 76:1 78:16 93:20 97:21 98:2
 105:23 106:5 110:5 112:5 113:6
 113:17 116:16 118:22 119:2
 122:19,22 124:25 125:17,23
 128:12,16 131:19 134:8 137:8
 140:9 144:22,25 148:14 167:24
 170:4 172:15 173:13 175:2
 176:12 191:19,23 195:13
unusual 149:4
upcoming 258:7
update 4:12 138:22 206:17,19
 229:17 236:23 253:15,17
 255:12
updated 221:16 229:14 255:21
 257:7
updates 101:17 229:18,20
upgrade 33:4
uploaded 28:17 47:4,6 48:8,15
upper 77:24
upsetting 257:25
Urenco 15:14
urge 9:11
USA 15:14
usage 83:18
use 17:14 36:18 69:10 119:17
 174:2 210:20,25,25
user 15:18,20 243:18
usually 137:10 166:4 207:22,24

utilized 216:11

V

V-a-n 13:15

VALENZUELA 2:13 7:21 10:13
11:16 13:1 14:23 19:5 207:15
207:20

Valerie 244:14

valid 113:11 172:24

Valley 19:15 20:7 118:5,8,17,20
124:11 125:15 130:9 134:5,7
230:21 243:3

value 91:22 252:25

values 170:13

van 13:15

variety 127:17 253:22

various 81:16

vary 60:16

vast 256:8

vein 190:19 261:10,10

vendetta 167:3,6

vendor 36:18

verbatim 34:8 99:23 144:24
145:12 199:23 216:24 219:4

verify 131:3,5

version 238:5

versus 74:5 142:2

Vice 2:3 5:16,17 6:14 7:8,9 15:6
21:14 22:12,13 25:8 26:18
33:24 35:2 36:22 38:11 42:12
42:13 51:3,4 52:10,25 53:13
60:9 61:9 63:12 65:14,18 66:20
67:1,18 68:6,7 70:1,24 71:2,14
71:19 72:2,3 73:1,11 77:21 78:9
78:11 79:21,22 80:9,12 83:20
84:3,20 92:25 93:12,18,22
94:10 99:2,3,24 102:6,9,23
103:18,21 104:6,7 105:13 107:5
107:6 109:21 115:15,20 116:2
117:21,22 118:8,13 119:12,16
119:22,23 120:24 121:9,13,16
123:20,21 125:4 126:6,7 127:5
127:12 128:18 129:8,9 130:16
131:4,12 133:9 134:4 135:12,13
135:21,25 136:2,14 137:24,25
139:11 141:8 142:9,14,18 146:1
146:2 153:6,10,14 154:7,13
157:1,22 158:5,12 159:17,18,25
160:4,9 161:14 166:5,12 167:22

168:5,20,23 169:7 178:7 190:23
192:5,6 193:5 195:7 196:16,17
197:1,5 213:4,19,22,25 214:7
214:10,25 215:10,13,15 217:8,9
218:20 220:7,24,25 222:1,2
228:2,5 229:12,17,19,22 230:3
234:19 235:1,11 242:3,9,25
243:4,15,20 244:2 249:20
252:16 261:6,9 262:16 263:13
263:15,25 264:4,10

Vice-Chair 53:12

view 59:9 93:1 171:24

virtual 231:3 238:16

virtually 237:14

visit 33:11 43:10 125:5 199:17
200:15 203:11,14,16,19 207:10
207:12,16 248:19 250:6

visited 127:14 200:23

visiting 248:3,6

visits 233:23 249:6 251:5

Vistas 45:3 48:23,25 54:12 62:1
67:8 76:7,9 78:16 105:4 116:16
131:20 132:5 145:1 178:5
188:10

visual 8:14

voice 11:4 20:1

volt 18:7

vote 49:7 50:2 53:4 130:2 146:16
157:5 159:20 160:15 163:13
169:19 181:12 222:22 228:11
257:14 260:15

voted 169:21 170:2 178:10

votes 54:5,5 68:24 72:20,25
79:25 80:1 99:6,7 104:16,17
107:9,10 118:2 120:12,13
123:25,25 126:25,25 129:17,17
130:3 135:15,15 138:17,17
146:10,10 159:20 193:1,1
196:19,19 217:24,25 221:4,4
222:15,15

voting 228:12

voucher 240:14

W

W 2:21

wait 33:19 36:19 49:5 112:15
162:9 168:3 171:5 199:25 209:5
213:24 235:23 255:11 257:6

waiting 184:11 246:24

waitlist 28:21 30:3

walk 199:5

want 11:6,11 12:2,5,17,21 14:11
17:2,9 21:11 23:17 28:12,13
29:1,25 35:16 38:22 39:7 44:25
45:1 46:12 48:22 49:18 50:19
52:18 58:15 60:1 63:15 65:14
73:13 78:6 80:8 81:15,24 82:3
82:16 83:19 84:5,9,13,25 85:8
86:21 87:18,19,23,25 90:11,15
90:21 91:8,20 95:6 96:20 97:1
100:7 101:13 103:14 109:3,5,22
109:25 120:15,16 124:7 125:4
127:12,13,22 136:17,19 139:5
141:9 142:16,20 143:9 148:25
150:18 153:16 156:2 157:4
159:23 161:25 162:3,7,16 163:3
164:3 166:1 168:25 169:1 170:7
170:11 173:14,20,25 174:24
175:3 177:9,12 179:12,14 182:4
183:22 186:5,23 190:20,21
194:3 199:3,5 201:22 209:4
212:7 219:13,20 222:25 224:14
225:20 226:6 227:6 229:25
232:24,25 234:23 235:15,23
237:1 242:12,24,25 248:13,24
249:25 250:6,18 252:15 253:6
256:13 261:11 262:11 263:7

wanted 10:21 11:2 17:24 18:24
19:11 20:10 23:14 83:6 89:21
94:4 104:24 105:1 148:19 156:4
174:23 177:20 186:11,16
193:25 212:3 233:16 236:8
255:23 261:7 262:21,23

wanting 68:2

wants 71:15 240:21 248:6 250:15
253:8

warranting 161:10

Washington 15:25 16:14 19:14

wasn't 10:20 30:12 36:9 47:12
93:14 131:2 156:24 181:25
188:18 189:17,17 193:24
202:11 254:20 256:11,21

Wasting 19:4

watchful 171:16

watching 247:5,14

waters 161:6

wavelength 87:16

way 18:8 24:18 25:10,22 26:12

26:17 32:6 33:3 34:13 44:25 45:1,20 48:21 49:7 51:1 61:20 66:9,10 69:21,23,24 73:11 74:25 81:24 83:23 84:1 94:10 96:18 97:1 108:3,6 112:17 127:20 131:13 132:12 133:19 147:23 152:3,21 163:22 165:6 166:2,5,6,7 173:15 178:23 179:22 181:3,16 185:21 194:11 222:25 224:9 228:8 233:12 243:21 252:19,21 253:1 258:5 262:19	253:2,9,14 we've 31:25 34:21 56:17 65:24 66:16 91:4 94:1,23 96:9 102:6 144:14 150:1,19 162:1 166:16 166:23 170:1,2 171:12 172:14 173:10 175:12,15 184:12 201:13 203:7 214:5 232:20 236:23 253:4 263:9,11 weaponize 171:22 webinar 1:14 245:9,10 website 48:15,17 183:21 184:22 202:4,6 204:20 209:21 210:6,13 210:18 220:6 221:16 226:9 227:15 Wednesday 238:18,20 240:7,20 241:3,8 weeds 88:4 week 13:25 36:10 193:7 197:24 198:6 234:17 240:23 258:19 weekend 20:24 21:7 263:2 weekends 16:21 weeks 232:9 weird 160:14 224:22 welcome 24:21 33:13 233:13 243:20 245:5 went 125:5 178:12,14 238:1 253:18 weren't 30:15 94:24 95:2 193:16 213:10 221:8 225:23 255:5 Wesley 16:18 whatsoever 34:15 whereof 265:14 white 188:20 242:16 wiggle 30:20 wildly 57:2 187:1 willing 24:17 36:19 win 63:10 Wings 127:3 128:10 winning 20:22 wins 15:10 winter 16:20 wish 70:5,23 71:21 96:18 112:11 230:19 withdraw 71:15 197:5 withdrawn 102:13 witness 11:8 woken 39:5 won 15:13 21:2 wonder 136:9 139:21 212:14	240:12 wonderful 16:4 31:10 33:7 193:9 wondering 31:11 94:4 108:3,17 225:10 wonkiness 62:12 word 12:3 13:16 40:3 69:13 77:9 78:6 91:9 93:6 94:2 208:18 218:18,25 245:22 word-for-word 197:2 worded 84:1 165:6 words 9:13 13:15 wordsmith 91:12 work 8:9 14:16 18:25 20:11 24:8 33:10 66:10 78:1 84:15 110:11 142:24 168:24 198:8 199:15 215:18 232:16 234:1,9 237:3 241:19 245:7 247:18 258:2,17 262:18 workbook 260:22,25 worked 8:13 32:16 49:3 238:23 working 9:4,8 16:20 19:21 26:6 32:17,19 62:20 63:7 81:11,20 82:9 97:24,24 113:10 116:17 174:24 188:2 195:14 204:6 233:15,19 242:23 258:8 261:11 works 33:6 139:22 181:7 245:3 workshopping 246:21 world 127:20 230:2 worth 172:9 229:11 wouldn't 33:1 133:20 150:12 167:14,22 168:5,6 208:14 224:14 256:21 wow 241:13,14 wrist 264:5 write 35:22 writing 235:24 written 73:12 131:13 166:2 253:13 wrong 41:24 107:18 207:14 218:4
		X
		X 3:1 4:1 Xinachtli 17:10
		Y
		yeah 6:20 20:4,12 27:13 28:8 31:10 36:3 40:8 49:20 51:25 54:19 55:7,14 58:8,24 60:15

63:1 64:7,17 68:1 69:15,25
 71:13 73:14 75:3 76:19 77:17
 78:12 81:12 87:1 94:12 95:12
 95:12 103:17 119:1 121:5,5,21
 125:1 129:20 130:8 131:11,16
 132:2 136:24 137:3 139:19
 140:14 142:18 147:7 150:19
 152:8 154:11 156:14,22,24,24
 157:24 161:19 165:7 174:19
 179:10 184:24 186:8 189:21
 196:25 197:5,8 199:4 208:1
 210:5 212:17,20 214:1,11,24
 218:5,15 223:20 226:12 229:3
 229:24 234:13 235:5 241:1,4,4
 242:5,16,23 249:15,17 250:23
 251:7 252:23 254:22,23,23,25
 255:13 256:23 259:8,11,12
 261:4,4,21 262:1,9,9

year 8:21 17:12 21:5 31:25 32:1
 32:2,7 34:14,20,22 35:4 36:5
 39:3 40:23 41:6 45:14 50:7
 55:24 56:3,7,11 60:3,19 61:21
 61:25 62:4,9,10,10,11,13,15,22
 62:24 63:8 74:22 75:1,8 82:2,6
 82:16,16,23 94:17 100:5,13,14
 100:17 101:6,11,19,23,23 103:5
 103:6,12 105:17 111:4 130:23
 131:24 133:4 167:2 171:11
 174:25 175:13 177:8 181:22
 182:2,3 184:3,12 186:3,24
 202:10 204:1 206:8 208:5
 225:23 228:7 238:2 241:20

year's 62:1 170:10 184:15 210:2

year-old 172:7

yearly 169:3

years 8:13,18 14:12 21:2 23:24
 25:11 26:23 32:5,20 74:11,15
 74:18,24 87:21 102:1,7 105:17
 111:2 142:10 161:4 178:7,8,25
 181:17 186:19 193:23 194:19
 194:19 238:17 242:22 246:16
 246:17 256:18,23

yellow 44:17 45:21

yellows 82:13

yesterday 49:8 80:18,19 83:22
 133:12,19 162:14 170:14 195:3
 197:18 218:9 226:19 231:21
 262:17 263:6

yore 125:8

you-all 25:19 39:23 44:9 81:15
 139:5 140:20 148:7 183:8
 232:21,24 247:21

young 18:3,5,15,20 132:12

Z

zero 22:15 51:21 54:5 68:25
 72:21 80:1 99:7 104:17 107:9
 118:3 120:13 123:25 126:25
 129:17 130:3 135:15 138:17
 146:10 193:1 196:19 217:24
 221:4 222:15 239:14

zeroed 239:13

Zone 17:11

Zoom 1:14 14:9 253:7

0

00 49:1

1

1 3:3 4:22 158:8 188:24 230:15

1,083 30:9,17 32:3

1,200 28:16 30:8,17

1,400 36:8,13

1.b 116:21

1:00 129:20 130:1,5 240:19

1:13 129:22

1:30 231:3

10 3:14 44:9 49:12,19,21,22

60:22 70:15 106:3 121:14,15

139:16 263:23

10.a 51:23

10.b 54:8,9

10.c 69:1,4

10.g 107:11

10.h 118:5

10.i 124:11

10.m 135:18

10.o 135:17

10:02 43:15

100 31:25 32:1 150:14 177:6

258:3

100,000 36:15 41:12

10th 201:9

11 3:17 49:14 61:5 116:20 191:22

11:00 240:17

11:53 129:21

111 141:1

11th 247:19

12 3:18 28:23 60:11 184:23

197:10,12 198:9 231:6

12.b 198:10

12/31/2024 265:21

12:00 240:17

13 3:20 198:11 213:20 231:6

130 210:4

135 210:5

13th 247:19

14 3:22 218:2 231:6

14.a 220:3

15 3:6,24 177:5,5,8,9 179:20,23

183:25,25 186:24 221:6,14

16 1:11 4:3 139:20 153:15 186:24

186:25 222:18

16.a 227:12

160 136:9

1630 1:21 265:20

16th 5:2

17 4:5 112:7 228:24

18 4:7 21:3 231:20,22

19 4:9 23:24 231:23

196 3:17

197 3:18

198 3:20

19th 246:19

1st 230:8

2

2 3:4 6:12 75:12 81:19 87:15

102:13 114:13,14 134:10 155:1

214:19 232:15 243:23

2.a 106:4 134:13

2.b 70:16 78:22 125:22 136:23

137:12

2.c 106:4

2.d 106:4

2/16/24 266:2

2:46 196:23

20 4:11 15:13 21:2 32:20,21,21

34:17 37:24 110:15

200 2:21

201 1:21 265:20

2010 8:15

2013 193:10

2018 8:16

2019 59:16 60:20,24

2020 59:14 60:14

2021 59:14 199:13

2022 59:15,16,22 60:23
2022-'23 3:13,15 199:14
2023 1:11 59:21,22 199:17
 200:15
2023-2024 202:10
2024 227:22 228:6,6,8 230:7,8,15
 231:3,6 265:15
2027 115:24 199:14
2028 199:22
207 245:18
21 3:7 4:12 253:14
218 3:22
219 1:20 265:8,19
21st 52:5 230:9
22 3:8,10 4:13 23:24 114:5
 257:14
22-'23 50:7 103:8,8 184:3
221 3:24
222 4:3
228 4:5
23 4:16 61:13 65:24 103:12 257:8
 257:16
23-'24 59:20
231 4:7,9
236 4:11
24 4:17 262:12
25 4:18 81:21 127:6
253 4:12
257 4:13,16
26 153:15
262 4:17
264 4:18
265 4:20
27 265:15
27th 234:17
28 3:11
299 239:14
2nd 238:12

3

3 3:5 7:18 114:14 154:19 158:9
3.b 3:23 144:6 145:6 218:8,11,14
 220:2
3.c 78:22 116:21
3:01 196:23
3:30 24:14
30 166:9,10 167:9 171:6 181:16
 182:1 207:11,16 209:14 261:14
30-day 168:10

30,000 41:5
300 1:12
300,000 41:6
30s 77:24
30th 201:9
31 172:12
31st 203:18
32 183:22
35 73:6
38 73:6
3rd 238:13

4

4 3:6 15:1 70:13 80:14 214:19
4.5 258:16
4.a 219:4
4.c 70:16 122:3,21
4:33 264:15
40 139:22
40,000 36:14,16 41:13
418 136:9

5

5 3:3,7 21:9 64:10,11 214:19
5.b 144:6 145:6
5.c 106:4
50 3:13
50-max 239:10
500 41:13
504 205:19
51 3:14
5th 201:25

6

6 3:4,8 22:17 70:13 76:20 77:16
 77:17 78:18 97:23 105:25
 118:24 125:20 128:15 134:10
 137:1,14 139:19
6-12 24:10,12
60-day 255:14 257:4,5 261:12
68 58:3
6th 207:17

7

7 2:21 3:5,10 22:19 76:20 77:8,16
 77:17 78:18 97:23 105:25
 118:24 125:20 128:15 145:3
 191:21
7-8 67:11

70 41:3
700 32:4 36:8
728 28:16
7th 203:14,19 207:13,16,17

8

8 3:11 28:2 136:5,12,13 139:14
 145:4
8:00 234:15
85 91:1
87102 1:22 265:20
87501 2:21

9

9 3:13,16 44:8 49:20 50:3 60:11
 60:21 78:21 122:20 125:21
 134:12 136:25 137:11 145:5
 231:3 245:24
9.a 50:9
9.b 67:4
9.c 70:5
9.i 50:9
9.p 138:20
9:00 1:11 5:4 238:7
9:48 43:15
9091N 1:25 265:25 266:2